



# La Mesa Junior High School

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

Michele Krantz, Principal  
mkrantz@hartdistrict.org  
www.lamesajuniorhigh.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Will Jones, Student Board member

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra

Assistant Superintendent, Human  
Resources

Mike Kuhlman

Assistant Superintendent,  
Educational Services

### 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

To engage in a flexible learning community that cultivates growth, curiosity, grit, and a love for learning.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (661) 250-0022 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	565
Grade 8	561
<b>Total Enrollment</b>	<b>1,126</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.1
Asian	2.8
Filipino	7.3
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.1
White	22
Two or More Races	5.1
Socioeconomically Disadvantaged	47.2
English Learners	15.3
Students with Disabilities	13.9
Foster Youth	0.8

## 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	13-14	14-15	15-16
With Full Credential	49	51	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Mesa Junior High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	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

2014-15 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	95.8	4.2
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

\* 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 2015-16)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002  Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014  Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014  Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014  Algebra - SpringBoard Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006  Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006  Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

La Mesa celebrated 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, a band 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. As of 12/18/15 there are 36 work orders in process.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/25/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> 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.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	22.50	31.20	34.70

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	42	65	44
<b>Math</b>	34	46	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	75
<b>All Student at the School</b>	71
<b>Male</b>	71
<b>Female</b>	70
<b>Black or African American</b>	45
<b>Asian</b>	93
<b>Filipino</b>	88
<b>Hispanic or Latino</b>	65
<b>White</b>	81
<b>Two or More Races</b>	76
<b>Socioeconomically Disadvantaged</b>	37
<b>English Learners</b>	30
<b>Students with Disabilities</b>	63
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	74	66	71	75	77	75	59	60	56

\* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	555	537	96.8	27	29	33	9
	8	558	536	96.1	25	30	33	9
Male	7		297	53.5	28	31	32	7
	8		273	48.9	33	30	29	5
Female	7		240	43.2	25	28	35	12
	8		263	47.1	17	30	37	14
Black or African American	7		37	6.7	32	38	22	8
	8		46	8.2	43	37	17	0
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		15	2.7	13	27	27	33
	8		16	2.9	13	31	19	38
Filipino	7		35	6.3	6	20	60	14
	8		46	8.2	4	24	57	13
Hispanic or Latino	7		301	54.2	33	31	28	5
	8		290	52.0	29	33	29	5
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
White	7		119	21.4	17	29	42	11
	8		112	20.1	21	21	38	19
Two or More Races	7		28	5.0	32	18	29	21
	8		26	4.7	15	27	46	12
Socioeconomically Disadvantaged	7		266	47.9	35	32	26	5
	8		247	44.3	35	34	24	4
English Learners	7		78	14.1	58	32	6	1
	8		75	13.4	55	36	7	0
Students with Disabilities	7		64	11.5	69	19	6	0
	8		58	10.4	69	19	2	3
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	555	540	97.3	30	31	18	15
	8	558	538	96.4	36	26	20	14
Male	7		299	53.9	28	32	16	18
	8		273	48.9	39	24	20	12
Female	7		241	43.4	33	29	21	11
	8		265	47.5	32	29	19	16
Black or African American	7		36	6.5	39	36	11	3
	8		46	8.2	54	30	13	0
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		15	2.7	7	20	27	47
	8		16	2.9	13	25	25	38
Filipino	7		35	6.3	11	23	34	29
	8		46	8.2	13	24	33	30
Hispanic or Latino	7		303	54.6	37	32	16	11
	8		292	52.3	42	28	14	10
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
White	7		121	21.8	21	30	21	21
	8		111	19.9	24	20	29	23
Two or More Races	7		28	5.0	29	32	14	21
	8		27	4.8	30	30	26	11
Socioeconomically Disadvantaged	7		270	48.6	37	34	15	9
	8		249	44.6	46	29	12	7
English Learners	7		83	15.0	67	23	4	1
	8		78	14.0	71	23	3	0
Students with Disabilities	7		63	11.4	71	16	6	2
	8		57	10.2	81	11	5	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### 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 Parent Advisory Committee (PAC), School Site Council, Team Parent Program, and Bilingual Parent Advisory Committee. Parents are also involved by 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, Dodge Ball 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 2015, 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	2012-13	2013-14	2014-15
Suspensions Rate	10.32	3.25	2.50
Expulsions Rate	0.17	0.09	0.08
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	25	16	11	18	23	30	22	10	5	11
Math	25	25	23	14	11	5	26	25	2	6	8	2
Science	26	27	28	8	7	8	23	26	16	10	6	15
SS	26	26	28	10	8	7	23	25	20	8	6	13

\* 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.

**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)	.5
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist	
Other	
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	365

\* 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.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
<b>Percent of District Budget</b>		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

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

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Professional Development provided for Teachers**

Professional Development for the past two school years was focused on the implementation of the Common Core State Standards. The concentration continues to be on building a strong foundation to understanding and implementation of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are following pacing guides and continue to collaborate in designing rigorous curricular units for the present school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy. They support 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. An early release schedule was developed by teachers and approved by the district. This new schedule allows for added collaboration within department and teams as a way to improve student learning by improving teacher practice.

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,928	\$2,642	\$6,286	\$68,186
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
<b>Percent Difference: School Site/District</b>			-0.1	-5.8
<b>Percent Difference: School Site/ State</b>			17.5	-9.0

\* Cells with ♦ do not require data.