



Arroyo Seco Junior High School

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

Dr. Andy Keyne, Principal

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



William S. Hart Union High School District

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District Governing Board

Joe Messina

Steven M. Sturgeon

Bob Jensen

Linda Storli

Dr. Cherise Moore

Brennan Book, Student Board
Member

District Administration

Vicki Engbrecht

Superintendent

Dr. Michael Vierra

**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	643
Grade 8	651
Total Enrollment	1,294

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	4.8
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.4
White	50.9
Socioeconomically Disadvantaged	17.1
English Learners	2.6
Students with Disabilities	12.9
Foster Youth	0.1

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	16-17	17-18	18-19
With Full Credential	48	51	
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	0	0	
William S. Hart Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Arroyo Seco Junior High School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
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 - Carnegie Math Course 2 - Carnegie Learning Adopted 2018 Math 7 Accelerated - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Carnegie Math Course 3 - Carnegie Learning Adopted 2018 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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 11/30/18 there are 34 work orders in progress.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/9/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Room 401 is cluttered and could be a fire concern
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	71.0	70.0	68.0	69.0	48.0	50.0
Math	58.0	55.0	48.0	50.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.3	24.2	44.7

* 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.

**School Year 2017-18 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	1292	1271	98.37	69.55
Male	679	672	98.97	63.99
Female	613	599	97.72	75.79
Black or African American	46	46	100.00	69.57
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.11	88.46
Filipino	63	62	98.41	82.26
Hispanic or Latino	428	421	98.36	60.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	643	98.32	72.78
Two or More Races	40	39	97.50	71.79
Socioeconomically Disadvantaged	209	206	98.56	53.88
English Learners	93	92	98.92	52.17
Students with Disabilities	166	162	97.59	23.46
Foster Youth	--	--	--	--

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 2017-18 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	1,292	1,270	98.3	55.12
Male	679	671	98.82	55.59
Female	613	599	97.72	54.59
Black or African American	46	46	100	52.17
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.11	92.31
Filipino	63	62	98.41	70.97
Hispanic or Latino	428	420	98.13	43.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	643	98.32	58.16
Two or More Races	40	39	97.5	58.97
Socioeconomically Disadvantaged	209	205	98.09	35.12
English Learners	93	91	97.85	38.46
Students with Disabilities	166	161	96.99	13.66
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Our PAC (Parent Advisory Council) meets five times 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, social media, and the transition to high school. 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 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	2015-16	2016-17	2017-18
Suspensions Rate	0.5	1.2	1.2
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	29.0	27.0	8	6	11	21	28	29	17	11	10
Mathematics	24.0	28.0	27.0	4	2	10	6	2	29		4	12
Science	29.0	30.0	29.0	6	5	6	20	25	24	18	13	15
Social Science	29.0	30.0	29.0	6	5	6	17	24	21	19	13	17

* 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

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA / ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

Professional Development at Arroyo Seco takes place during minimum days and late start Wednesdays, and is led by the site Instructional Coach, PD Team, Administrative Team and Department Chairs as content experts to support the lesson study process and planning instruction according to student needs by differentiated instruction in all content areas.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$129,725	\$136,636
Average Principal Salary (HS)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,558	\$2,323	\$7,235	\$76,809
District	◆	◆	\$7,734	\$78,175
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-6.7	-1.8
Percent Difference: School Site/ State			1.5	-11.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 <https://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.