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CHARLES T. KRANZ

2007-2008
SCHOOL
ACCOUNTABILITY
REPORT CARD



Home of the Kranz Cougars

INTERMEDIATE SCHOOL

MOUNTAIN VIEW SCHOOL DISTRICT

Dr. Kristen McGregor, Principal
George Schonborn, Assistant Principal
Terri Thomas, Dean of Instruction



www.mtviewschools.com/schools/kranz.asp

School Profile

Kranz Intermediate School is located in the city of El Monte, in the western San Gabriel Valley. The community is highly supportive of the educational climate and is growing at a rapid rate. El Monte has much more to offer than just 'the mount,' as its name suggests. Local community morale is soaring due to the rapid spread of industry and businesses.

Kranz Intermediate School serves grades seven and eight, as one of the two middle/intermediate schools in the Mountain View School District. The district's remaining kindergarten through sixth grade population is served by the ten elementary schools within its jurisdiction. Kranz Intermediate School maintains a commitment to providing a strong instructional program. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population.

The school promotes parental involvement in the educational process as well as staff members, offering comprehensive programs and guides for the benefit of both the student and the parent. Both the local community and Kranz Intermediate benefit greatly from their collaboration and commitment to each other. Parents and community members are encouraged to participate in organized activities such as fundraising, tutoring, and chaperoning – to name just a few. If you wish to become involved in the school's activities, or simply volunteer to work in a classroom, please contact the Community Liaison, Martha Cabrera at (626) 652-4200.

Leadership requires the participation of more than just administrators to succeed. Leadership teams and committees are formed to make major decisions, and consist of the principal, teachers, community members, and parents. The chief leadership team at Kranz Intermediate School is the *Kranz Leadership Team*, comprised of grade level representatives. Meetings are held regularly to discuss budget, safety, and other issues or ideas, which are then handed to the *School Site Council* for approval. The objective of the School Site Council is to ensure the school maintains its course as an effective tool for educating students through changing times.

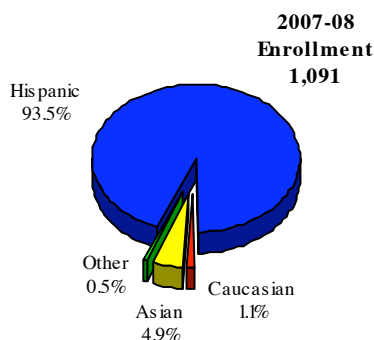
Learning Climate

Kranz Intermediate School's environment is conducive to every aspect of the learning process; from structural soundness of the facilities to discipline procedures. All buildings meet state building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by one full-time and two part-time custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly; 24-hour emergency personnel are kept on-call.

Students attending Kranz Intermediate School are under constant adult supervision. Aside from the supervision of their teachers during class periods, yard supervisors monitor students during recess and lunchtimes. In addition, the yard supervisors are on the grounds before students arrive in the mornings and ensure bus-loading/parent pick-up safety in the afternoons.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed with staff, and updated annually, and is available to the public through the school office. The last review and revision took place in March 2007.

A positive learning environment is also promoted through the various programs in place at Kranz Intermediate School. Positive reinforcement is given for good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognitions. Various activities are available for student participation outside the standard curriculum to enrich the programs and overall experience at Kranz Intermediate. Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making



Leadership

The principal, Kristen McGregor, leads Kranz Intermediate School in its commitment to excellence in education. She is currently serving her second year as administrator at Kranz Intermediate, with many years of experience in education. Dr. McGregor looks forward to leading the school into a bright future.

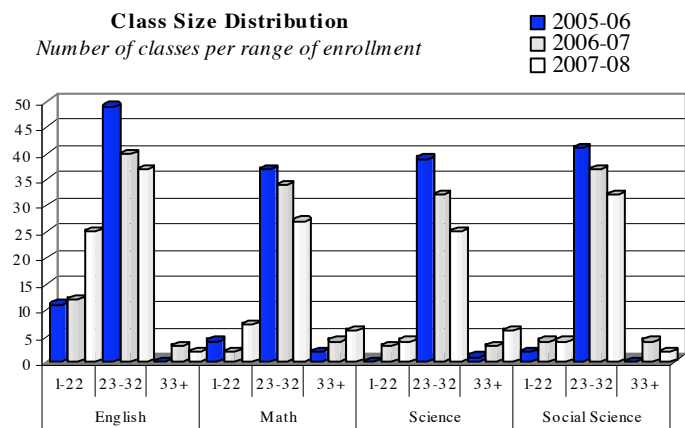
every endeavor to keep students safe from harm. The chart below illustrates the suspensions and expulsions for the last three years at Kranz, and how they compare to district schools of the same type.

