

Santa Maria-Bonita School District Arellanes Junior High School

Grades 7 through 8
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2014-15 School Accountability Report Card *Published January 2016*

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Principal's Message

Arellanes Junior High School is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

The 2014-15 school year at Arellanes Junior High has been a year of continued transition for our staff, students, and community as we begin implementing instructional practices that support the new Common Core State Standards (CCSS). This year, our staff participated in a variety of professional development opportunities to help teachers understand and implement the CCSS. The new standards will demand that our students demonstrate critical thinking and problem solving abilities and it will be imperative that students are engaged in the learning process to develop good work habits and the skills that will enable them to be successful in college and various careers.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Arellanes Junior High School is located in the southwestern region of Santa Maria and serves students in grades seven through eight following a modified year-round calendar. At the beginning of the 2014-15 school year, 572 students were enrolled, including 6.1% in special education, 43.9% qualifying for English Language Learner support, and 91.8% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.30%	Grade 7	275
Amer. Indian or Alaskan Native	0.00%	Grade 8	297
Asian	1.40%	Ungraded	0
Filipino	1.00%		
Hisp. or Latino	94.20%		
Pacific Islander	0.00%		
Caucasian	2.80%		
Multi-Racial	0.20%		
Students with Disabilities	6.10%		
Economically Disadvantaged	91.80%		
English Learners	43.90%		
Foster Youth	0.70%		
Total Enrollment			572

Student Achievement

Physical Fitness

In the spring of each year, Arellanes Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	20.5	19.4	22.7

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	AJHS	SMBSD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	N/A	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	Yes	N/A	N/A
Met Attendance Rates	N/A	Yes	Yes
Met Graduation Rate	Yes	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Arellanes Junior High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	AJHS	SMBSD
PI Status	In PI	In PI
First Year of PI	2007-2008	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Arellanes Junior High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	61	60	59	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	30
All Students (School)	59
Male	62
Female	54
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	57
Pacific Islander	--
Caucasian	--
Multi-Racial	44
English Learners	27
Economically Disadvantaged	10
Migrant Educ.	44
Students with Disabilities	58
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on CDE's website cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Arellanes Junior High School	District	California
English-Language Arts/Literacy	25	23	44
Mathematics	24	17	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	284	274	96.5	53	29	16	2
Male	284	144	50.7	59	28	12	1
Female	284	130	45.8	45	31	22	2
African-Amer.	284	4	1.4	--	--	--	--
Asian	284	4	1.4	--	--	--	--
Filipino	284	1	0.4	--	--	--	--
Hisp. or Latino	284	253	89.1	54	30	14	2
Caucasian	284	11	3.9	45	0	55	0
Multi-Racial	284	1	0.4	--	--	--	--
English Learners	284	118	41.5	76	22	2	0
Economically Disadvantaged	284	256	90.1	54	30	15	2
Migrant Educ.	284	41	14.4	63	24	12	0
Students with Disabilities	284	12	4.2	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	284	278	97.9	42	35	19	4
Male	284	145	51.1	44	34	19	3
Female	284	133	46.8	40	35	19	6
African-Amer.	284	4	1.4	--	--	--	--
Asian	284	4	1.4	--	--	--	--
Filipino	284	1	0.4	--	--	--	--
Hisp. or Latino	284	257	90.5	44	35	17	4
Caucasian	284	11	3.9	18	36	45	0
Multi-Racial	284	1	0.4	--	--	--	--
English Learners	284	122	43.0	68	27	4	1
Economically Disadvantaged	284	259	91.2	44	35	17	4
Migrant Educ.	284	41	14.4	46	37	15	2
Students with Disabilities	284	12	4.2	83	17	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	298	289	97.0	34	36	27	4
Male	298	140	47.0	37	36	24	3
Female	298	149	50.0	30	36	30	5
Asian	298	2	0.7	--	--	--	--
Filipino	298	4	1.3	--	--	--	--
Hisp. or Latino	298	279	93.6	34	36	27	4
Caucasian	298	4	1.3	--	--	--	--
English Learners	298	125	41.9	61	36	2	0
Economically Disadvantaged	298	261	87.6	34	38	25	3
Migrant Educ.	298	27	9.1	37	37	22	4
Students with Disabilities	298	20	6.7	90	10	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	298	293	98.3	47	28	17	7
Male	298	144	48.3	45	30	15	9
Female	298	149	50.0	49	27	19	5
Asian	298	2	0.7	--	--	--	--
Filipino	298	4	1.3	--	--	--	--
Hisp. or Latino	298	283	95.0	47	29	17	6
Caucasian	298	4	1.3	--	--	--	--
English Learners	298	129	43.3	77	20	2	0
Economically Disadvantaged	298	264	88.6	49	27	17	6
Migrant Educ.	298	29	9.7	55	21	14	10
Students with Disabilities	298	20	6.7	90	10	0	0
Foster Youth	--	--	--	--	--	--	--

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.

