

Vista La Mesa Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.



Bonita DeAmicis, Principal

Principal, Vista La Mesa Academy

About Our School

Hello Cheetah Students, Friends, and Families,

VLMA strives to grow every Cheetah into a confident and successful person, ready for the next step when they leave our school in 8th grade. Teachers, staff and administration works together to provide a challenging academic curriculum to prepare every student for the rigor of high school and strong emotional support to our children and families so that every cheetah receives that extra boost when needed. Our students become proficient in technology while learning math and English, and our students become versed in social skills while enjoying their time here. We boast a diverse population that mirrors a global society and prepares our Cheetahs for the future.

We are so glad you have joined us on this journey.

Contact

Vista La Mesa Academy
3900 Violet St.
La Mesa, CA 91941-7542

Phone: 619-825-5666
E-mail: bdemic@lgsd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Lemon Grove
Phone Number	(619) 825-5600
Superintendent	Ernest Anastos
E-mail Address	eanasto@lgsd.k12.ca.us
Web Site	http://www.lgsd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Vista La Mesa Academy
Street	3900 Violet St.
City, State, Zip	La Mesa, Ca, 91941-7542
Phone Number	619-825-5666
Principal	Bonita DeAmicis, Principal
E-mail Address	bdeamic@lgsd.k12.ca.us
County-District-School (CDS) Code	37682056038673

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

Vista La Mesa Academy is located about 10 miles east of the City of San Diego. It is one of six schools in the Lemon Grove School District. The district is comprised of three elementary schools and three Pre K - 8th academies. Vista La Mesa, one of the prek-8th Grade academies, is located in the City of La Mesa, and is under the governance of the Lemon Grove School Board. We have also partnered with the Navy, the Kroc Center, and the La Mesa Police Department as agencies that help us with our mission.

Vista La Mesa Academy is a Restorative Practices school. All of our teachers and staff are trained in ways to help students to communicate, resolve conflicts peacefully, and to problem-solve as a team. When a member of the Vista La Mesa team has caused a problem with peers, staff, or community, we hold a circle to solve the issue and to find ways to "restore" the team member back to the community. Restorative Practices build important skills in our staff and students and adds to a positive productive school environment.

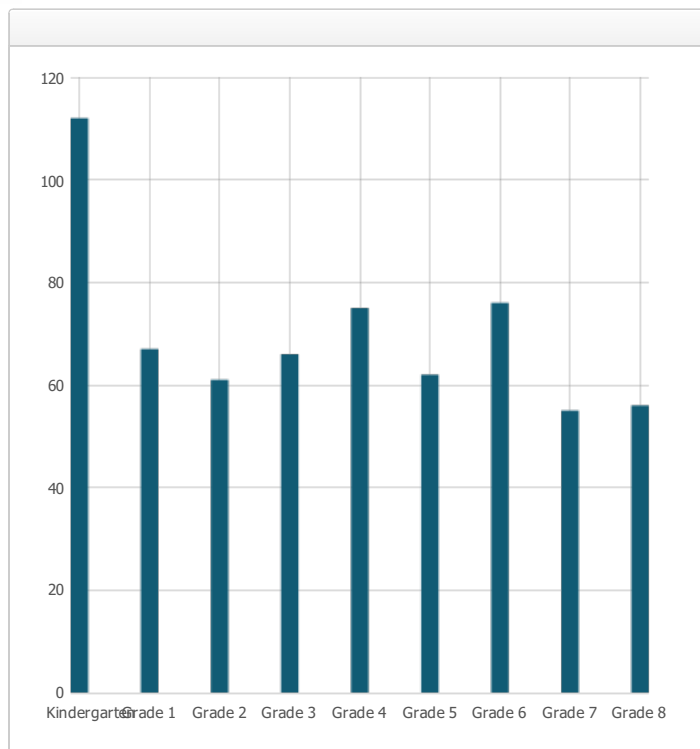
Vista La Mesa Academy is also a STEM School. An initial 3-year grant from the Department of Defense in 2013 helped us to provide all 5th through 8th grade students with "Project Lead the Way," an immersive STEM program offering high quality and rigorous Science, Technology, Math, and Engineering units. Students learned to program robots, to design using autocad software, and to create their own computer apps. In addition, we have formed partnerships with SDSU through its MESA (Math, Engineering, Science Achievement) Program and our students have consistently excelled in the local and the regional competition. A new 5-year 2015 Department of Defense grant has been awarded to grow our STEM program in kindergarten through 4th grade. With this new funding we will add "Project Lead the Way" units to our Kinder through 4th Grade curriculum. Currently all students in grades 2-8 have a laptop, and every two students in grades Transitional Kinder to first grade share a laptop. We are growing and nurturing student interest in STEM careers and in scholarly thinking across the disciplines.

