



Arroyo Seco Junior High School

27171 North Vista Delgado Drive • Valencia, CA 91354 • (661) 296-0991 • Grades 7-8

Dr. Andy Keyne, Principal

Akeyne@hartdistrict.org

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

2016-17 School Accountability Report Card Published During the 2017-18 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

Joe Messina

Steven M. Sturgeon

Bob Jensen

Linda Storli

Dr. Cherise Moore

Scott Watson, Student Board
Member

District Administration

Vicki Engbrecht

Superintendent

Michael Vierra

**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

School Description

The District's Mission Statement is: "We prepare students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor quality, and expect achievement at each person's highest level of ability." Arroyo Seco Junior High School strives to support the district's mission and fulfill our vision: "Empowering students to succeed and thrive in a changing world."

Students are grouped in heterogeneous interdisciplinary academic teams in order to ease the transition from primary schools to a larger junior high school campus. Our primary focus remains nurturing and guiding all of our young people to achieve and grow at high levels: academically, socially, emotionally, and physically. Our academic teams allow students to continue to be part of a smaller group while still having access to all that a large comprehensive junior high has to offer. These opportunities include participation in a rich and varied co-curricular program, clubs and activities, and access to a highly qualified group of teachers and support staff. At Arroyo Seco, we believe in developing the "whole child". We hold high expectations for academic achievement, as we continue to understand the changes middle school students encounter in regards to their physical, social and emotional development. Together with parents we have an opportunity to work with our students through their challenges during this unique and critical point in their lives. To ensure successful learning for every student our staff is committed to effective classroom instruction, rigorous curriculum, and caring respectful relationships between staff, students and parents. Arroyo Seco has earned National Blue Ribbon School of Excellence distinction and the California Distinguished School Award on several occasions. Our pride at achieving the highest honor the educational community can bestow is still evident in all aspects of campus life. The Arroyo Seco school motto sums up our students' pride in their abilities: "We lead, others follow."

We are proud of our Conquistadors and their accomplishments!

Dr. Andy Keyne, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	644
Grade 8	601
Total Enrollment	1,245

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	3.5
Filipino	4.8
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.2
White	52.7
Two or More Races	4.3
Socioeconomically Disadvantaged	8.4
English Learners	3.5
Students with Disabilities	5.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Arroyo Seco Junior High School	15-16	16-17	17-18
With Full Credential	46	48	51
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Arroyo Seco Junior High School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 Adopted 2014 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 The textbooks listed are from most recent adoption: Yes 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

All buildings and classrooms had been modernized at Arroyo Seco approximately 12 years ago. This modernization project included new paint, new flooring, and new furnishings. In addition, the hardscape, landscape, an outdoor amphitheater, a two-story classroom building, a new gymnasium, and new science labs were added.

Each 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 1/9/2018 there are 32 work orders in progress.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/28/2017				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/28/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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				
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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86	86	75	69	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	71	67	68	48	48
Math	55	58	47	48	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.1	23.4	51.5

* 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	620	617	99.5	85.7
Male	319	317	99.4	83.9
Female	301	300	99.7	87.7
Black or African American	17	17	100.0	76.5
Asian	19	19	100.0	89.5
Filipino	24	24	100.0	95.8
Hispanic or Latino	206	205	99.5	79.0
White	316	315	99.7	89.2
Two or More Races	36	36	100.0	88.9
Socioeconomically Disadvantaged	104	104	100.0	69.2
English Learners	29	29	100.0	41.4
Students with Disabilities	71	70	98.6	51.4

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,233	1,214	98.46	70.84
Male	614	602	98.05	62.96
Female	619	612	98.87	78.59
Black or African American	30	29	96.67	65.52
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	75.56
Filipino	59	59	100	79.66
Hispanic or Latino	398	392	98.49	62.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	641	631	98.44	74.8
Two or More Races	54	52	96.3	80.77
Socioeconomically Disadvantaged	137	135	98.54	54.81
English Learners	98	97	98.98	47.42
Students with Disabilities	152	145	95.39	26.21

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,233	1,216	98.62	58.39
Male	614	603	98.21	56.55
Female	619	613	99.03	60.2
Black or African American	30	29	96.67	62.07
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	82.22
Filipino	59	59	100	67.8
Hispanic or Latino	398	393	98.74	47.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	641	632	98.6	61.71
Two or More Races	54	52	96.3	69.23
Socioeconomically Disadvantaged	137	136	99.27	42.65
English Learners	98	97	98.98	39.18
Students with Disabilities	152	146	96.05	19.86

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

Our PAC (Parent Advisory Council) will have 5 meetings throughout the year. We encourage all parents to join. During the year we invite special guest speakers on a variety of topics of the parents' choosing. Guest speakers have shared information about topics such as College and Career Readiness opportunities, the importance of establishing boundaries, social media, and involving children in the process of goal setting. Parents are encouraged to be present on campus to volunteer in a number of ways, including selling items in the student store at lunch and brunch, helping to supervise students in the library and in classrooms and providing extra supervision on campus through our Eyes and Ears program. Parent volunteers also assist with our book fair and magazine drive, chaperone dances and field trips, and assist at other school events. Our counselors hold parent information nights to assist parents with the middle school transition and using Infinite Campus, as well as educating parents on topics such as social media and the teenage brain, A-G requirements, the high school math sequence, and middle school grades and the impact they have on high school placement.

State Priority: School Climate

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

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

School Safety Plan

We revise and share our safety plan with the staff annually. Key elements include supervision, communication, education, and parent participation. We have updated emergency supplies in a disaster bin on campus as well as lockdown supplies and emergency backpacks available in every classroom. We hold regular fire, earthquake and lockdown drills. Visitors must sign in at the office and receive passes to show that they are authorized to be on campus.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	1.2
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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		
Percent of Schools Currently in Program Improvement		

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)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	.25
Nurse	.25
Speech/Language/Hearing Specialist	2
Resource Specialist	
Other	0
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	28	29	11	8	6	17	21	28	19	17	11
Mathematics	31	24	28		4	2	1	6	2	1		4
Science	28	29	30	10	6	5	17	20	25	19	18	13
Social Science	28	29	30	12	6	5	14	17	24	20	19	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional Development for the 15-16 and 16-17 school years focuses on the implementation of the Common Core State Standards, Next Generation Science Standards, lesson study and differentiated instruction. Professional Development will take place during minimum days and late start Wednesdays and will be led by our Literacy Coach, Administrative Team and Department Chairs (Content Experts) to support our lesson study process. Professional Development will focus on best practices to support the Literacy Anchor Standards in Reading, Writing, Speaking and Listening and Math Practice (Semester 1: R1, W1, L&S1 and MP3 and Semester 2: R7, W7, S&L4, MP1). In addition, Professional Development will work with teachers on ways to plan instruction according to student needs by differentiated instruction in all content areas.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,221
Mid-Range Teacher Salary	\$73,675	\$83,072
Highest Teacher Salary	\$95,863	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$128,094
Average Principal Salary (HS)	\$143,879	\$146,114
Superintendent Salary	\$224,700	\$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9882	2080	7802	78940
District	♦	♦	8020	78175
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-2.8	1.0
Percent Difference: School Site/ State			17.1	-4.7

* Cells with ♦ do not require data.