



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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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's Message



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

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Joseph Messina

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Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Michael Kuhlman
Assistant Superintendent,
Educational Services

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

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (661) 284-3260.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	506
Gr. 8	516
Total	1,022

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.1
Asian	18.5
Filipino	4.7
Hispanic or Latino	19.1
Native Hawaiian/Pacific Islander	0.1
White	48.7
Two or More Races	5.0
Socioeconomically Disadvantaged	9.6
English Learners	5.2
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Rancho Pico Junior High School	12-13	13-14	14-15
Fully Credentialed	42	42	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Pico Junior High School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	94.38	5.62
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002 Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014 Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014 Algebra - SpringBoard Adopted 2014
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 07/14/14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	Several flush valves were noted as leaking, several toilets were loose at the base. Several faucets aerators plugged. Two insta-hot waters not working. Work orders have been processed.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	91	95	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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
HSS	73	76	74	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	8	5	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.1	22.5	52.8

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	95
Male	96
Female	94
Black or African American	91
American Indian or Alaska Native	
Asian	98
Filipino	96
Hispanic or Latino	92
Native Hawaiian/Pacific Islander	
White	96
Two or More Races	96
Socioeconomically Disadvantaged	93
English Learners	83
Students with Disabilities	78
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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	

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 fundraisers, assembling newsletters, attending School Site Council meetings, hosting staff appreciation events, parent patrol, brunch and advisory presentations regarding careers, 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school safety plan is reviewed annually to ensure Rancho Pico maintains a safe and healthy learning environment for all students and staff. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyberbullying, school site discipline, evacuation procedures, lockdown procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2014, and modified to enhance procedures for evacuations and lockdowns.

Bullying prevention continues to be a priority at Rancho Pico. Administrators, counselors, teachers, and staff are proactive in identifying and responding to peer conflict that could escalate. At the start of this school year, all students and their parents signed our Anti-Bullying Policy located in each student's daily planner. Our peer mediation program has been successful in assisting students to resolve issues before conflict escalates, requiring adult intervention and school consequences. Additionally, our Safe School Ambassadors program has empowered students to be positive influences within their peer group. We continue to address school wide issues by educating students through our daily live news broadcast and during advisory.

Rancho Pico is a closed campus. Campus supervisors and school personnel monitor campus before, during, and after school. All visitors must sign-in upon entering the front office and wear their visitor badge at all times while on campus. The administrative team works closely with law enforcement and our School Resource Officer (SRO). Our positive relationship with law enforcement provides students and parents an opportunity to interact and build relationships with our site's SRO. Our partnership with local law enforcement allows administration to stay current with issues and needs present in our local community along with immediate support at the school site when necessary.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.0	2.5	1.8
Expulsions Rate	0.0	0.0	0.5
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	50.1	42	51	1	7	8	7	3		16	16	13
Math	48.5	37	43	0	7	5	7	6	6	13	16	14
Science	53.1	51	60	2	5	4	3	2	1	14	13	12
SS	56.2	50	54	2	6	6	2	2	1	11	12	13

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,041	\$1,958	\$6,083	\$65,257
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			3.1	-6.0
Percent Difference: School Site/ State			29.7	-9.7

Types of Services Funded at Rancho Pico Junior High School

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Professional Development provided for Teachers at Rancho Pico Junior High School

Professional Development for the 13-14 and 14-15 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.