

La Mesa Arts Academy
School Accountability Report Card

Board Approved on February 6, 2018

La Mesa Spring Valley Schools

La Mesa Arts Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	La Mesa-Spring Valley
Phone Number	(619) 668-5700
Superintendent	Brian Marshall
E-mail Address	brian_marshall@lmsvschools.org
Web Site	www.lmsvschools.org

School Contact Information (School Year 2017-18)	
School Name	La Mesa Arts Academy
Street	4200 Parks Ave.
City, State, Zip	La Mesa, Ca, 91942-6212
Phone Number	619-668-5730
Principal	Beth Marie Thomas, Principal
E-mail Address	beth.thomas@lmsvschools.org
Web Site	www.lmsvsd.net/lmaac
County-District-School (CDS) Code	37681970132290

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

La Mesa Middle School was built in 1951 with an initial capacity of 1,050. It has continually been modernized as the need came about and the funds were available. The school is modernized and it has all of the environmental updates needed to meet the needs of students and staff. The school opened its doors August 2014 as a school-within-a-school known as La Mesa Arts Academy (LMAAC). LMAAC is open to students in grades 4-8 who are interested in learning the foundations of art, performing arts, and having arts infused into their academic classes. LMAAC is home to approximately 1080 students. It is governed by an administrative team which consists of one site administrator, two deans of students, and one counselor. Additionally, students receive instruction from specialists in their field including but not limited to math, science, ELA, history, PE and arts classes.

Mission Statement

It is the goal of the LMAAC staff to create opportunities that will support the development of good character, as well as leadership skills of integrity and confidence in our students while, at the same time, presenting an academic program and arts program that prepares our students for success in future college and career choices."

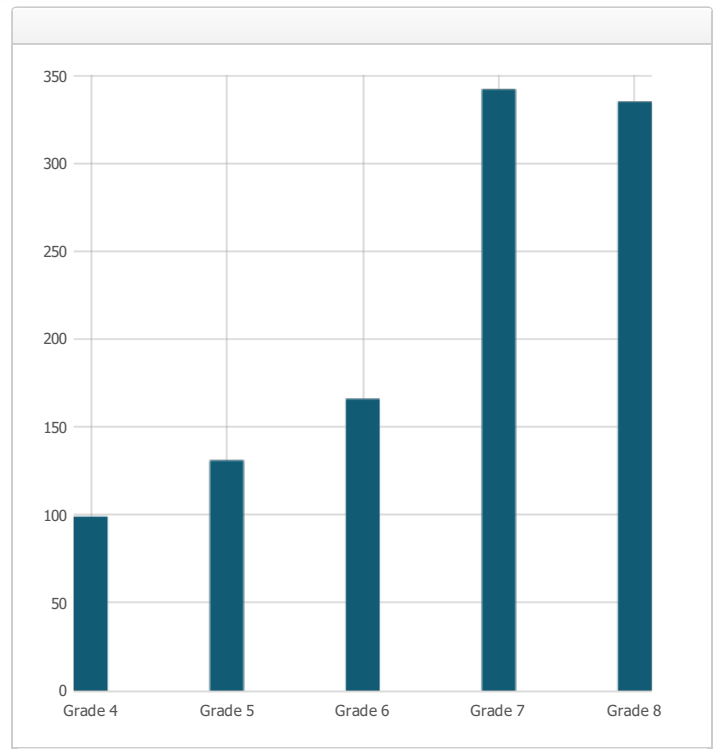
Vision Statement

If LMAAC is to be a community of learners striving for mastery of the state's academic and arts standards then we must commit to providing clear learning objectives to the school community, as well as a safe environment where learning can take place, and a process of assessment that affords access for students who do not show mastery and enrichment for the ones who do.

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 4	99
Grade 5	131
Grade 6	166
Grade 7	342
Grade 8	335
Total Enrollment	1073



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.0 %
American Indian or Alaska Native	0.1 %
Asian	4.0 %
Filipino	1.3 %
Hispanic or Latino	31.9 %
Native Hawaiian or Pacific Islander	0.4 %
White	46.4 %
Two or More Races	7.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.0 %
English Learners	3.4 %
Students with Disabilities	8.1 %
Foster Youth	0.2 %

