



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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2014-15 School Accountability Report Card Published During the 2015-16 School Year



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

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Steven M. Sturgeon

Will Jones, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent,
Human Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

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

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 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 at (661) 259-1551 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	524
Grade 8	568
Total Enrollment	1,092

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	3
Filipino	2.4
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.1
White	37.5
Two or More Races	2.7
Socioeconomically Disadvantaged	40.3
English Learners	17.6
Students with Disabilities	10.2
Foster Youth	0.9

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	13-14	14-15	15-16
With Full Credential	44	44	44
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	◆	◆	888
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Placerita Junior High School	13-14	14-15	15-16
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

2014-15 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	99.4	0.6
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Grade 8 Spanish - Navegando 1 - EMC Program Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

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 one or two brand new classroom buildings, and the removal of 17 portable classrooms still in use. This project will also create an outdoor physical education court area and repair the cracked and broken black top asphalt.

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 12/18/15 there are 45 work orders in process.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/24/15				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	61	65	44
Math	41	46	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	87	92	85	75	77	75	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.50	27.90	38.10

* 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.

2014-15 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	75
All Student at the School	85
Male	86
Female	86
Black or African American	--
Asian	100
Filipino	85
Hispanic or Latino	78
Native Hawaiian or Pacific	--
White	92
Two or More Races	100
Socioeconomically Disadvantaged	63
English Learners	60
Students with Disabilities	75
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	519	507	97.7	15	26	44	14
	8	570	561	98.4	12	24	42	22
Male	7		243	46.8	21	27	42	10
	8		281	49.3	16	26	37	21
Female	7		264	50.9	10	26	47	17
	8		280	49.1	8	21	47	23
Black or African American	7		7	1.3	--	--	--	--
	8		7	1.2	--	--	--	--
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		12	2.3	0	0	50	50
	8		21	3.7	10	5	24	62
Filipino	7		12	2.3	0	8	58	33
	8		14	2.5	21	7	64	7
Hispanic or Latino	7		298	57.4	21	34	39	6
	8		266	46.7	19	30	40	10
Native Hawaiian or Pacific Islander	8		1	0.2	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		169	32.6	7	15	54	23
	8		230	40.4	3	20	43	33
Two or More Races	7		8	1.5	--	--	--	--
	8		22	3.9	9	5	55	32
Socioeconomically Disadvantaged	7		232	44.7	25	37	34	5
	8		211	37.0	22	33	36	9
English Learners	7		98	18.9	43	37	20	0
	8		91	16.0	47	36	15	0
Students with Disabilities	7		48	9.2	67	19	10	2
	8		56	9.8	61	32	5	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	519	513	98.8	28	32	22	18
	8	570	563	98.8	32	27	20	22
Male	7		245	47.2	28	32	22	17
	8		283	49.6	35	23	17	25
Female	7		268	51.6	28	32	22	18
	8		280	49.1	29	30	22	19
Black or African American	7		7	1.3	--	--	--	--
	8		7	1.2	--	--	--	--
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		13	2.5	0	15	23	62
	8		21	3.7	0	19	0	81
Filipino	7		13	2.5	8	31	38	23
	8		14	2.5	21	21	36	21
Hispanic or Latino	7		302	58.2	38	33	21	8
	8		267	46.8	46	29	14	10
Native Hawaiian or Pacific Islander	8		1	0.2	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		169	32.6	14	31	24	31
	8		231	40.5	20	25	26	29
Two or More Races	7		8	1.5	--	--	--	--
	8		22	3.9	14	27	23	36
Socioeconomically Disadvantaged	7		237	45.7	43	34	16	7
	8		212	37.2	50	32	10	8
English Learners	7		104	20.0	62	26	11	2
	8		93	16.3	75	18	2	3
Students with Disabilities	7		48	9.2	75	21	2	2
	8		56	9.8	93	5	0	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

We encourage parents to participate as partners at Placerita. Our Parent Advisory Council is very active, holding monthly meetings and supporting school-wide events. Our Parent Patrol offers parents the opportunity to assist in the 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 other clubs. Parents of English Learners attend quarterly parent information meetings. Parent presentations 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

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. We hold school-wide disaster drills each quarter, educating students and staff in proper protocols and preparation in the event of an earthquake, fire, natural disaster, dangerous intruder or any other emergency scenario.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	3.55	3.69	2.47
Expulsions Rate	0.09	0.18	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	27	28	10	15	13	11	6	12	18	23	17
Math	26	30	32	12	7		14	11	1	16	18	1
Science	30	31	32	5	7	5	12	5	5	18	23	24
SS	32	32	33	3	4	4	9	6	1	19	22	27

* 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.

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
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, the county, and the state. 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.

Professional Development provided for Teachers

Professional Development focuses on the continued implementation of the Common Core State Standards. Teachers work together on teaching the standards, developing resources, finding best practices, researching proven strategies, and expanding collaboration to include in-depth Lesson Studies in each department. Academic departments have developed pacing guides, curricular units, and common assessments. Our Professional Development Team is engaged in a deep examination of the Common Core Standards for supporting all teachers as they teach literacy across the curriculum. Common Core Anchor standards delineate reading, writing, math practices, listening and speaking skills that students utilize across the curriculum in each department at all grade levels. All teachers participate in site and district level professional development focused on key literacy standards as well as strengthening and supporting 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 as well as teach digital literacy skills.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,079	\$1,711	\$6,368	\$63,770
District	◆	◆	\$6,292	\$72,381
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			1.2	-11.9
Percent Difference: School Site/ State			19.1	-14.9

* Cells with ◆ do not require data.