Suspensions			
Percentages (%)			
	05-06	06-07	07-08
Kranz Intermediate	7.6	10.2	8.2
MVSD Intermediates	6.7	4.1	0.6
Expulsions			
	05-06	06-07	07-08
Kranz Intermediate	0.0	0.1	3.8
MVSD Intermediates	0.1	0.0	0.1

Class Size

Much care is taken to accommodate the student body in instructional allocations. Kranz Elementary prides itself in keeping class sizes low for personalized attention, observing a calendar that exceeds state requirements (both in minimum days and instructional minutes), providing each student with access to state-approved textbooks and instructional materials, and constantly reviewing the overall instructional program to ensure its effectiveness.

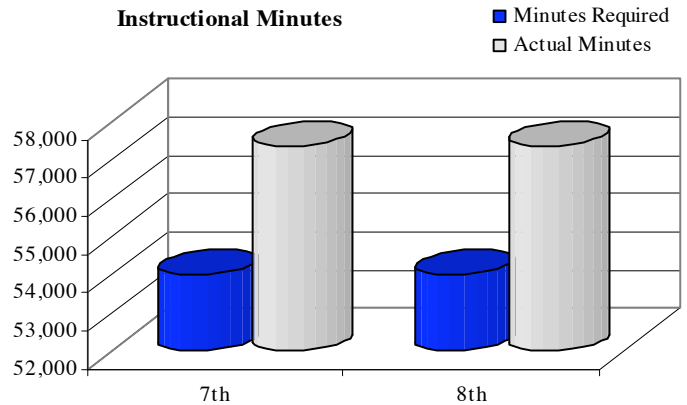
Average Class Size			
	2005-06	2006-07	2007-08
English	25.9	26.7	24.3
Mathematics	26.8	28.5	28.8
Science	26.8	28.8	29.9
Social Science	27.3	28.1	29.1



Instructional Time

Throughout the school year, modified days are integrated into the instructional calendar for staff development, parent conferences, and educational or awards assemblies. Instructional time offered on modified days meets all state requirements. Of the 180 total instructional days during the 2007-08 school year, Kranz observed 80 scheduled modified days. Parents are sent reminders of approaching minimum days

in advance so appropriate adjustments and accommodations can be made for students that are dropped off/picked up.



Instructional Program

Leadership teams and administration at Kranz Intermediate School work throughout the year on the instructional program, striving to improve upon the quality education already provided. All aspects of standard curriculum and instruction are aligned with state content standards in order to provide students with the most comprehensive educational experience possible. The district implements a 'bottom-up' method of curriculum review, whereby changes begin with teacher surveys, data gathered based on specifically identified focus areas, improvements addressed by administration committees, and finally, are approved by the district Board of Education. Curricular changes also take place to accommodate new textbook adoptions, as necessary.

Students at every grade level have equal access to the entire instructional program regardless of learning ability; additional assistance is provided for students at remedial levels. Whether learning or physical disability prevents them from excelling in any core subject area, special needs students are provided with the appropriate care and assistance. The school operates under the premise that no child should be completely isolated from the student body as they are learning invaluable social and interactive skills at this crucial time in their lives. Kranz strives to keep special needs students in the mainstream student body as much as possible, while providing them with specialized sessions with qualified professionals on designated days. Students will receive the attention his/her special needs require, as well as 'keep up' with the student body, made possible through a very close partnership maintained between core subject teachers and learning specialists.

Student progress toward meeting standards is monitored through standardized state testing conducted at various times throughout the year. Administration and leadership teams evaluate assessment scores to determine which students are falling below proficiency levels and how best to improve their performance. It is the goal of district and school staff alike to help every student meet or exceed state standards.

Teachers design and plan teaching strategies and methodologies together, as grade level teams. As professional development is conducted throughout the course of the year, teaching strategies may be adjusted to accommodate new information and to invigorate the instructional program. Grade level and department groups or 'teams' also analyze the results of these adjustments during the course of the year - through teacher test results - to confirm the positive effects of diversity in teaching strategies.

Pupil Achievement

Norm-Referenced Test (NRT)			
% At or Above 50th National Percentile Rank	2005-06	2006-07	2007-08
	Reading		
Kranz Intermediate	29	27	35
MVSD	26	26	37
California	42	42	49
Mathematics			
Kranz Intermediate	38	39	36
MVSD	44	45	40
California	53	53	52

STAR (Standardized Testing And Reporting)

The STAR is California's mandatory assessment program, and includes the SAT-9 and CST respectively, which measure student achievement as compared to other students (SAT-9), and knowledge of content standards (CST).

