

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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2012-13 School Accountability Report Card Published During the 2013-14 School Year

William S. Hart Union High School District

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Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

William Oh, Student Board
Member

District Administration

Robert R. Challinor
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (661) 296-0991.

Principal's Message

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 to a larger 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 curriculum is in direct alignment with the California Content Standards. Teachers use a variety of proven strategies, including the Interactive Notebook, portfolio development, and showcase presentations (exit interviews). We are proud of our Safe School Ambassador and peer mediator programs; our Advancement Via Individual Determination (AVID) program, which helps prepare students for college; and our unique schoolwide writing project.

Arroyo Seco earned National Blue Ribbon School of Excellence distinction in 2002. We also earned the California Distinguished School Award in 2007. 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

Opportunities for Parental Involvement

The Parent Advisory Committee (PAC) meets monthly with our principal. In the 2010–2011 school year, 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. Please call our principal, Rhondi Durand, at (661) 296-0991 for information about how you can get involved at Arroyo Seco.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	622
Gr. 8	640
Total	1,262

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	3.8
Hispanic or Latino	30.3
Native Hawaiian/Pacific Islander	0.1
White	54.6
Two or More Races	5.6
Socioeconomically Disadvantaged	13.1
English Learners	9.6
Students with Disabilities	10.2

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	27	28.6	26	13	10	15	11	12	14	23	25	24
Math	27.5	28	26	14	11	15	17	16	21	21	19	16
Science	30.3	31.1	30	6	5	6	13	9	15	24	26	21
SS	28.3	30	29	10	9	10	11	5	12	23	29	22

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	12.74	8.8	4.4
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We revise and share our safety plan with the staff annually. Key elements include supervision, communication, education, and parent participation. Visitors must sign in at the office and receive passes to show that they are authorized to be on campus. We hold regular fire, earthquake and lockdown drills.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 07/12/2013

Arroyo Seco has recently completed a major reconstruction project. All buildings and classrooms have been modernized. This included new paint, new flooring, and new furnishings. We have also upgraded the hardscape (nonplant elements) and landscape on campus. We now have an outdoor amphitheater, a new twostory classroom building, a new gymnasium, and new science labs. The campus is beautiful, with a new entrance featuring palm trees and shade structures.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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

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]	[]	[]	
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]	[]	[]	[]

Teacher Credentials

Schoolwide	10-11	11-12	12-13
Fully Credentialed	46	45	50
Without Full Credential	3	2	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	0	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	4	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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	90.3	9.7
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,257	\$683	\$4,574	\$66,997
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-18.2	-3.9
Percent Difference: School Site/ State			-17.4	-6.4

- * **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- * **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Timeless Voices, Timeless Themes (Bronze Level) - Prentice Hall Adopted 2002 Timeless Voices, Timeless Themes (Silver Level) - Prentice Hall Adopted 2002	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Math Course 2 - McDougal Littell Adopted 2008 Algebra I - McDougal Littell Adopted 2008 Geometry - Prentice Hall Adopted 2004	

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

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

Textbooks and Instructional Materials

Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Focus on Physical Science - Prentice Hall Adopted 2006</p>	
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>America: History of our Nation: Independence Through 1914 - Prentice Hall Adopted 2006</p>	

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	72	71	63	65	65	54	56	55
Math	53	63	66	49	48	47	49	50	50
Science	77	86	84	68	70	71	57	60	59
H-SS	63	62	64	59	58	59	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	71	66	84	64
Male	69	68	88	70
Female	73	63	81	58
Black or African American	67	58		64
American Indian or Alaska Native				
Asian	81	78	73	45
Filipino	94	87	97	90
Hispanic or Latino	60	57	82	55
Native Hawaiian/Pacific Islander				
White	73	68	84	66
Two or More Races	87	71	89	74
Socioeconomically Disadvantaged	55	53	77	49
English Learners	21	25	39	21
Students with Disabilities	30	26	39	18
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.3	21.8	49.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	16	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	34	10
Native Hawaiian/Pacific Islander			
White	6	5	3
Two or More Races			
Socioeconomically Disadvantaged	-19	54	25
English Learners			
Students with Disabilities	-65	60	5

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	3	3	2

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,218	17,898	4,655,989
	API-G	868	841	790
Black or African American	Students	22	687	296,463
	API-G	862	788	708
American Indian or Alaska Native	Students	3	37	30,394
	API-G		842	743
Asian	Students	43	1,252	406,527
	API-G	905	934	906
Filipino	Students	46	808	121,054
	API-G	951	897	867
Hispanic or Latino	Students	364	6,152	2,438,951
	API-G	832	783	744
Native Hawaiian/Pacific Islander	Students	1	28	25,351
	API-G		851	774
White	Students	671	8,209	1,200,127
	API-G	876	865	853
Two or More Races	Students	68	725	125,025
	API-G	911	886	824
Socioeconomically Disadvantaged	Students	190	4,587	2,774,640
	API-G	804	762	743
English Learners	Students	96	2,303	1,482,316
	API-G	724	703	721
Students with Disabilities	Students	137	2,066	527,476
	API-G	613	623	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes