



La Mesa Junior High School

26623 May Way • Santa Clarita, CA 91351 • (661) 250-0022 • Grades 7-8

Michele Krantz, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's Message

La Mesa has a solid reputation as a school where academic achievement and improvement are both a priority and a reality.

Our academic teams allow for students to continue to be part of something a little smaller, while still having access to all that a large comprehensive junior high has to offer. These opportunities include participation in a rich and varied co-curricular program, clubs and activities, and a large, diverse staff eager to get to know the students as individuals.

At La Mesa we believe in developing the "whole child". We hold high expectations for academic achievement, but also understand the changes the middle school student encounters in regards to their physical, social and emotional development. Together with parents we have an opportunity to guide these students through their mistakes, which are inherent to their development as young adolescents, and turn them into positive learning experiences.

The mission of our school is to promote the intellectual, ethical, social, and physical development of all students, with an emphasis on a strong and challenging standards-based curriculum.

Our mission is realized through our unique programs and policies. The integration of technology across the curriculum, heterogeneous grouping of classes, and a challenging exploratory program provide students opportunities for academic and creative enrichment. We are fortunate to draw from a variety of ethnic and cultural backgrounds. We respect our diversity and emphasize respect of others.

We believe the most successful children are a result of a solid partnership among the school, the home, and the community. We work hard to build relationships that will assist students in achieving success and afford them the opportunity to ultimately choose their own path, whether that be college or career. We welcome parents as part of La Mesa's success team and encourage them to share their concerns and feedback so that we can best serve our students.

Michele Krantz, PRINCIPAL

MISSION STATEMENT

The mission of La Mesa Junior High School, in partnership with students, parents, and community, is to promote the intellectual, ethical, social, and physical development of all students with an emphasis on a strong and challenging standards-based curriculum.



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (661) 250-0022.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	1
Gr. 7	561
Gr. 8	532
Total	1,094

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	6.9
Hispanic or Latino	55.4
Native Hawaiian/Pacific Islander	0.1
White	21.3
Two or More Races	5.0
Socioeconomically Disadvantaged	51.5
English Learners	18.6
Students with Disabilities	13.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

La Mesa Junior High School	12-13	13-14	14-15
Fully Credentialed	48	49	51
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

La Mesa Junior High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002</p> <p>Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - SpringBoard Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

La Mesa celebrates its 20th year, having opened its doors in 1995. A fresh coat of paint for the interior and exterior of the campus has brought the campus back to its original beauty! The front driveway has also been widened to allow for a smoother ingress and egress to the parking lot. Our outdoor basketball courts have recently been resurfaced and our grounds are maintained regularly.

We have 49 classrooms, 14 of which are portables. Classroom space is adequate for our student population and feature a weight room, scientific labs, and classrooms with removable walls that can create larger learning spaces. Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/16/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]		Several flush valves were noted as leaking, two toilets were loose at the base. Two insta-hot water heaters not functioning. Work orders have been processed.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	72	74	68	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	60	63	60	63	65	65	54	56	55
Math	56	60	61	49	48	47	49	50	50
HSS	55	58	60	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	5	6	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.0	34.9	30.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	68
Male	68
Female	67
Black or African American	56
American Indian or Alaska Native	
Asian	86
Filipino	93
Hispanic or Latino	59
Native Hawaiian/Pacific Islander	
White	81
Two or More Races	92
Socioeconomically Disadvantaged	61
English Learners	30
Students with Disabilities	41
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	21	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	21	10
Native Hawaiian/Pacific Islander			
White	-24	29	-2
Two or More Races			
Socioeconomically Disadvantaged	15	4	30
English Learners	-11	22	7
Students with Disabilities	-44	8	42

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are very supportive of the educational programs at La Mesa Junior High School and have many opportunities to become involved, including participating in the PTSA, School Site Council, Eyes and Ears of La Mesa, Team Parent Program, and Bilingual Parent Advisory Committee; volunteering for various activities; and chaperoning special events. Parents who wish to participate in our leadership teams, school committees, school activities, or who wish to become a volunteer may contact the school's main office at (661) 250-0022.

Students and parents are encouraged to attend or participate in La Mesa's four annual dances, Fall Family Fun Night, Back to School Night, Open House, Summer Check-In, and the student and staff Basketball and Softball tournaments.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber bullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2014, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus. Our Safe School Ambassador, the office bully box and Text-a-Tip programs have proven to be a huge asset in keeping the campus a safe environment.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	8.7	10.3	3.3
Expulsions Rate	0.8	0.2	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6			1			6						
English	24.9	25	25	16	16	11	24	23	30	9	10	5
Math	25.3	25	25	14	14	11	20	26	25	12	6	8
Science	28.5	26	27	6	8	7	22	23	26	11	10	6
SS	28.2	26	26	6	10	8	18	23	25	15	8	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,669	\$2,410	\$6,259	\$67,252
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			6.1	-3.1
Percent Difference: School Site/ State			33.5	-7.0

Types of Services Funded at La Mesa Junior High School

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Professional Development provided for Teachers at La Mesa Junior High School

Professional Development for the 13-14 and 14-15 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.