Last updated: 1/11/2018

A. Conditions of Learning

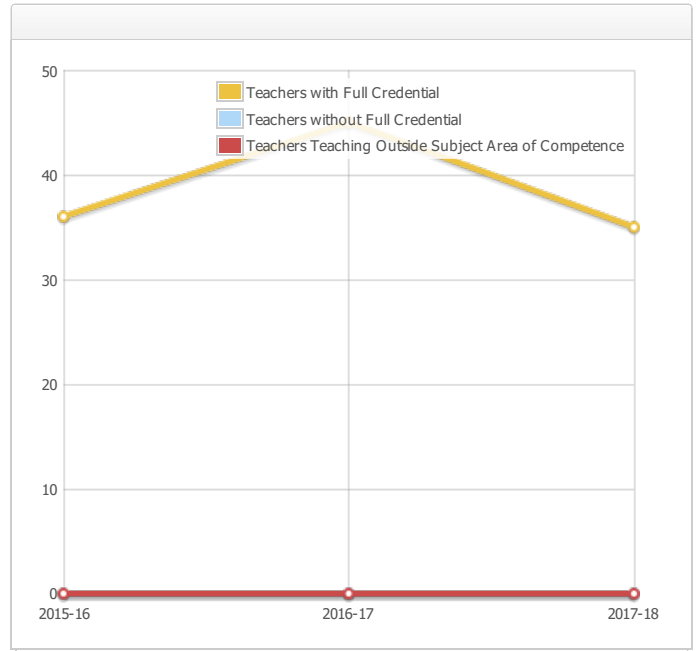
State Priority: Basic

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

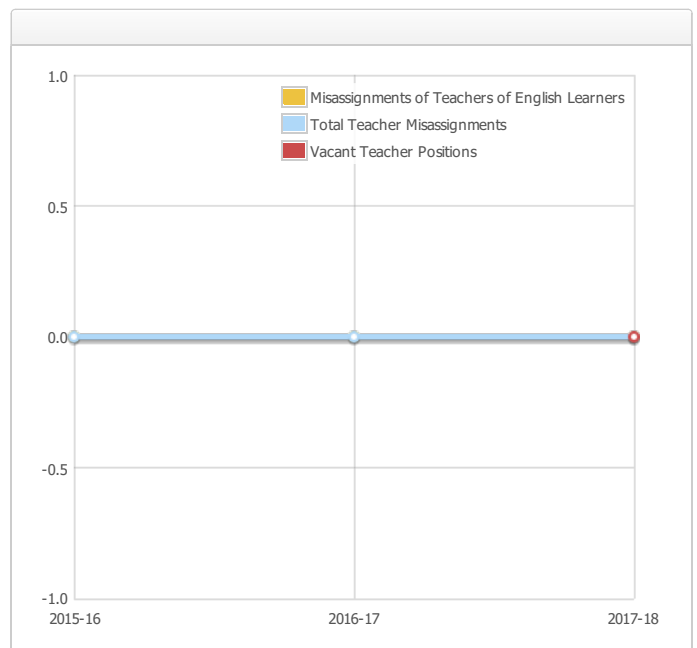
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	45	35	527
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/20/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions			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.

Last updated: 1/20/2018

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

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill – Wonders (Adopted 2016) <ul style="list-style-type: none"> • 4th-6th McGraw-Hill – StudySync (Adopted 2017) <ul style="list-style-type: none"> • 7th-8th Intervention English Language Arts National Geographic – Inside (Adopted 2009) Houghton Mifflin – Portals (Adopted 2009)		0.0 %
Mathematics	Houghton Mifflin Harcourt – Math Expressions (Adopted 2015) The College Board – SpringBoard Mathematics (Adopted 2013)		0.0 %
Science	Pearson Scott-Foresman – California Science (Adopted 2006) Holt Rinehart Winston – Holt California Science (Adopted 2007)		0.0 %
History-Social Science	Pearson Scott-Foresman – History-Social Science for California (Adopted 2006) <ul style="list-style-type: none"> • 4th – Our California • 5th – Our Nation Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006) <ul style="list-style-type: none"> • 6th – Ancient Civilizations • 7th – Medieval and Early Modern Times • 8th – The American Journey to World War 1 		0.0 %
Foreign Language	English Language Development McGraw-Hill – Wonders – English Language Development Program (Adopted 2016) McGraw-Hill – StudySync – English Language Development Program (Adopted 2017) Spanish Prentice Hall –Realidades (Adopted 2004)		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	SRA – Art Connections (Adopted 2008) Pearson Scott-Foresman – Making Music (Adopted 2008)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repair/replace ceiling tiles/walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair/paint walls/window frames.

