



Placerita Junior High School

25015 N. Newhall Ave. • Newhall, CA 91321 • (661) 259-1551 • Grades 7-8

Jan Hayes-Rennels, Principal

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

Principal's Message



Placerita Junior High School has a rich tradition of student achievement in academics and co-curricular activities that prepare students for additional experiences and career paths in high school, college, and beyond. With "Pride in Excellence" as Placerita's motto, our entire faculty is dedicated to serving all our students, recognizing the unique characteristics of early adolescents. In a safe, caring, and healthy environment, we prepare students with academic, intellectual, social, emotional, and physical skills to help them become positive, productive, capable citizens.

Students at Placerita are supported by highly qualified, caring, and devoted teachers and staff who are focused on helping every student succeed. We all have the same goal - student learning. And we are committed to working together to ensure our students are challenged, motivated, encouraged, and involved as much as possible. Our focus on creating department and school-wide goals to improve our curriculum and better teach the Common Core State Standards has raised the level of academic performance for all students. We offer specialized instruction for students with learning disabilities, and English Language Development to English learners. We encourage the academic growth of both gifted learners and students who struggle academically through opportunities that meet their specific needs. We provide outstanding exploratory and elective classes, and have several award-winning performing arts groups. We have clubs and activities for a wide range of interest and ability levels, and encourage all students to get involved in something to address their interests and talents. Junior High is the perfect time for students to examine, explore, and experiment with new pursuits that might one day become life-long passions.

We recognize that parent support and involvement comes in many forms, to varying degrees, and is crucial for continued student success. Through a wide variety of student programs, parents have the opportunity to assist our school in promoting achievement for all students. We encourage parents to participate by directly supporting and helping run our student activities, performing arts events, athletic events, intramural activities, Parent Advisory Council, School Site Council, Parent Patrol, English Learner Advisory Committee, book fairs, or any of the many other volunteer opportunities at Placerita.

Jan Hayes-Rennels, Principal

William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent,
Human Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

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) 259-1551.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	546
Gr. 8	541
Total	1,087

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	3.1
Filipino	1.7
Hispanic or Latino	48.0
Native Hawaiian/Pacific Islander	0.2
White	41.8
Two or More Races	3.8
Socioeconomically Disadvantaged	39.6
English Learners	20.5
Students with Disabilities	10.9

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			
Placerita Junior High School	12-13	13-14	14-15
Fully Credentialed	42	44	44
Without Full Credential	0	0	1
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			
Placerita Junior High School	12-13	13-14	14-15
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. 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	99.37	0.63
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
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002</p> <p>Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - SpringBoard Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Placerita Junior High enjoys the distinction of being the oldest junior high school in the Hart District celebrating its 50th anniversary in 2011. During the 2008–2009 school year, Placerita underwent a multimillion-dollar modernization project that included improvements to science and elective classrooms, the library, the gymnasium, locker rooms, and the administration building. The entire campus saw improvements in safety equipment, electrical, data and sewage lines. In addition to the modernization efforts, we have given considerable attention to maintenance issues and day-to-day cleaning to ensure that the campus remains clean, neat and well-maintained. A survey of all parents conducted during the 2011–2012 school year indicated that 99 percent of respondents felt the campus is neat, clean, and well maintained.

Phase two of our modernization project, the complete renovation of our outdoor track and field areas, was completed in the end of 2012. Since January of 2013, physical education classes began utilizing three new grassy fields for outdoor sports, an improved professional-length track, and a long jump area for track and field events.

Phase three will begin sometime in the future with the groundwork and foundation for a brand new two-story classroom building on the northeast side of campus, replacing the last ten portable classrooms still in use. This project will also create an outdoor physical education court area on the northwest end of campus, adjacent to the athletic fields. 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: 06/18/14

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, three toilets were loose at the base. Several faucets aerators plugged. 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	90	88	92	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	75	78	73	63	65	65	54	56	55
Math	71	68	63	49	48	47	49	50	50
HSS	71	73	72	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	9	9	9
Similar Schools	9	10	9

* 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	13.3	26.3	44.6

* 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	92
Male	92
Female	92
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	85
Native Hawaiian/Pacific Islander	
White	98
Two or More Races	100
Socioeconomically Disadvantaged	83
English Learners	67
Students with Disabilities	88
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	3	10	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	9	-26
Native Hawaiian/Pacific Islander			
White	-13	9	-8
Two or More Races			
Socioeconomically Disadvantaged	29	8	-18
English Learners	22	9	-95
Students with Disabilities			

* "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 encourage parents to participate as partners at Placerita. Our Parent Advisory Council is very active, with more than 50 parents routinely attending monthly meetings and supporting parent and school events. Our Parent Patrol offers parents the opportunity to assist in supervision of students during both brunch and lunch. Parents are included on our School Site Council, Parent Advisory Council, English Learner Advisory Committee, and in various other groups including music, dance, robotics, video production, athletics, show choir, and drama clubs. Parents of English Learners attend monthly parent information meetings. Parenting classes are available in both English and Spanish. Parents run stations in our bi-annual book fairs, vision and hearing screenings, summer registration process, and student activities. A parent publication, compiled and edited by a parent volunteer, is distributed monthly and provides valuable information on school events and parenting tips for supporting their child's education and healthy growth.

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

We conduct fire drills regularly throughout each school year, and a disaster drill every spring. The School Site Council updates, reviews, and edits the school safety plan annually. Our custodians and groundskeeper monitor safety conditions on our campus daily and report any unsafe conditions to district maintenance for proper repair and additional appropriate measures.

Faculty members supervise hallways before and after school. Administrators additionally monitor students at brunch, lunch, and after school on sidewalks and in crosswalks. Four campus supervisors secure the campus throughout the entire school day. Parent Patrol volunteers provide additional supervision at brunch and lunch.

All staff are trained annually in disaster preparedness, crisis management, and lock-down procedures.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	5.0	3.5	3.7
Expulsions Rate	0.1	0.1	0.2
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
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

* 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	27.4	29	27	11	10	15	13	11	6	19	18	23
Math	28.9	26	30	8	12	7	17	14	11	14	16	18
Science	32.1	30	31	5	5	7	6	12	5	23	18	23
SS	32.5	32	32	2	3	4	8	9	6	21	19	22

* 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	\$8,079	\$1,571	\$6,508	\$68,597
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			10.3	-1.2
Percent Difference: School Site/ State			38.8	-5.1

Types of Services Funded at Placerita Junior High School

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

Professional Development provided for Teachers at Placerita 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.