



Rancho Pico Junior High School

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

Erum Jones, Principal

ejones@hartdistrict.org

<http://www.ranhopicojuniorhigh.org/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033
www.hartdistrict.org

District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Carson Batholomew, Student Board
member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Michael Kuhlman
Assistant Superintendent,
Educational Services

School Description

Rancho Pico Junior High, a two-time award-winning California Distinguished School recipient, is founded on the unwavering belief that students and their families are at the very core of our decision-making process. As such, our staff is dedicated to creating a positive learning environment that encourages growth and an authentic learning experience for each student we serve. Here at Rancho Pico, we cultivate thinkers through our academics, build leaders through extra-curricular opportunities and nurture relationships by fostering a culture of respect and inclusion.

As a team-based school, Rancho Pico is at the forefront of the Common Core Initiative. Our curriculum is built upon project-based learning, collaboration, and crafting strong critical thinkers who are prepared for high school, college, and career while simultaneously nurturing the whole child. Beyond the classroom, creativity, citizenship, and character are emphasized as students enjoy the social aspects of junior high school. We are proud to offer a variety of specialty electives, exploratory courses, clubs, intramurals, brunch and lunch activities, school dances, and team events to our students.

We recognize the importance of establishing meaningful partnerships with each family we serve. Our Parent Advisory Council (PAC) works closely with staff to support classroom activities, school events, and fundraising efforts to enhance instruction and curriculum. The combined effort of our staff, students and parent community is what makes Rancho Pico one of the top performing schools in the William S. Hart Union High School District. It is certainly good to be a Mustang!

Sincerely,

Ms. Erum Jones
PRINCIPAL

About the SARC

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 and 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	469
Grade 8	459
Total Enrollment	928

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	17.6
Filipino	6.7
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.1
White	49.2
Two or More Races	3.6
Socioeconomically Disadvantaged	8.7
English Learners	3
Students with Disabilities	6
Foster Youth	0.3

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	14-15	15-16	16-17
With Full Credential	42	41	39
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Pico Junior High School	14-15	15-16	16-17
Teachers of English Learners	1	2	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

2015-16 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	81.8	18.2
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

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

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

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 Algebra - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 Percent of students lacking their own assigned textbook: 0%

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. As of 12/19/16 there are 11 work orders in process.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/4/16				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/4/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Perimeter grounds needed brush abatement, the school was informed and this was corrected immediately.
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	95	93	87	77	75	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.3	19.4	64.3

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	82	62	67	44	48
Math	68	70	43	47	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	1060	1037	97.8	86.6
Male	526	511	97.2	87.1
Female	534	526	98.5	86.1
Black or African American	40	39	97.5	79.5
Asian	182	181	99.5	93.9
Filipino	72	72	100.0	90.3
Hispanic or Latino	210	206	98.1	76.2
White	500	483	96.6	88.0
Two or More Races	54	54	100.0	90.7
Socioeconomically Disadvantaged	114	110	96.5	83.6
English Learners	36	36	100.0	72.2
Students with Disabilities	148	142	96.0	71.1

* 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. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	471	468	99.4	85.9
	8	465	458	98.5	77.7
Male	7	250	250	100.0	80.4
	8	242	238	98.3	70.2
Female	7	221	218	98.6	92.2
	8	223	220	98.7	85.9
Black or African American	7	20	20	100.0	80.0
	8	14	14	100.0	71.4
Asian	7	80	80	100.0	97.5
	8	84	84	100.0	84.5
Filipino	7	38	38	100.0	92.1
	8	24	24	100.0	95.8
Hispanic or Latino	7	98	97	99.0	82.5
	8	81	79	97.5	65.8
White	7	216	214	99.1	81.8
	8	245	240	98.0	78.3
Two or More Races	7	19	19	100.0	94.7
	8	15	15	100.0	80.0
Socioeconomically Disadvantaged	7	46	46	100.0	67.4
	8	51	50	98.0	60.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	7	11	11	100.0	81.8
	8	15	15	100.0	46.7
Students with Disabilities	7	62	62	100.0	41.9
	8	65	64	98.5	42.2

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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	471	468	99.4	69.2
	8	471	468	99.4	69.2
Male	7	250	250	100.0	68.8
	8	250	250	100.0	68.8
Female	7	221	218	98.6	69.7
	8	221	218	98.6	69.7
Black or African American	7	20	20	100.0	60.0
	8	20	20	100.0	60.0
Asian	7	80	80	100.0	92.5
	8	80	80	100.0	92.5
Filipino	7	38	38	100.0	73.7
	8	38	38	100.0	73.7
Hispanic or Latino	7	98	97	99.0	51.5
	8	98	97	99.0	51.5
White	7	216	214	99.1	67.8
	8	216	214	99.1	67.8
Two or More Races	7	19	19	100.0	79.0
	8	19	19	100.0	79.0
Socioeconomically Disadvantaged	7	46	46	100.0	52.2
	8	46	46	100.0	52.2
English Learners	7	11	11	100.0	45.5
	8	11	11	100.0	45.5

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	62	62	100.0	29.0
	8	62	62	100.0	29.0

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. 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.

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 (School Year 2016-17)

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 cyber bullying, school site discipline, evacuation procedures, lock down 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 2016, and modified to enhance procedures for evacuations and lock-downs.

Prevention of harassment of any kind continues to be a priority at Rancho Pico. Administrators, counselors, teachers, and staff are proactive in identifying and responding to peer conflict to prevent issues. At the start of this school year, all students and their parents signed our Fair Treatment 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	2013-14	2014-15	2015-16
Suspensions Rate	0.5	1.5	1.0
Expulsions Rate	1.8	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	51	45	45	8	8	8		1	1	13	14	14
Mathematics	43	23	23	5	8	8	6	1	1	14	1	1
Science	60	54	54	4	6	6	1			12	12	12
Social Science	54	53	53	6	6	6	1			13	12	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 rather than grade level.

Professional Development provided for Teachers

Professional Development at Rancho Pico has a long term focus on reading, writing, thinking, and applying knowledge as we shift instructional practices to support the Common Core State Standards and the new CAASPP assessments. During the 14-15 school year, we focused on the shift in assessment from simple recall to application of knowledge through performance tasks. Throughout the year, the faculty learned strategies for facilitating learning and requiring students to become active participants in the classroom.

During the 15-16 school year, we continue to utilize and create performance tasks, but with an additional focus on the shifts in instruction required by such assessments. Professional development has given teachers strategies to move from a teacher-directed classroom to a student-centered classroom and facilitating learning experiences instead of simply delivering content knowledge. The Rigor/Relevance Framework helps guide our philosophy in shifting instruction from acquisition of knowledge to the ability to apply knowledge to real-world situations. For the 15-16 school year, we organized our staff development into back-to-back minimum days for the purpose of professional learning one day and time for implementation the next. Teachers work within their departments during collaboration time to create and modify both lessons and assessments to address literacy within their discipline appropriately. Disciplinary literacy will continue to be a focus for Rancho Pico over the next few years. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,330	\$2,270	\$7,060	\$68,412
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			3.2	-9.0
Percent Difference: School Site/ State			24.4	-12.1

* Cells with ♦ do not require data.