Overall Facility Rate

Year and month of the most recent FIT report: April 2017

Overall Rating	Good
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Last updated: 1/11/2018

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	68%	66%	50%	50%	48%	48%
Mathematics (grades 3-8 and 11)	47%	48%	39%	38%	36%	37%

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.

Last updated: 1/11/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1066	1036	97.19%	66.41%
Male	409	397	97.07%	61.46%
Female	657	639	97.26%	69.48%
Black or African American	83	82	98.80%	50.00%
American Indian or Alaska Native	--	--	--	
Asian	41	41	100.00%	78.05%
Filipino	14	14	100.00%	85.71%
Hispanic or Latino	340	332	97.65%	58.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	495	476	96.16%	72.90%
Two or More Races	87	85	97.70%	68.24%
Socioeconomically Disadvantaged	450	442	98.22%	54.52%
English Learners	121	121	100.00%	42.98%
Students with Disabilities	94	92	97.87%	13.04%
Students Receiving Migrant Education Services				
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.

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.

Last updated: 1/11/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1066	1027	96.34%	48.10%
Male	409	396	96.82%	49.49%
Female	657	631	96.04%	47.23%
Black or African American	83	80	96.39%	21.25%
American Indian or Alaska Native	--	--	--	
Asian	41	41	100.00%	68.29%
Filipino	14	14	100.00%	71.43%
Hispanic or Latino	340	330	97.06%	37.58%
Native Hawaiian or Pacific Islander	--	--	--	
White	495	471	95.15%	57.11%
Two or More Races	87	85	97.70%	50.59%
Socioeconomically Disadvantaged	450	439	97.56%	36.45%
English Learners	121	121	100.00%	30.58%
Students with Disabilities	93	90	96.77%	--
Students Receiving Migrant Education Services				
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.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	71.0%	0.0%	57.0%	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.

Last updated: 1/11/2018

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.1%	33.9%	26.8%
7	16.4%	23.1%	33.9%

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.

Last updated: 1/11/2018

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)

Opportunities for Parental Involvement (School Year 2017-2018)

La Mesa Arts Academy (LMAAC) has an active School Site Council (SSC). The SSC is an elected group of parents, students and school staff who meet multiple times a year to oversee the implementation of the Single Plan for Student Achievement.

Our LMAAC PTSA provides invaluable school support in the forms of time, talent, and treasure. However, the mission of our PTSA is truly to encourage and promote family involvement. They do this by sponsoring multiple family-centered events throughout the school year such as Movie Night, Family Dances, Fall Festival, and Family Game Night-to name just a few.

We also invite our parents of our English Learners to become involved in our English Language Advisory Council (ELAC). This important parent advisory group meets several times a year to learn about our instruction that supports our English Learners. Our ELAC families also provide us with valuable feedback about how we can best support both our English Learner students and families.

The La Mesa Arts Foundation is the non-profit that was established to financially support our La Mesa Arts Academy arts program. The board of the foundation meets once a month. Duties of the board members includes the organization of a yearly fundraiser that supports targeted projects including but not limited to costuming, instruments, sound systems, lighting, buses to events.

Overall, we encourage our LMAAC Families to simply join us at our many family events whether PTSA-sponsored, art gallery openings, concerts, Back to School Night, or Open House. We love coming together as a community and attempt to give LMAAC a small school atmosphere where every stakeholder feels valued and welcomed.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