2007-08 STAR Subgroup Results						
	CAT-6		CST			
	At or Above 50th NPR		Proficient or Advanced			
	Reading	Math	English	Math	Science	History
Male	35	34	23	25	27	11
Female	36	37	34	25	25	11
Hispanic	34	33	26	23	24	9
Asian	55	77	65	66	74	39
Caucasian	*	*	50	17	*	*
English Learner	6	7	2	6	2	1
SED	35	36	29	25	26	
Disabled	12	13	6	8	0	
Migrant Ed.	50	45	33	26	24	4

**Where fewer than 10 students are tested, scores are not disclosed to maintain confidentiality.*

California Standards Test (CST)			
	% Proficient or Advanced		
	2005-06	2006-07	2007-08
English/Language Arts			
Kranz Intermediate	27	26	29
MVSD	28	31	34
California	42	43	46
Mathematics			
Kranz Intermediate	29	27	25
MVSD	40	42	44
California	40	40	43
Science			
Kranz Intermediate	19	22	26
MVSD	18	20	33
California	35	38	46
History/Social Science			
Kranz Intermediate	12	11	11
MVSD	15	13	15
California	33	33	36

7th Grade Students in the Healthy Fitness Zone Spring 2008	
	Total
Kranz	35.4%

Schools throughout the state are required to administer a physical fitness exam to all 5th, 7th, and 9th grade students. Students successfully completing 6 of the 6 fitness tasks assigned are in the 'healthy fitness zone.' The figures displayed are the percentages of total students tested who actually met the healthy fitness zone criteria.

API (Academic Performance Index)

The API, of the 1999 Public Schools Accountability Act, is used to measure a school's performance based on various factors (including SAT-9 and CST scores), monitor growth, and identify schools in need of additional assistance. In cases such as these, schools qualify and apply for extra funding through the Immediate Intervention/ Underperforming Schools Program (II/USP).

AYP-Based Federal Programs			
Title I	2005-06	2006-07	2007-08
Recognition for Achievement	No	No	No
Program Improvement	Yes	Yes	Yes
Exited Program	N/A	N/A	N/A

Title I funds help underachieving/underprivileged students meet state academic content and performance standards and are part of the No Child Left Behind (NCLB) Act of 2001.

Academic Performance Index (API)					
API Rank	05-06	06-07	07-08		
	Statewide Rank	3	2	2	
Similar Schools Rank	8	5	7		
Actual API Change	05-06	06-07	07-08	API Score	2008
All Students	-3	8	-4		639
Hispanic	-6	9	-6		627
Socio-Economically Disadvantaged (SED)	-2	8	-4		639
English Learners	-15	4	-13		579

Substitutes & Personnel

Mountain View School District has never experienced difficulties in obtaining qualified substitutes when unexpected needs arise. The district has a list of qualified substitute teachers who have been screened, approved, and trained for filling vacancies. Mountain View School District requires that all substitutes pass the CBEST (California Basic Education Skills Test) and have the appropriate college education to be considered.

Teacher Credentials	05-06	06-07	07-08
Full Credential (teaching in subject area)	56	54	54
Full Credential (teaching <i>outside</i> subject area)	0	0	0
Without Full Credential	1	0	0

Pupil Support Personnel	Full-Time Equivalent
Counselor	1.00
Psychologist	0.40
Health Clerk	1.00
Nurse	1.00
Adaptive PE Specialist	0.03
Special Education Aide	4.50
Speech/Language Specialist	0.60
Speech/Language Aide	0.10

Teacher Evaluation

Procedures for teacher evaluation are designed to benefit teachers and, indirectly, students. Teacher evaluations are conducted at the school level by the principal and/or assistant principals every other year for tenured teachers, and every year for probationary teachers. Strategies are designed to identify areas needing improvement and fortify teachers in those particular areas through various means. All schools within Mountain View School District follow the California Standards for the Teaching Profession, which establish criteria for teacher evaluation as follows:

- ♦ Engaging and supporting all students in learning
- ♦ Creating and maintaining effective environments
- ♦ Understanding and organizing subject matter
- ♦ Planning instruction and designing learning experiences
- ♦ Assessing student learning
- ♦ Developing as a professional educator

Professional Growth

During the 2007-08 school year, Mountain View School District offered three staff development days, with topics varying from site to site. Kranz Intermediate School utilized the scheduled days for blending test training with daily instruction, organizational strategies, writing workshops, progress/improvement evaluations, reviewing ways to improve SAT-9 scores, and curriculum enhancing strategies, to name just a few. Teaching concepts are bolstered by a diverse array of conferences and workshops throughout the year, after which participating teachers can share information with colleagues. Publishing houses also arrange for training when new textbooks or materials are approved to support the adoption.