The Lemon Grove School District and the Vista La Mesa Academy staff work together to develop and implement high academic standards for all students. We have a diverse population that works together as students, parents, community, and staff to provide a safe and academically challenging environment for all students. As educators, we promise to establish positive relationships with our students and their families as well as to deliver high quality instruction in all of our classrooms. We know the importance of students, parents, extended family members, and the community working together, supporting one another, and utilizing our strong technology tools to provide as many opportunities for students to succeed as possible.

Last updated: 1/25/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	112
Grade 1	67
Grade 2	61
Grade 3	66
Grade 4	75
Grade 5	62
Grade 6	76
Grade 7	55
Grade 8	56
Total Enrollment	630



Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	19.0 %
American Indian or Alaska Native	0.3 %
Asian	4.8 %
Filipino	3.3 %
Hispanic or Latino	52.7 %
Native Hawaiian or Pacific Islander	0.5 %
White	13.3 %
Two or More Races	6.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.0 %
English Learners	26.8 %
Students with Disabilities	7.6 %
Foster Youth	0.3 %

Last updated: 1/25/2017

A. Conditions of Learning

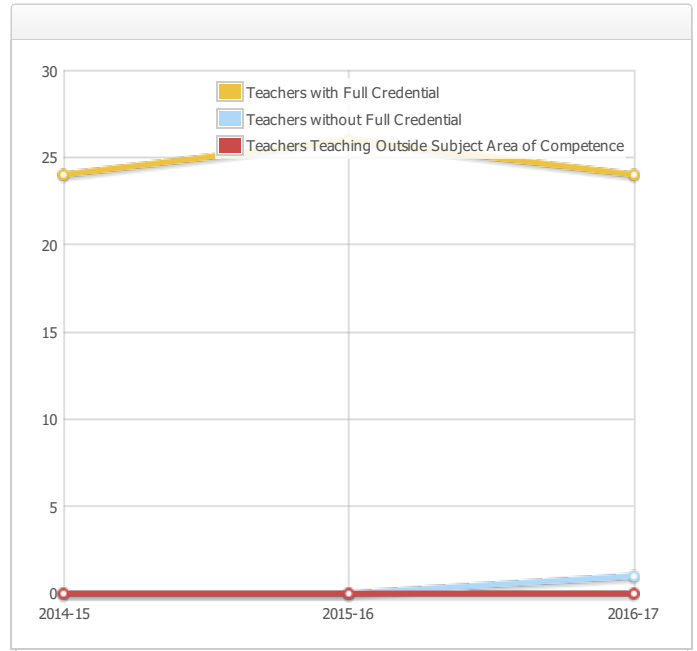
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	26	24	154
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language	2004 McDougal Littell Spanish		0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/25/2017

School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance and repairs; work orders
Interior: Interior Surfaces	Fair	Ongoing maintenance and repairs; work orders
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing maintenance and repairs; work orders; professional services contracted for monthly kitchen and auditorium vermin 12/2016
Electrical: Electrical	Fair	Ongoing maintenance and repairs; work orders
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Ongoing maintenance and repairs; work orders
Safety: Fire Safety, Hazardous Materials	Good	Ongoing maintenance and repairs; work orders
Structural: Structural Damage, Roofs	Good	Ongoing maintenance and repairs; work orders
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Ongoing maintenance and repairs; work orders; significant exterior painting of windows, wall, fascia completed 8/2016

