



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/>

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

Will Jones, 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 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) 284-3260 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|-------------------------------------------|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 440 |
| Grade 8 | 526 |
| Total Enrollment | 966 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 4.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 19.3 |
| Filipino | 4.8 |
| Hispanic or Latino | 18.2 |
| White | 48.9 |
| Two or More Races | 3.9 |
| Socioeconomically Disadvantaged | 9 |
| English Learners | 3 |
| Students with Disabilities | 12 |
| Foster Youth | 0.5 |

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 | 13-14 | 14-15 | 15-16 |
| With Full Credential | 42 | 42 | 41 |
| Without Full Credential | 0 | 0 | 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 | | | |
|--------------------------------------------------------------------|-------|-------|-------|
| Rancho Pico Junior High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 1 | 2 |
| 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 | 91.0 | 9.0 |
| 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 | Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002 Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002 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 Adopted 2014 Algebra - SpringBoard Adopted 2014 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% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0% |
| 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)

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 22 work orders in process.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/18/15 | | | | |
|---------------------------------------------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| 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 | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/18/15

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|------------------|-------------|-------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good | Fair | Poor | | |
| 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 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|-------------------------------------------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 20.60 | 31.10 | 42.30 |

* 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 for All Students | | | |
|-----------------------------------------|----------------------------------------------------------------------------------|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 75 | 65 | 44 |
| Math | 68 | 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.

| 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 | 93 |
| Male | 91 |
| Female | 96 |
| Black or African American | 96 |
| American Indian or Alaska Native | -- |
| Asian | 98 |
| Filipino | 95 |
| Hispanic or Latino | 89 |
| White | 93 |
| Two or More Races | 95 |
| Socioeconomically Disadvantaged | 69 |
| English Learners | 50 |
| Students with Disabilities | 76 |
| 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.

| 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 | 91 | 95 | 93 | 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.