Williams Settlement

On September 29, 2004, the Governor signed Senate Bill (SB) 550 (Chapter 900, Statutes of 2004). This urgency measure, which takes effect immediately, implements portions of the settlement agreement in the case of Williams, et al. v. State of California, et al. that impacts the School Accountability Report Card (SARC). The following areas of reporting may have been included in these reports prior to the adoption of this urgency measure. However, the reporting requirements have been expanded to encompass the following details. It is our pleasure to provide you with this information to give you a better idea of the quality of education Mountain View School District consistently strives to provide for students.

Teacher Assignment

Teacher Misassignment is defined as the number of certificated employees in a teaching or services position, including positions that involve teaching English Learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

2007-08 Teacher Assignments	
	Misassignments
English Learners	0
Total	0
	Vacancies
Year Course	0
Semester Course	0
<i>The data included in this table was collected and is accurate as of January 2009.</i>	

Teacher Vacancy refers to a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Instructional Materials

Students at Kranz Intermediate are provided with a set of textbooks for classroom use and to take home as necessary, which helps increase student access to information needed for specific assignments and tests. This greatly minimizes the chances of loss/damage fines and allows homework assignments to be done in a timely fashion. All instructional materials and textbooks utilized at Kranz are aligned with state content standards and are selected from the state adoption list. The district follows the state's seven-year adoption cycle in reviewing and adopting new materials and textbooks. A complete list of instructional materials and textbooks currently in use is available upon request or at the district's website.

Instructional materials to enhance the instructional program at Kranz Intermediate School also include a diverse array of software programs covering a wide range of proficiency and grade levels. The school's media center provides students with access to any technological resources they may need for research projects, homework, or extra help in any subject.

Internet access is provided, with adult supervision and site/area restrictions, to assist students in research as well as learning and establishing the technological competence and proficiency that will be crucial to their future success.

Textbooks	
Grade Level	Subject Area/Adopted Text
Language Arts - Holt (2003)	
7th	Literature and Language Arts
8th	Literature and Language Arts
Mathematics - Prentice Hall Mathematics (2009)	
7th	California Pre-Algebra
8th	California Pre-Algebra
History/Social Science - Holt (2006)	
7th	World History, Medieval to Early Modern Times
8th	United States History, Independence to 1914
Science - Glencoe (2007)	
7th	Focus on Life Science
8th	Focus on Physical Science

Facilities

For many years, the SARC has included a reporting element for the safety and cleanliness of facilities. At its meetings in November 2004 and January 2005, the State Board of Education (SBE) incorporated this expanded reporting element for the condition of school facilities for use in the 2007-08 SARC. The SBE directed that SARCs published report on whether or not any of the following eight emergency facilities needs exist at the school site.

2007-08 Facility Good Repair Status	
Gas Leaks	Good
Mechanical Systems	Good
Windows/Doors/Gates	Good
Interior Surfaces	Good
Hazardous Materials	Good
Structural Damage	Good
Fire Safety	Good
Electrical	Good
Pest/Vermin Infestation	Good
Drinking Fountains	Good
Restrooms	Good
Sewer	Good
Playground/School Grounds	Good
Roofs	Good
Overall Cleanliness	Good

As noted above, all facilities at the Kranz Intermediate School site have been inspected, found to be maintained in a manner that is clean, safe, and functional, and provide an environment conducive to the quality education Mountain View School District is determined to provide each and every student.

Expenditures

Funding and allocations of those funds is vital to sustaining the learning climate as well as the instructional allocations throughout the Mountain View School District. Through federal and state funding, the following services and programs are maintained at the school site:

- ♦ Special Education
- ♦ Transportation
- ♦ Staff Development
- ♦ Instructional Materials
- ♦ Gifted and Talented Education
- ♦ Peer Assistance Review (PAR)
- ♦ Educational Technology
- ♦ Drug/Alcohol/Tobacco Education

2006-07 Per-Pupil Expenditures			
Mtn. View School		State Average per Student	
Total	Per Student	Elementary Districts	All Districts
\$77,277,620	\$8,384	\$7,789	\$8,117

Salaries

The salary information shown below is a comparison of Mountain View School District and state average data based on the type and size of the district. In this instance, the 'State Average' shown is the average elementary district with an ADA (Average Daily Attendance) of over 5,000.

2006-07 Teacher & Administration Salaries		
	Mtn. View School District	State Average
Beginning Teachers	\$44,987	\$40,667
Mid-Range Teachers	\$77,599	\$66,167
Highest Teachers	\$92,791	\$84,142
Principals	\$111,918	\$105,934
District Supt.	\$155,500	\$167,564

Salaries as % of Expenditures Allocated		
	Mtn. View School District	State Average
Teachers	48.9%	42.3%
Administrative Personnel	5.0%	5.4%