



# La Mesa Elementary School

1 La Mesa Way • Monterey, CA 93940 • (831) 649-1872 • Grades K-5

Phil Menchaca, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
www.mpusd.net

#### District Governing Board

Ms. Alana Myles,, President  
Mr. Tom Jennings, Clerk Vice  
President  
Mr. Tim Chaney  
Ms. Debra Gramespacher  
Dr. Jon Hill  
Dr. Bettye Lusk  
Ms. Wendy Root Askew

#### District Administration

Dr. PK Diffenbaugh  
**Superintendent**  
Cresta McIntosh  
**Associate Superintendent  
Educational Services**  
Beth Wodecki  
**Assistant Superintendent  
Elementary Secondary**  
Bijou S. Beltran  
**Assistant Superintendent Human  
Resources**  
Brett W. McFadden  
**Associate Superintendent Business  
Services**  
Ryan Altemeyer  
**Chief of Technology**  
Marci McFadden  
**Chief of Communications and  
Engagement**

### School Description

#### Principal's Message

Welcome to La Mesa Elementary School. At La Mesa Elementary School we have a wonderful community of families and staff that work together to provide the best educational and social opportunities possible for our children. La Mesa students receive a challenging academic program in a beautiful, safe, and welcoming environment. La Mesa is a unique school because of the large population of children of parents who are in the military and attending the Naval Post-Graduate School. Approximately 15 percent of our students are from another country, creating a rich diversity of languages and cultures. At last count we had students representing 24 different home languages in our school.

La Mesa staff members continue to participate in professional development opportunities in the areas of instruction and strategies to ensure students make continued progress towards meeting the California Common Core State Standard requirements.

#### Major Achievements

All of students participate in the district-funded music program. K-3 students have classroom music and the 4th and 5th grade student have band and orchestra. The La Mesa PTA generously provided funding for a science lab, computer lab, PE, performing arts, and organized an Art Docent Program. We are successfully navigating the implementation of two new curricula.

#### Focus for Improvement

- We will continue to implement strategies that encourage student engagement.
- Teachers will continue to participate in professional development opportunities.
- We will continue to improve in the area of students and family transitions into our school.

Phil Menchaca  
Principal

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	142
Grade 1	67
Grade 2	69
Grade 3	79
Grade 4	56
Grade 5	61
<b>Total Enrollment</b>	<b>474</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0
Asian	14.1
Filipino	2.5
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.2
White	55.9
Two or More Races	6.8
Socioeconomically Disadvantaged	19.2
English Learners	24.9
Students with Disabilities	8.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Elementary School	15-16	16-17	17-18
With Full Credential	21	25	25
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Mesa Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017  <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>	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017  <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>	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017  <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>	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes

Note: Cells with N/A values do not require data.

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

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit [www.mpusd.net](http://www.mpusd.net) for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
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		Some classrooms have missing or water stained ceiling tiles; some carpet is aging or worn and pose a tripping hazard; no curtains on front windows in administration building; paint chipping; water damage on walls
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Electrical panel is rusted in custodian storage
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			Cracks in asphalt throughout outside courts; gutters have holes
<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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	59	40	38	48	48
Math	55	53	27	27	36	37

\* 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	59	44	74.6	77.3
Male	30	25	83.3	76.0
Female	29	19	65.5	79.0
Asian	15	7	46.7	85.7
White	25	20	80.0	85.0
Socioeconomically Disadvantaged	16	12	75.0	58.3
English Learners	13	6	46.2	50.0
Students with Disabilities	11	8	72.7	

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	77	45	43	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.3	22.6	4.8

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	201	176	87.56	59.09
Male	102	91	89.22	58.24
Female	99	85	85.86	60
Black or African American	17	16	94.12	68.75
Asian	28	23	82.14	47.83
Filipino	--	--	--	--
Hispanic or Latino	40	37	92.5	40.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	86	86	68.6
Two or More Races	11	10	90.91	50
Socioeconomically Disadvantaged	46	44	95.65	36.36
English Learners	50	45	90	35.56
Students with Disabilities	25	23	92	17.39

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	181	89.6	53.04
Male	103	93	90.29	54.84
Female	99	88	88.89	51.14
Black or African American	17	16	94.12	37.5
Asian	28	26	92.86	26.92
Filipino	--	--	--	--
Hispanic or Latino	41	38	92.68	28.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	87	87	70.11
Two or More Races	11	10	90.91	70
Socioeconomically Disadvantaged	46	44	95.65	25
English Learners	50	49	98	22.45
Students with Disabilities	25	23	92	17.39

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

La Mesa parents are deeply involved in the education of their children, whether in the classroom, or at home. The National PTA (Parent Teacher Association) previously recognized La Mesa as a School of Excellence for Parent Involvement. Each year parents and volunteers spend thousands of hours working with La Mesa. To name just a few of their many contributions parents assist in the classroom, volunteer as Art Docents, plan special events, beautify the campus, and raise funds. The La Mesa PTA also funds our PE, Science lab, computer lab and contributes to our Visual and Performing Arts programs. To find out how you can be involved at our school, contact the school office at (831) 649-1872 or go to [lamesapta.com](http://lamesapta.com).

### State Priority: School Climate

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

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

### School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpsud.net](http://www.mpsud.net).

Highlight's of this school's plan are detailed below.

The teaching staff monitors the playgrounds before school and during afternoon recess. A supervisory team which has been increased this year, oversees students during morning recess, in the lunchroom, and at lunch recess. All visitors are required to sign in and sign out at the school office. All volunteers must complete a volunteer orientation and undergo a background check prior to providing volunteer service. We currently have over 150 highly qualified and very appreciated parent volunteers! The school campus is locked down 15 minutes after school starts and is opened 15 minutes before school is out, limiting access to the school only through the front office. All gates are locked during the school day.

The School Safety Plan was monitored and revised throughout the school year. The site safety coordinator, along with the principal, updated the plan according to district timelines, and the Safety Plan was reviewed with staff and parent groups. The site safety coordinator and the principal also completed Incident Command System training to prepare for an emergency, conducted monthly fire drills, conducted a shelter in place drill (lock down), participated in the statewide earthquake drill in October, and continually implemented changes based upon feedback from staff, parent, and law enforcement feedback. Our entire staff has been ALICE (Alert, Lockdown, Inform, Counter and Evacuate) trained and certified.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.6	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist	1.0
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	19	1	1	5	3	4	3			
1	24	27	22	1			3	3	3			
2	23	24	22				3	4	3			
3	25	29	25				2	2	3			
4	32	24	28				2	2	2			
5	25	25	21			1	2	2	2			
Other	8	8		2	2							

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

Our teachers have participated in various professional development opportunities throughout the year. Teachers have been trained in the new Eureka math program, the New Benchmark Language Arts program and AVT, which is the English Language Development program. All of our teachers have been trained on the implementation of Student assessments, and how to use assessment data to guide instruction. These training's are accomplished through various ways. District wide professional development has been provided on an ongoing basis. We have also provided school based opportunities through grade level articulations, Professional Learning Community days, and whole staff professional development. Our priorities have been based on curriculum development and Student Engagement with the purpose of improving instruction.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	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

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,093	\$167	\$4,926	\$67,624
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-47.5	3.6
Percent Difference: School Site/ State			-28.7	-9.6

\* Cells with ♦ do not require data.