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.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), student agenda books, and

report cards. Contact Principal Stacie Rivera at (805) 361-6820 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Awards Assemblies
Career Day
Dances
Assemblies

Committees

AVID Site Team
English Learner Advisory Council
School Site Council
Parent Teacher Student Club

School Activities

Back to School Night
Open House
Sports Events
English Learner Parent Nights
Student Recognition Nights
Career Day
Awards Assemblies
Parents as Partners
Parent Teacher Conferences

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Arellanes Junior High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A

work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Repair gutters
- Repaint exterior of school (2015-16)
- Installation of a walk-in freezer (2015-16)
- Upgrade two-story building to include a fire sprinkler system (2015-16)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Arellanes Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Trash removal
- Deliveries
- School cleanliness

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1961
Acreage	13.25
Square Footage	-
Quantity	
Permanent Classrooms	24
Portable Classrooms	1
Restrooms (sets)	3
Band Room	1
Computer Lab(s)	2
Gymnasium(s)	1
Staff Lounge(s)	1
Multipurpose Room/Cafeteria	1
Library	1

Deferred Maintenance

Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Santa Maria-Bonita School District allocated \$91,288 of deferred maintenance funds for the following projects at Arellanes Junior High School:

- Electrical/fire alarm project
- Roofing repairs
- Painting project

Facilities Inspection

The district's maintenance department inspects Arellanes Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Arellanes Junior High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 06, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, October 06, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Gym 100 - Rooms 5 and 6 burned out lights
(E)	Bldg. 010 - Boys restroom is being used as storage; Bldg. 040 - Deficiency noted

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, dean of students, teachers, and academic counselor patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, dean of students, academic counselor, and noon duty aides monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, and dean of students monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the principal,

assistant principal, custodian, dean of students, office staff, noon duty aides, and the academic counselor carry hand-held radios while on campus.

Arellanes Junior High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Arellanes Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

Arellanes Junior High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	AJHS		
# of Students Suspended	90	120	113
# of Students Expelled	0	1	0
	SMBSD		
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	3	12	6
Mathematics	28.0	4	10	6
Science	31.0		5	4
Social Science	31.0		5	4
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.0	4	8	9
Mathematics	29.0	3	9	8
Science	32.0		4	5
Social Science	32.0		5	4
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	3	17	1
Mathematics	27.0		5	
Science	29.0		9	1
Social Science	28.0	1	9	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Arellanes Junior High School revolve around the California State Standards. During the 2014-15 school year, Arellanes Junior High School held staff development training devoted to:

- Common Core State Standards Planning
- Math and Language Arts Improvement Strategies
- Close Reading & Critical Reading
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Arellanes Junior High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Arellanes Junior High School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

- Anchor Standards & ELA Shifts
- Assessment Planning
- Close Reading
- Collaborative Conversations
- Common Core Art/Music
- Common Core Curriculum Development
- Common Core Physical Education
- Digging Deeper
- English Language Arts
- GATE Training
- Google for Education
- Language Development / Vocabulary
- Lead Learners
- Math
- Report Cards
- Safety: First Aid/Search & Rescue
- Science
- SharpSchool Administration
- Smarter Balanced Using OARS/INSPECT
- Social Studies
- Technology Training

Arellanes Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Arellanes Junior High School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 09, 2015, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and

consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Glencoe/McGraw-Hill, <i>California Treasures</i>	0 %
History-Social Science		
2006	McDougal Littell, <i>Creating America</i>	0 %
2006	McDougal Littell, <i>Medieval & Early Modern Times</i>	0 %
Mathematics		
2015	CPM Educational Program, <i>Core Connections</i>	0 %
Science		
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 7 through 8 who have been identified as academically gifted through district-administered assessments. Identified students are enrolled in Honors courses where available at the school site.

For students whose primary language is not English and who have limited English proficiency, Arellanes Junior High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and strategies to maximize student understanding of lesson content and concepts. English learners are placed in a Language Arts class that focuses on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students receive English Language Development instruction as a supplement to their regular language arts instruction. Arellanes Junior High School's teachers utilize *Treasures Expressions*, a state-approved reading

intervention program and textbook adoption. Arellanes Junior High School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Arellanes Junior High School's special education program is staffed by one Resource Specialist Program Teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Arellanes Junior High School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Arellanes Junior High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using benchmark results, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- ASES (After School Education & Safety) Enrichment
- After School Tutoring
- Instructional Assistants
- Advancement Via Individual Determination (AVID)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Arellanes Junior High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Arellanes Junior High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and

available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	1	1.0
Computer Lab Technician	1	1.0
Dean of Students	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Outreach Counselor	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.2

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Arellanes Junior High School had 25 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Arellanes Junior High School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	AJHS			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	24	25	28	585
Teachers with full credentials	24	25	28	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	1	0	2	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

Salary Comparison 2013-14		
	SMBSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$47,483
Mid-Range Teacher Salary	\$75,982	\$70,247
Highest Teacher Salary	\$94,830	\$89,152
Superintendent Salary	\$194,647	\$192,072
Average Principal Salaries:		
Middle School	\$122,018	\$116,021
Percentage of Budget:		
Teacher Salaries	40%	41%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Santa Maria-Bonita School District spent an average of \$7,703 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	AJHS	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	558	N/A	N/A	N/A	N/A
Total**	\$6,573	N/A	N/A	N/A	N/A
Restr.†	\$379	N/A	N/A	N/A	N/A
Unrestr.††	\$6,194	\$4,581	135.20	\$5,348	115.82
Avg. Teacher Salary	\$77,496	\$74,999	103.33	\$72,993	106.17

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Arellanes Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Arellanes Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Arellanes Junior High School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria

Phone Number: (805) 925-0994

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 107

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.