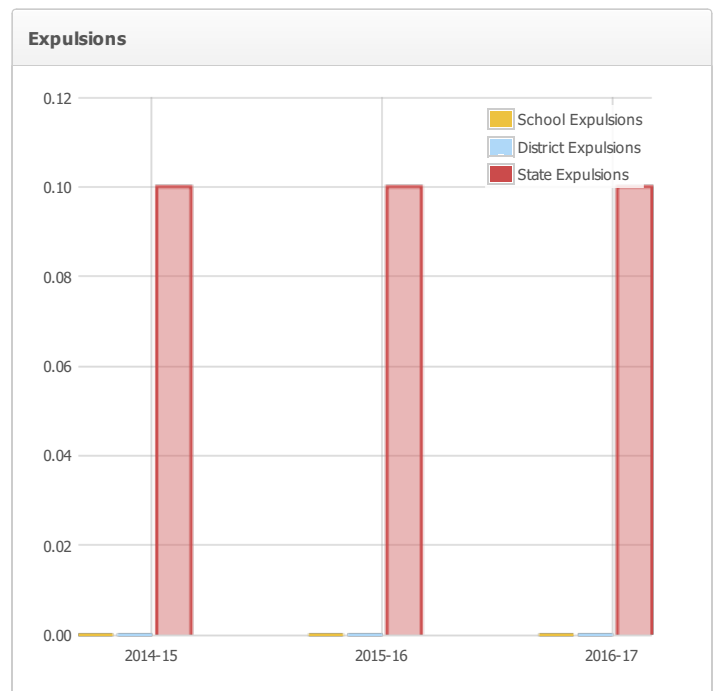
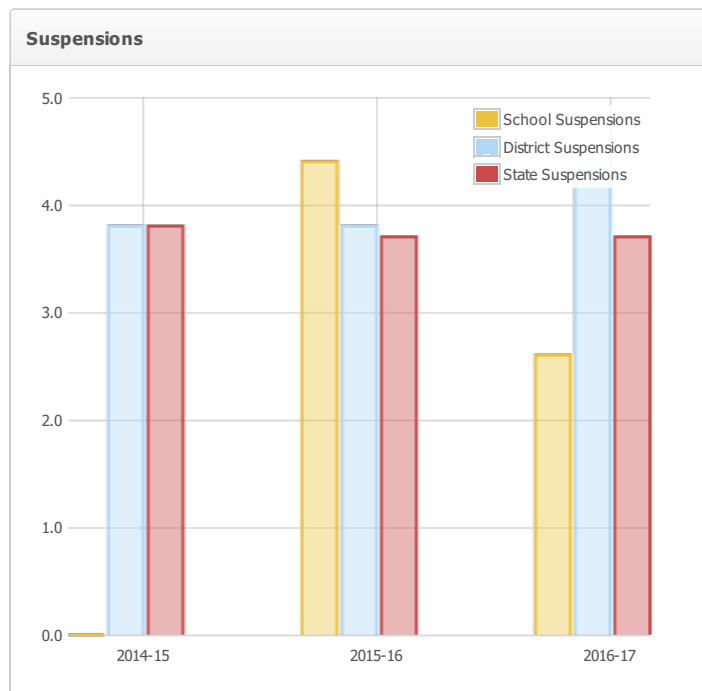
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	4.4%	2.6%	3.8%	3.8%	4.3%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

Last updated: 1/29/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	34.0	0	0	15	32.0	0	10	5
5	0.0	0	0	0	28.0	1	11	4	30.0	1	11	8
6	0.0	0	0	0	28.0	9	27	19	23.0	21	24	13
Other	0.0	0	0	0	27.0	1	5	1	28.0	0	2	0

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

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	28.0	6	11	10	27.0	7	12	8
Mathematics	0.0	0	0	0	21.0	4	0	1	21.0	4	0	1
Science	0.0	0	0	0	33.0	0	8	12	33.0	0	7	13
Social Science	0.0	0	0	0	30.0	2	13	7	30.0	2	11	9

* 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.

Last updated: 1/11/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

*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.

Last updated: 1/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5569.1	\$14.8	\$5554.3	\$83058.0
District	N/A	N/A	\$5430.4	\$83717.8
Percent Difference – School Site and District	N/A	N/A	2.3%	-0.8%
State	N/A	N/A	\$6574.0	\$78363.0
Percent Difference – School Site and State	N/A	N/A	-16.8%	5.8%

