



# Rancho Pico Junior High School

26250 West Valencia Boulevard • Valencia, CA 91381 • (661) 284-3260 • Grades 7-8

Erum Jones, Principal  
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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### **William S. Hart Union High School District**

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
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www.hartdistrict.org

#### **District Governing Board**

Robert P. Hall  
Robert Jensen, Jr.  
Gloria E. Mercado-Fortine  
Joseph Messina  
Steven M. Sturgeon  
William Oh, Student Board  
Member

#### **District Administration**

Robert R. Challinor  
**Superintendent**

### **About the SARC**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (661) 284-3260.

### **Principal's Message**

At Rancho Pico Junior High, the staff is dedicated to supporting each student academically, socially, and emotionally by fostering genuine relationships. Our motto of "Whatever It Takes" is the driving force behind our unwavering belief that students and their families must be at the center of every decision we make. Rancho Pico staff members are passionate about the middle school student and work to ensure that our learning environment is rigorous, equitable and safe.

In addition to our demanding curriculum, students have many opportunities to meaningfully connect to school beyond their classroom. All students enjoy the benefits of our specialty electives. Our student -produced newspaper, Hoofbeats, and our daily live news broadcast on RPTV keep students up to date on important school information and current events. Our Associated Student Body (ASB) continues to set the bar for excellence when it comes to student activities. School dances, team competitions and spirit days are some of the ways we celebrate what it is to be a Mustang!

Our music program also continues to shine, earning superior ratings at competitions and festivals. Music classes include orchestra, beginning, intermediate and advanced bands, and two classes of choir. Students who are not enrolled in one of these performance classes are able to receive an arts education by participating in exploratory art, music, and drama courses. Students can also get involved by joining clubs such as DFY-IT, Safe School Ambassadors, GSA, Peer Mediators, guitar club, etc.

Rancho Pico also enjoys a close relationship with parents and local community members. Our Parent Advisory Council (PAC) works closely with staff to support classroom activities, school events, and fundraising efforts to assist students and faculty in the classroom. Generous donations from parents and local businesses such as Jersey Mike's Subs and Lady Di's Cookies are greatly appreciated!

In 2009, Rancho Pico earned its first California Distinguished School designation. We were once again awarded this honor in 2013, the soonest we were eligible to earn a second award. Our strong culture of teaming students, creating a school within a school, coupled with our proactive, multi-level intervention program were two of the contributing factors that resulted in our second Distinguished School designation.

The combined efforts of our staff, students, and parent community make Rancho Pico a wonderful place to work and learn. We are certainly proud of our students and their accomplishments!

Erum Jones, PRINCIPAL

## Opportunities for Parental Involvement

We welcome and actively encourage parent involvement on our campus and appreciate our parent volunteers. The Parent Advisory Committee (PAC) is our parent information and volunteer group. Some areas in which parents have been involved are helping with field trips, holding fund-raisers, assembling newsletters, attending School Site Council meetings, hosting staff appreciation events, and answering phones at lunchtime. Our PAC has been instrumental in helping support our programs at Rancho Pico. All parents are welcome and encouraged to attend our PAC meetings. For more information, please contact the school at (661) 284-3260.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	509
Gr. 8	513
<b>Total</b>	<b>1,022</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	18.8
Filipino	4.8
Hispanic or Latino	20.2
Native Hawaiian/Pacific Islander	0.0
White	46.5
Two or More Races	7.0
Socioeconomically Disadvantaged	7.8
English Learners	15.4
Students with Disabilities	8.9

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	55.8	50.1	41	2	1	7	4	7	3	13	16	16
Math	60.9	48.5	37	2	0	7	2	7	6	14	13	16
Science	67.8	53.1	51	1	2	5	2	3	2	13	14	13
SS	71.7	56.2	50	0	2	6	3	2	2	12	11	12

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	7	3	2.5
Expulsions Rate	0.1	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our written school safety plan is revised yearly with input from our safety committee. The plan gives clear information on the processes we have in place to handle fire, earthquake, and other community and site emergencies. We hold regular fire drills and yearly earthquake and lockdown drills. On site we have sufficient food, water, and emergency supplies to meet the needs of our faculty, staff, and students. Our campus is surrounded by fencing and is monitored by paid supervision staff the entire school day.

Bully prevention has been a priority at Rancho Pico. Rancho Pico administrators, counselors, teachers and staff are proactive with identifying and responding to peer situations that could escalate. Our peer mediation program has been successful in assisting students work out their issues before the conflict requires school consequences. The Safe School Ambassador program was introduced last year with great success. We continue to address issues and educate students through our daily live news show during the advisory period.

## School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/21/2013

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 1/14/13 there are 29 work orders in progress

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	41	41	42
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.8	16.2
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,587	\$898	\$4,689	
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-16.1	
Percent Difference: School Site/ State			-15.3	

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<p><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: 0%</p>	Timeless Voices, Timeless Themes (Bronze Level), 2002 Timeless Voices, Timeless Themes (Silver Level), 2002
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: 0%</p>	Math Course 2, 2008 Algebra 1, 2008 Geometry, 2004
<p><b>Science</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: 0%</p>	Focus on Life Science, 2006 Focus on Physical Science, 2006
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: 0%</p>	Medieval and Early Modern Times, 2006 America: History of our Nation: Independence Through 1914, 2006

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	80	87	84	63	65	65	54	56	55
Math	70	71	75	49	48	47	49	50	50
Science	84	91	91	68	70	71	57	60	59
H-SS	73	76	74	59	58	59	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	84	75	91	74
Male	82	76	89	78
Female	85	73	92	70
Black or African American	77	62	93	79
American Indian or Alaska Native				
Asian	91	93	97	88
Filipino	86	80	100	78
Hispanic or Latino	75	59	88	66
Native Hawaiian/Pacific Islander				
White	84	74	88	72
Two or More Races	86	76	91	71
Socioeconomically Disadvantaged	64	52	76	53
English Learners	58	66	78	47
Students with Disabilities	38	27	46	35
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.2	27.5	44.8

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-1	23	-4
Black or African American			
American Indian or Alaska Native			
Asian	15	25	-6
Filipino			
Hispanic or Latino	-13	41	7
Native Hawaiian/Pacific Islander			
White	5	4	-10
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	-1	45	
Students with Disabilities	-7	24	

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	9	8	5

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	993	17,898	4,655,989
	API-G	921	841	790
Black or African American	Students	25	687	296,463
	API-G	885	788	708
American Indian or Alaska Native	Students	1	37	30,394
	API-G		842	743
Asian	Students	188	1,252	406,527
	API-G	988	934	906
Filipino	Students	49	808	121,054
	API-G	939	897	867
Hispanic or Latino	Students	197	6,152	2,438,951
	API-G	878	783	744
Native Hawaiian/Pacific Islander	Students	0	28	25,351
	API-G		851	774
White	Students	463	8,209	1,200,127
	API-G	909	865	853
Two or More Races	Students	70	725	125,025
	API-G	934	886	824
Socioeconomically Disadvantaged	Students	93	4,587	2,774,640
	API-G	840	762	743
English Learners	Students	77	2,303	1,482,316
	API-G	875	703	721
Students with Disabilities	Students	97	2,066	527,476
	API-G	634	623	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes