

Arroyo Seco Junior High School

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

Rhondi Durand, Principal

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

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.

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Will Jones, Student Board member

District Administration

Vicki Engbrecht

Superintendent

Michael Vierra

**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

School Description

Arroyo Seco Junior High School strives to 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 for students to continue to be part of something a little smaller, 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 the middle school student encounters 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!

Rhondi Durand, 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) 296-0991 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	630
Grade 8	615
Total Enrollment	1,245

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	3.7
Hispanic or Latino	32.1
White	54.3
Two or More Races	5.1
Socioeconomically Disadvantaged	17.2
English Learners	4.6
Students with Disabilities	11
Foster Youth	1

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			
Arroyo Seco Junior High School	13-14	14-15	15-16
With Full Credential	49	49	46
Without Full Credential	0	1	2
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			
Arroyo Seco Junior High School	13-14	14-15	15-16
Teachers of English Learners	2	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	90.5	9.6
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	Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002 Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002 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 - SpringBoard Adopted 2014 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%
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)

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 12/18/15 there are 22 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2/15

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			
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	14.40	19.90	54.00

* 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	63	65	44
Math	47	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	86
Male	87
Female	85
Black or African American	--
Asian	100
Filipino	90
Hispanic or Latino	77
White	89
Two or More Races	96
Socioeconomically Disadvantaged	50
English Learners	50
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.

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	83	84	86	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	641	634	98.9	16	23	45	16
	8	601	597	99.3	11	22	46	20
Male	7		325	50.7	21	26	40	12
	8		319	53.1	14	28	42	15
Female	7		309	48.2	10	21	50	20
	8		278	46.3	9	15	50	26
Black or African American	7		15	2.3	27	40	33	0
	8		10	1.7	--	--	--	--
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		20	3.1	5	15	45	35
	8		14	2.3	0	7	64	29
Filipino	7		24	3.7	13	4	58	25
	8		22	3.7	5	23	32	36
Hispanic or Latino	7		209	32.6	24	25	41	10
	8		189	31.4	15	29	43	13
White	7		328	51.2	11	24	47	18
	8		335	55.7	10	20	50	20
Two or More Races	7		37	5.8	14	16	41	27
	8		27	4.5	11	15	22	52
Socioeconomically Disadvantaged	7		114	17.8	37	25	33	4
	8		107	17.8	21	30	38	10
English Learners	7		32	5.0	63	19	16	0
	8		26	4.3	27	58	15	0
Students with Disabilities	7		67	10.5	61	16	18	1
	8		71	11.8	58	28	11	1
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	641	632	98.6	24	31	27	18
	8	601	593	98.7	23	28	22	26
Male	7		323	50.4	25	29	25	19
	8		316	52.6	25	28	20	27
Female	7		309	48.2	22	33	28	17
	8		277	46.1	21	29	26	25
Black or African American	7		15	2.3	40	40	13	7
	8		10	1.7	--	--	--	--
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		20	3.1	10	15	35	40
	8		14	2.3	7	14	14	64
Filipino	7		24	3.7	21	21	33	25
	8		21	3.5	10	43	14	33
Hispanic or Latino	7		208	32.4	35	32	21	12
	8		187	31.1	32	32	20	16
White	7		328	51.2	17	32	29	20
	8		334	55.6	20	27	25	28
Two or More Races	7		36	5.6	19	25	31	25
	8		27	4.5	19	19	7	56
Socioeconomically Disadvantaged	7		113	17.6	43	35	9	11
	8		105	17.5	34	33	14	18
English Learners	7		31	4.8	65	13	16	6
	8		26	4.3	58	31	8	0
Students with Disabilities	7		65	10.1	71	17	11	2
	8		70	11.6	79	13	4	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.

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

Our PAC (Parent Advisory Council) will have 5 meetings throughout the year. We encourage all parents to join. At our first meeting of the year we have a special guest speaker, Dan Williams. Dan is a life coach and mentor as well as a parent himself. He will collaborate with us around ways we can better help to prepare our students for success in the future. Dan will discuss the importance of establishing boundaries and involving your child in their own goal setting process. Parents are encouraged to be present on campus and more than 500 parents signed up to be volunteers. Parent volunteers sell items in the student store at lunch and brunch, they help supervise students in the library and in classrooms and provide 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, infinite campus and educate 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 School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

We 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 toileting 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	2012-13	2013-14	2014-15
Suspensions Rate	4.42	1.00	0.70
Expulsions Rate	0.00	0.08	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	27	27	27	15	12	11	14	14	17	24	20	19
Math	26	27	31	15	11		21	20	1	16	16	1
Science	30	29	28	6	9	10	15	16	17	21	20	19
SS	29	29	28	10	9	12	12	15	14	22	20	20

* 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)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1.0
Social Worker	.20
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.

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 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,572	\$1,859	\$5,713	\$64,233
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-9.2	-11.3
Percent Difference: School Site/ State			6.8	-14.3

* Cells with ♦ do not require data.