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

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

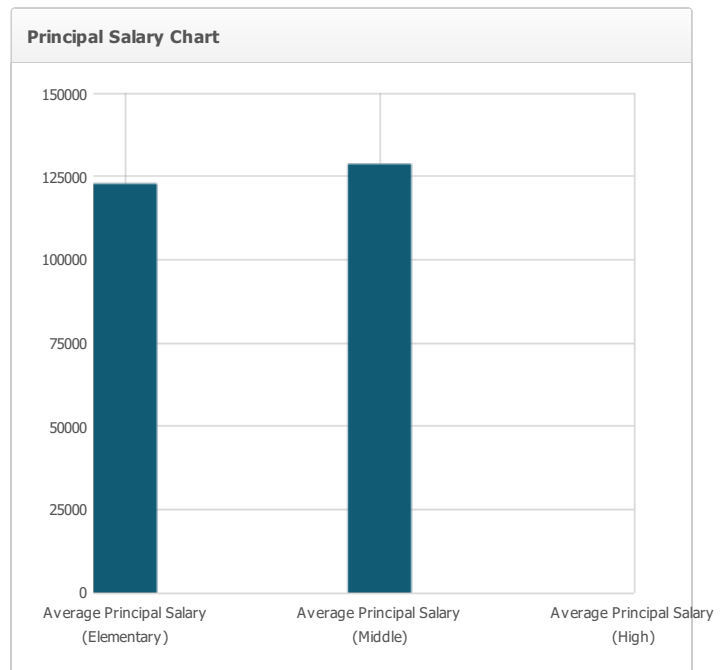
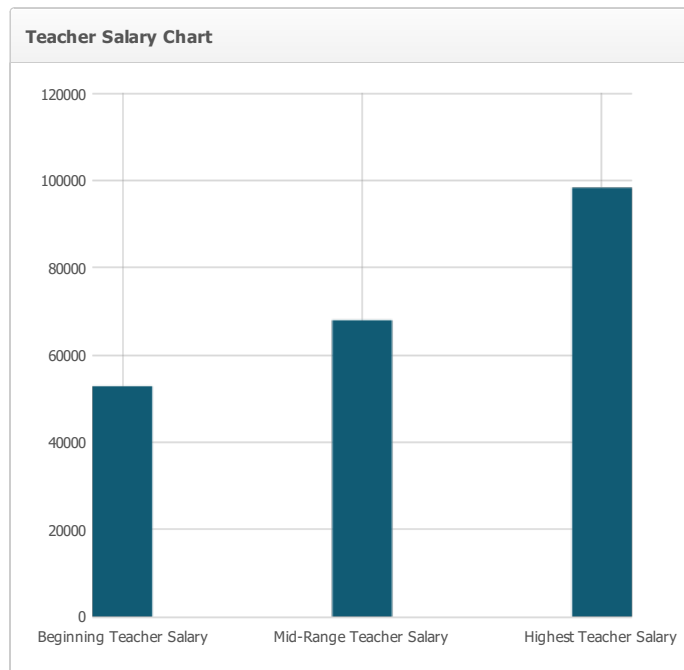
Special Education
 Title II Part A - Improving Teacher Quality
 Title III - Immigrant Education
 Title III Part A - Limited English
 Lottery - Instructional Materials

Last updated: 1/19/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,814	\$48,678
Mid-Range Teacher Salary	\$67,933	\$78,254
Highest Teacher Salary	\$98,330	\$96,372
Average Principal Salary (Elementary)	\$122,793	\$122,364
Average Principal Salary (Middle)	\$128,682	\$125,958
Average Principal Salary (High)	\$	\$126,758
Superintendent Salary	\$213,294	\$212,818
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/11/2018

Professional Development

La Mesa-Spring Valley continues to make fundamental shifts in their professional learning by ensuring our learning is attending to requisite knowledge and skills needed to ensure high levels of learning for each and every student. This year, all teachers participated in an additional full day of professional learning prior to the start of school with a focus on a framework for high-quality teaching and learning, the four questions of a PLC and the 6 characteristics that make up a PLC. Professional learning is also offered during student breaks and summer and is offered in a variety of ways via full day, after school, in class coaching, and conference attendance. We are also committed to Professional Learning Communities and have provided a weekly structure (Tuesday afternoons) that allows teachers of the same grade level or discipline to meet and analyze student learning and discuss best practices to address the needs of each and every student. One Tuesday a month is also dedicated to whole staff learning. The California Teachers Induction Program (CTIP) support providers assist new teachers, and the Peer Assistance and Review program supports teachers experiencing challenges.

In recent years, professional learning has focused on the content and implementation of the California State Standards including the effective adoption of new curriculum in English language arts and mathematics. In the last year, our professional learning has focused in on instructional anatomy and instructional leadership. Instructional anatomy is developing a common language for high-quality teaching and learning, whereas instructional leadership is developing District, principal and teacher leaders to analyze and lead for high-quality teaching and learning. Our theory of action is that if we develop a common language and deep understanding of quality teaching and define and develop instructional leaders within a Professional Learning Community, then each and every student, regardless of race, class, language, and disability will learn at high levels. This work continues this year and we are now fully engaged in identifying power standards in both English Language Arts and Mathematics, identifying the learning targets that align to the standards, and developing common formative assessments to measure student progress in meeting the standards.

Last updated: 1/29/2018