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/26/2017

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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	41.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	19.0%	27.0%	27.0%	31.0%	34.0%	36.0%

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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	60	92.3%	50.0%
Male	34	33	97.1%	51.5%
Female	31	27	87.1%	48.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	30	88.2%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	51	91.1%	45.1%
English Learners	21	18	85.7%	22.2%
Students with Disabilities	--	--	--	--
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 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.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	75	98.7%	41.3%
Male	36	35	97.2%	40.0%
Female	40	40	100.0%	42.5%
Black or African American	18	18	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	37.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.0%	42.9%
English Learners	18	17	94.4%	29.4%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	60	95.2%	31.7%
Male	31	30	96.8%	26.7%
Female	32	30	93.8%	36.7%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	36	94.7%	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.2%	25.5%
English Learners	18	17	94.4%	5.9%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.7%	56.8%
Male	32	32	100.0%	46.9%
Female	43	42	97.7%	64.3%
Black or African American	12	12	100.0%	58.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	51.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.3%	58.6%
English Learners	23	22	95.7%	36.4%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	54	94.7%	29.6%
Male	22	21	95.5%	19.1%
Female	35	33	94.3%	36.4%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.3%	23.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.9%	26.1%
English Learners	11	10	90.9%	10.0%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	55	94.8%	30.9%
Male	28	26	92.9%	34.6%
Female	30	29	96.7%	27.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.1%	21.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	28.6%
English Learners	15	14	93.3%	14.3%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	63	96.9%	47.6%
Male	34	34	100.0%	52.9%
Female	31	29	93.6%	41.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.1%	30.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	54	96.4%	42.6%
English Learners	21	21	100.0%	33.3%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	75	98.7%	29.3%
Male	36	35	97.2%	31.4%
Female	40	40	100.0%	27.5%
Black or African American	18	18	100.0%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	32.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.0%	30.2%
English Learners	18	17	94.4%	17.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	60	95.2%	18.3%
Male	31	30	96.8%	26.7%
Female	32	30	93.8%	10.0%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	36	94.7%	11.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.2%	19.6%
English Learners	18	17	94.4%	5.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.7%	28.4%
Male	32	32	100.0%	28.1%
Female	43	42	97.7%	28.6%
Black or African American	12	12	100.0%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	22.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.3%	31.0%
English Learners	23	22	95.7%	13.6%
Students with Disabilities	--	--	--	--
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 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.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	54	94.7%	18.5%
Male	22	21	95.5%	19.1%
Female	35	33	94.3%	18.2%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.3%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.9%	17.4%
English Learners	11	10	90.9%	--
Students with Disabilities	--	--	--	--
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 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.

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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	16.1%
Male	28	27	96.4%	29.6%
Female	30	29	96.7%	3.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.1%	12.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	16.7%
English Learners	15	15	100.0%	6.7%
Students with Disabilities	--	--	--	--
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 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.

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: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	42.0%	38.0%	48.0%	52.0%	48.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	121	112	92.6%	38.4%
Male	59	55	93.2%	43.6%
Female	62	57	91.9%	33.3%
Black or African American	21	21	100.0%	33.3%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	65	90.3%	32.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	89	93.7%	37.1%
English Learners	33	31	93.9%	22.6%
Students with Disabilities	16	16	100.0%	18.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 1/30/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3%	28.8%	39.0%
7	22.6%	30.2%	43.4%

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: 1/30/2017

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 2016-17)

At Vista La Mesa Academy we strongly believe that our students are more successful when we closely partner with our parents who are integral members of our educational team. Parents are actively involved in a number of ways in the development and support of what happens at Vista La Mesa. They provide recommendations for development of our School Plan for Student Achievement through participation on our School Site Council (SSC), and English Language Acquisition Committee (ELAC). Parents serve on various school committees and many volunteer daily on campus. We have a variety of evening and weekend parent and family activities such as Back to School Night, Science Family Fun Nights, Family Early Literacy Workshops, Talent Shows, Track and Field Day, and Open House/STEM Showcase Night in addition to numerous activities sponsored by our Parent Teacher's Association/PTA. Recent PTA events have included family movie nights, student recognition assemblies, family bingo, and a student variety show. Through these and other opportunities, our students, staff, and parents have truly come together as an active school community.