**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 | 446 | 443 | 99.3 | 8 | 15 | 48 | 29 |
| | 8 | 535 | 532 | 99.4 | 8 | 20 | 50 | 23 |
| Male | 7 | | 225 | 50.4 | 12 | 16 | 47 | 25 |
| | 8 | | 263 | 49.2 | 11 | 25 | 49 | 15 |
| Female | 7 | | 218 | 48.9 | 4 | 13 | 50 | 33 |
| | 8 | | 269 | 50.3 | 4 | 15 | 51 | 30 |
| Black or African American | 7 | | 14 | 3.1 | 14 | 7 | 29 | 50 |
| | 8 | | 29 | 5.4 | 14 | 21 | 52 | 14 |
| American Indian or Alaska Native | 7 | | 2 | 0.4 | -- | -- | -- | -- |
| | 8 | | 1 | 0.2 | -- | -- | -- | -- |
| Asian | 7 | | 84 | 18.8 | 6 | 10 | 36 | 49 |
| | 8 | | 105 | 19.6 | 4 | 11 | 46 | 39 |
| Filipino | 7 | | 24 | 5.4 | 0 | 17 | 63 | 21 |
| | 8 | | 22 | 4.1 | 0 | 23 | 41 | 36 |
| Hispanic or Latino | 7 | | 73 | 16.4 | 12 | 16 | 52 | 19 |
| | 8 | | 109 | 20.4 | 17 | 26 | 50 | 6 |
| White | 7 | | 233 | 52.2 | 8 | 16 | 51 | 25 |
| | 8 | | 242 | 45.2 | 5 | 21 | 53 | 21 |
| Two or More Races | 7 | | 13 | 2.9 | 0 | 15 | 54 | 31 |
| | 8 | | 24 | 4.5 | 4 | 13 | 50 | 33 |
| Socioeconomically Disadvantaged | 7 | | 44 | 9.9 | 25 | 20 | 41 | 14 |
| | 8 | | 50 | 9.3 | 18 | 44 | 32 | 6 |
| English Learners | 7 | | 17 | 3.8 | 29 | 24 | 47 | 0 |
| | 8 | | 18 | 3.4 | 39 | 39 | 22 | 0 |
| Students with Disabilities | 7 | | 55 | 12.3 | 42 | 22 | 29 | 7 |
| | 8 | | 70 | 13.1 | 27 | 46 | 24 | 3 |
| 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 | 446 | 442 | 99.1 | 12 | 22 | 27 | 40 |
| | 8 | 535 | 532 | 99.4 | 12 | 19 | 30 | 40 |
| Male | 7 | | 224 | 50.2 | 12 | 21 | 29 | 38 |
| | 8 | | 263 | 49.2 | 14 | 20 | 27 | 38 |
| Female | 7 | | 218 | 48.9 | 11 | 22 | 25 | 42 |
| | 8 | | 269 | 50.3 | 9 | 17 | 33 | 41 |
| Black or African American | 7 | | 14 | 3.1 | 7 | 21 | 50 | 21 |
| | 8 | | 29 | 5.4 | 14 | 28 | 28 | 31 |
| American Indian or Alaska Native | 7 | | 2 | 0.4 | -- | -- | -- | -- |
| | 8 | | 1 | 0.2 | -- | -- | -- | -- |
| Asian | 7 | | 84 | 18.8 | 5 | 11 | 13 | 71 |
| | 8 | | 105 | 19.6 | 3 | 12 | 24 | 61 |
| Filipino | 7 | | 23 | 5.2 | 4 | 9 | 52 | 35 |
| | 8 | | 22 | 4.1 | 9 | 14 | 36 | 41 |
| Hispanic or Latino | 7 | | 73 | 16.4 | 15 | 37 | 26 | 22 |
| | 8 | | 109 | 20.4 | 23 | 30 | 25 | 22 |
| White | 7 | | 233 | 52.2 | 14 | 22 | 28 | 36 |
| | 8 | | 242 | 45.2 | 11 | 16 | 36 | 38 |
| Two or More Races | 7 | | 13 | 2.9 | 8 | 31 | 23 | 38 |
| | 8 | | 24 | 4.5 | 13 | 17 | 21 | 50 |
| Socioeconomically Disadvantaged | 7 | | 44 | 9.9 | 18 | 27 | 27 | 27 |
| | 8 | | 50 | 9.3 | 30 | 42 | 10 | 18 |
| English Learners | 7 | | 17 | 3.8 | 29 | 18 | 29 | 24 |
| | 8 | | 18 | 3.4 | 50 | 28 | 11 | 11 |
| Students with Disabilities | 7 | | 55 | 12.3 | 42 | 27 | 24 | 7 |
| | 8 | | 70 | 13.1 | 59 | 27 | 10 | 4 |
| 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 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 2015, and modified to enhance procedures for evacuations and lock-downs.

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 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 2.54 | 1.79 | 1.50 |
| Expulsions Rate | 0.00 | 0.47 | 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 | 42 | 51 | 45 | 7 | 8 | 8 | 3 | | 1 | 16 | 13 | 14 |
| Math | 37 | 43 | 23 | 7 | 5 | 8 | 6 | 6 | 1 | 16 | 14 | 1 |
| Science | 51 | 60 | 54 | 5 | 4 | 6 | 2 | 1 | | 13 | 12 | 12 |
| SS | 50 | 54 | 53 | 6 | 6 | 6 | 2 | 1 | | 12 | 13 | 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.

| 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.

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 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/.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,113 | \$2,099 | \$6,014 | \$63,501 |
| District | ♦ | ♦ | \$6,292 | \$72,381 |
| State | ♦ | ♦ | \$5,348 | \$74,908 |
| Percent Difference: School Site/District | | | -4.4 | -12.3 |
| Percent Difference: School Site/ State | | | 12.5 | -15.2 |

* Cells with ♦ do not require data.

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.