



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

2017-18 School Accountability Report Card Published During the 2018-19 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

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Brennan Book, Student Board
member

District Administration

Vicki Engbrecht
Superintendent

Dr. 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. We create a positive learning environment where students feel connected, are treated with dignity and respect, and where everyone is valued.

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. We are committed to capturing the hearts and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	608
Grade 8	580
Total Enrollment	1,188

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.0
Asian	4.2
Filipino	6.6
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.3
White	19.1
Socioeconomically Disadvantaged	51.2
English Learners	13.5
Students with Disabilities	15.8
Foster Youth	0.3

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 Junior High School	16-17	17-18	18-19
With Full Credential	46	57	52
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	16-17	17-18	18-19
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	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
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 - Carnegie Math Course 2 - Carnegie Learning Adopted 2018 Math 7 Accelerated - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Carnegie Math Course 3 - Carnegie Learning Adopted 2018 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This summer La Mesa received campus wide new roofing, and energy efficient lighting and mechanical equipment.

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 11/30/2018 there are 44 work orders in process.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/23/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Touch points such a doors and light switch plates need attention. Locker room doors are an example.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	55.0	68.0	69.0	48.0	50.0
Math	45.0	47.0	48.0	50.0	37.0	38.0

Note: 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.

Note: ELA and 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

School Year 2017-18 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	1142	1119	97.99	54.51
Male	577	561	97.23	46.88
Female	565	558	98.76	62.19
Black or African American	93	89	95.70	44.94
Asian	50	49	98.00	83.67
Filipino	71	70	98.59	81.43
Hispanic or Latino	661	650	98.34	44.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	214	209	97.66	70.81
Two or More Races	48	47	97.92	76.60
Socioeconomically Disadvantaged	552	539	97.64	42.12
English Learners	314	305	97.13	26.23
Students with Disabilities	133	126	94.74	9.52
Foster Youth	--	--	--	--

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.

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	24.2	28.9	23.5

* 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.

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 2017-18 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	1,148	1,132	98.61	47.48
Male	581	569	97.93	44.89
Female	567	563	99.29	50.09
Black or African American	93	91	97.85	36.26
Asian	50	49	98	87.76
Filipino	71	70	98.59	80
Hispanic or Latino	664	659	99.25	37.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	217	210	96.77	62.38
Two or More Races	48	48	100	54.17
Socioeconomically Disadvantaged	554	548	98.92	36.2
English Learners	315	313	99.37	21.73
Students with Disabilities	138	130	94.2	4.65
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 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 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 2018, 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 structured 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	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.0	1.7
Expulsions Rate	0.0	0.1	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	.5
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	315

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	26.0	24.0	13	13	14	13	15	33	16	14	2
Mathematics	19.0	23.0	24.0	3	3	12	1		35	1	3	3
Science	30.0	28.0	26.0	6	9	10	6	11	34	23	18	
Social Science	31.0	29.0	25.0	6	7	10	7	8	36	22	21	2

* 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

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA / ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

Through an early release schedule, teachers utilize an added collaboration period within department and teams 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. 100% of teachers at La Mesa are trained and are being considered for a Capturing Kids' Hearts Showcase School Award.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$129,725	\$136,636
Average Principal Salary (HS)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,959	\$3,069	\$7,890	\$79,221
District	◆	◆	\$7,734	\$78,175
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			2.0	1.3
Percent Difference: School Site/ State			10.2	-8.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.