Vista La Mesa Academy employs a Parent Volunteer Coordinator who works with parents as they develop an understanding of the needs of the school and of the students. Parents and community members are encouraged to volunteer at our school, be involved as tutors, to provide adult participation. Their assistance is greatly valued. Each year we have several seniors from Helix Charter High School who complete their Senior Projects on our campus which have included creating a book and sharing it with first graders, designing events for our Track and Field Day, and creating units of study for a classroom. We also have numerous former students from Helix who return on a regular basis to complete their community service hours. We have a large school garden that is utilized as part of our Science program teaching students about the biology of plants, often combining older students with younger students to promote cross age dialogue and service. Vista La Mesa continues to expand our partnership with the US Armed Forces and we host several military parent workshops and coffees during the year. Last year between parents and community members we clocked 6,199 volunteer hours. Please contact our principal, Bonita DeAmicis, or Judy Humphreys, our volunteer coordinator, for opportunities to be involved in one of our organized parent groups or to learn about volunteering at Vista La Mesa Academy.

State Priority: Pupil Engagement

Last updated: 1/25/2017

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

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

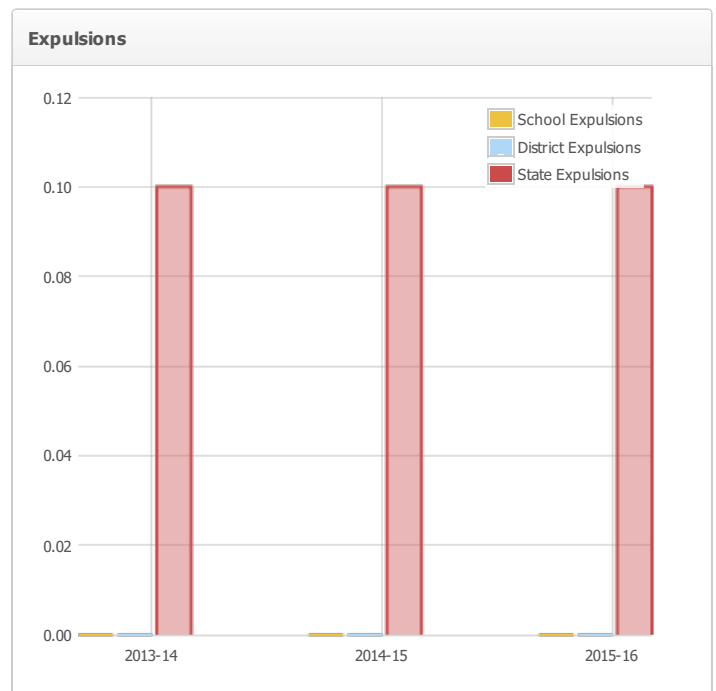
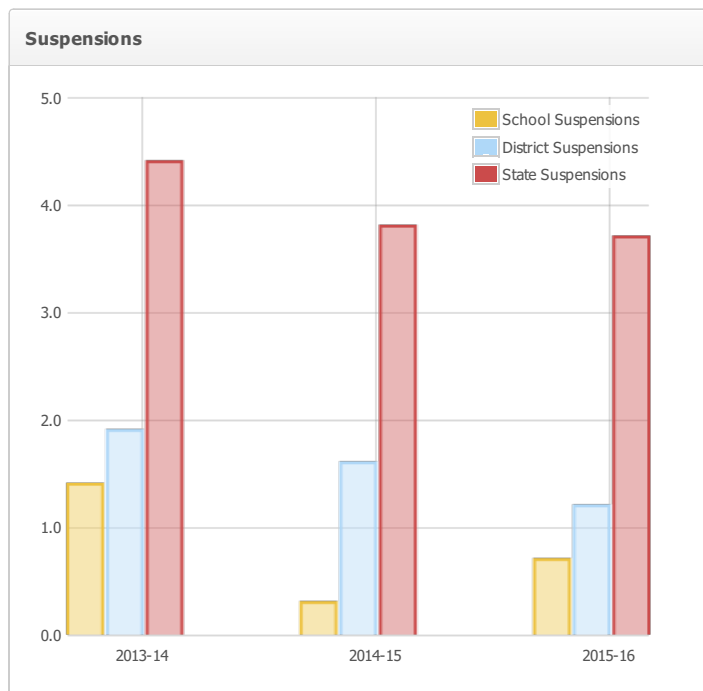
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	0.3	0.7	1.9	1.6	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

