



La Mesa Junior High School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

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District Governing Board

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Carson Batholomew, 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 and relationship building.

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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	510
Grade 8	581
Total Enrollment	1,091

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	6.9
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.2
White	22
Two or More Races	3.3
Socioeconomically Disadvantaged	45.7
English Learners	15.1
Students with Disabilities	12.3
Foster Youth	0.5

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	14-15	15-16	16-17
With Full Credential	51	46	46
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Mesa Junior High School	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	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

2015-16 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	87.7	12.4
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

La Mesa celebrated its 22st year, having opened its doors in 1995. A recent 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 several 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 12/19/16 there are 28 work orders in process.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/16

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			Custodial staff needs to pay attention better to "touch points". Exterior drinking fountains need to be cleaned on a daily basis. School has been informed and will resolve these concerns.
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	66	71	62	77	75	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22	32.2	33.7

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	43	50	62	67	44	48
Math	35	43	43	47	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	575	541	94.1	61.9
Male	330	311	94.2	62.7
Female	245	230	93.9	60.9
Black or African American	38	35	92.1	48.6
Asian	18	18	100.0	83.3
Filipino	41	40	97.6	80.0
Hispanic or Latino	325	304	93.5	57.2
White	124	116	93.6	66.4
Two or More Races	27	26	96.3	69.2
Socioeconomically Disadvantaged	299	278	93.0	52.9
English Learners	93	85	91.4	32.9
Students with Disabilities	89	76	85.4	35.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	7	517	504	97.5	53.0
	8	576	564	97.9	47.1
Male	7	264	255	96.6	47.8
	8	331	324	97.9	42.4
Female	7	253	249	98.4	58.3
	8	245	240	98.0	53.3
Black or African American	7	44	42	95.5	38.1
	8	39	39	100.0	39.5
Asian	7	19	19	100.0	89.5
	8	18	17	94.4	64.7
Filipino	7	32	32	100.0	78.1
	8	41	41	100.0	70.7
Hispanic or Latino	7	299	292	97.7	45.5
	8	325	319	98.2	41.0
White	7	114	110	96.5	61.8
	8	124	120	96.8	53.3
Two or More Races	8	27	26	96.3	50.0
Socioeconomically Disadvantaged	7	268	261	97.4	39.8
	8	300	294	98.0	34.0

**School Year 2015-16 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 Met or Exceeded
English Learners	7	64	61	95.3	14.8
	8	93	90	96.8	7.8
Students with Disabilities	7	80	73	91.3	9.7
	8	89	82	92.1	6.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	7	517	503	97.3	44.3
	8	517	503	97.3	44.3
Male	7	264	257	97.3	44.3
	8	264	257	97.3	44.3
Female	7	253	246	97.2	44.3
	8	253	246	97.2	44.3
Black or African American	7	44	42	95.5	28.6
	8	44	42	95.5	28.6
Asian	7	19	19	100.0	89.5
	8	19	19	100.0	89.5
Filipino	7	32	32	100.0	62.5
	8	32	32	100.0	62.5
Hispanic or Latino	7	299	290	97.0	36.9
	8	299	290	97.0	36.9
White	7	114	111	97.4	55.5
	8	114	111	97.4	55.5
Socioeconomically Disadvantaged	7	268	260	97.0	33.9
	8	268	260	97.0	33.9
English Learners	7	64	60	93.8	8.5
	8	64	60	93.8	8.5
Students with Disabilities	7	80	73	91.3	6.8
	8	80	73	91.3	6.8

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

This school year, the school has made it a goal to encourage and increase parent engagement. Parents are very supportive of the educational programs at La Mesa Junior High School and we have added many opportunities to become involved and engaged. We have succeeded in increasing parent engagement via Student of the Month Breakfast celebrations, 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 2016, and modified to enhance procedures for the release of students in the event of a disaster. We have also added a school wide Active Shooter Drill during structures and non-structured time in the event of such a devastating event. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.1	2.5	0.8
Expulsions Rate	3.3	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	25	25	11	18	18	30	22	22	5	11	11
Mathematics	25	23	23	11	5	5	25	2	2	8	2	2
Science	27	28	28	7	8	8	26	16	16	6	15	15
Social Science	26	28	28	8	7	7	25	20	20	6	13	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.

Professional Development provided for Teachers

Professional Development for the past three 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. Our site Instructional Coach continues to support Lesson Study to allow for deeper professional development with peers on the Common Core State Standards. 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.

The school continues to implement the Capturing Kids Hearts strategies to establish positive relationships with students, address the whole child, and, ultimately, enhance student academic success. We currently have 100% of our teachers trained and are being considered for a Capturing Kids' Hearts Showcase School Award.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,004	\$2,812	\$7,192	\$74,765
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			5.2	-0.5
Percent Difference: School Site/ State			26.7	-3.9

* Cells with ♦ do not require data.

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 and the county. 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.