Our School Safety Plan is reviewed and updated with new goals on an annual basis in January. Our School Safety Committee, School Site Council, and our Certificated Staff has reviewed and approved our 2016-17 School Safety Plan. It includes 8 safety goals in the area of school climate and 8 safety goals in the area of facilities. As part of our Emergency Plans we practice monthly fire drills as well as drills for other types of emergencies like earthquakes and lockdowns. Our school safety committee meets to review those drills and to improve our preparedness.

Last updated: 1/25/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	24.0	0	3	0	27.0	0	4	0	22.4	1	4	
1	31.0	0	3	0	25.0	0	2	0	21.6	1	2	0
2	28.0	0	3	0	25.0	0	3	0	20.4	1	2	0
3	24.0	0	3	0	28.0	0	3	0	21.3	1	2	0
4	33.0	0	1	2	29.0	0	2	0	25.1	1	2	0
5	34.0	0	0	2	31.0	0	3	0	26.5	1	2	0
6	21.0	5	2	6	26.0	1	8	0	24.8	0	3	0
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	19.0	4	2	2	23.0	2	3	1	20.0	3		4
Mathematics	23.0	3	3	1	31.0	0	3	1	23.5	2	7	0
Science	30.0	0	2	2	30.0	0	3	1	25.8	0	4	0
Social Science	25.0	1	4	0	29.0	0	4	0	25.8	0	4	0

* 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: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	0.0	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: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	1.3%	1.1%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

In order to help VLMA students succeed, our school offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. These activities include:

- Reading supports for students K-8 that are not yet proficient
 - Sound Partners tutoring for grades K-1
 - Guided Reading for grades 1-2
 - Fast Forward software for grades 2-3
 - Read 180 and System 44 for grades 3-8

- Language Development Support for English Learners
 - English Learner Support through daily 30 minute ELD
 - Imagine Learning Software for students TK-6th who are level 1 or 2 English Learners
 - Weekly Bilingual Instructional Aide support for students at CELDT levels 1-3
 - An extended year program for English Learners

- Math supports for students K-8 that are not yet proficient
 - TK-1st grade students using the ST math program
 - Personal Math Trainer to reinforce skills in the classrooms K-8
 - ALEK math adaptable software for grades 6-8
 - After school targeted classes run by certificated teachers for 6 weeks at a time, usually run from January to March each year

- GATE and enrichment after school programs for students in grades 3-8 that qualify
- Summer Seminar Team building and STEM program for grades 6-8
- MESA for grades 6-8
- Botball Robotics competition for grades 6-8

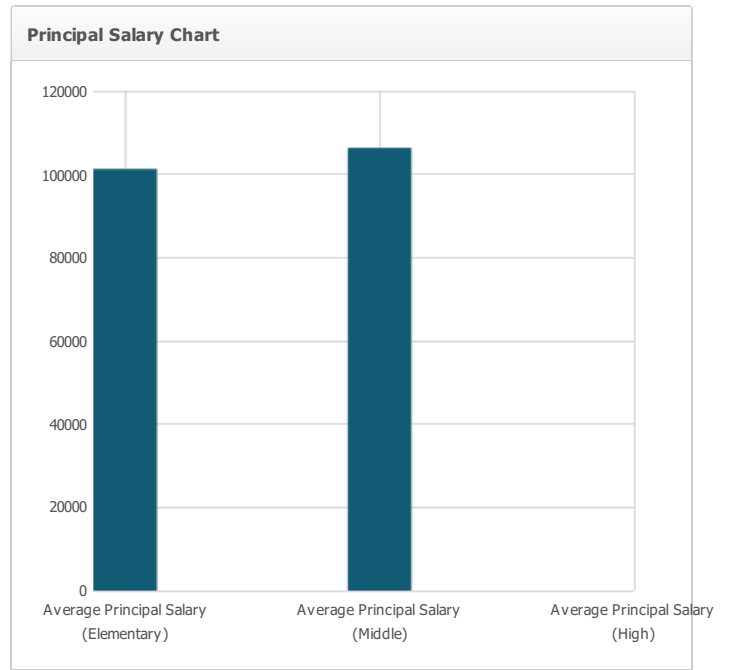
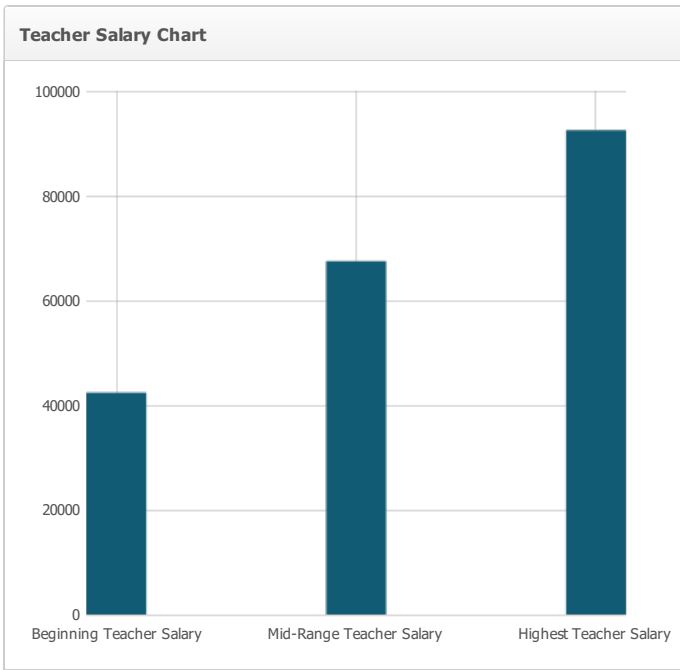
Last updated: 1/25/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414

Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/25/2017

Professional Development

The last three years we have been transitioning to Common Core Standards including adopting a Common Core aligned math textbook, instituting a new state testing program (CAASPP) for grades 3-8, and applying new ELA standards to classroom materials and lessons. To address these many changes, professional development at the district level has addressed many areas including: Go Math Curriculum Adoption: Four days of professional development were provided for K-6 and six days for 7-8 for all Math teachers. Ongoing support was provided as needed by the Educational Services Coordinator. Common Core Writing: One and a half days of professional development were provided for all teachers of writing, and an additional day was provided for middle school teachers. Kinder and first grade teachers received introductory trainings in Lucy Calkins writing. Ongoing support was provided as needed by the Educational Services Coordinator and the district Teacher on Special Assignment. ELD Standards: A half -day of introduction to the new ELD standards was provided to all teachers. Behavior support: Two half days of training were provided for all staff. Next Generation Science Standards: Three days of training were provided for middle school science teachers. New Teacher Training: One day was provided for all new teachers in August, individual support was provided as needed for teachers who started after the school year began. Fast Forward (reading program): One day was provided for second grade teachers. Physical Education: Two days of professional development were provided for middle school P.E. teachers.

At the school level we use weekly staff meeting time to concentrate on school initiatives in STEM (Science, Technology, Engineering), Common Core Standards, and Restorative Practices. We also run every other week collaborations for each grade level team to familiarize themselves with new standards, to analyze required assessments, and to share best practices. Seven teachers have attended the San Diego County nine -day Next Generation Science Standards training.

Last updated: 1/25/2017