

Santa Maria-Bonita School District
Arellanes Junior High School

Grades 7 through 8
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2012-13 School Accountability Report Card
Published January 2014

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**2013-14
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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.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its programs and welcome everyone to support our efforts.

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 traditional calendar. At the beginning of the 2012-13 school year, 560 students were enrolled, including 6% in special education, 73% qualifying for English Language Learner support, and 94% qualifying for free or reduced price lunch. Arellanes Junior High School achieved a 2013 Academic Performance Index (API) score of 743.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	0.70%	Grade 7	297
Amer. Indian or Alaskan Native	0.00%	Grade 8	263
Asian	0.40%		
Filipino	1.10%		
Hisp. or Latino	95.40%		
Pacific Islander	0.00%		
Caucasian	2.50%		
Multi-Racial	0.00%		
Total Enrollment			560

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at star.cde.ca.gov. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at star.cde.ca.gov/star2013/aboutSTAR.aspx.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Arellanes Junior High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	30	32	32	37	38	36	54	56	55
Math	42	47	52	50	49	50	50	50	50
Science	54	56	61	38	40	38	57	60	59
Social Science	18	21	30	28	28	29	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Arellanes Junior High School							
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts				36		31		
Math				50		52		
Science						60		
Social Science						29		

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	SMBSD	Arellanes Junior High School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- tagged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	36	32	27	37	22	32	3	24
Math	50	52	52	53	46	52	3	48
Science	38	61	55	67	34	61	8	53
Social Science	29	30	30	30	7	30		25

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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	20.4%	22.5%	27%

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	2	2	2
Similar Schools Rank	7	5	6

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	13	5	31
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	8	6	36
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Students with Disabilities	*	*	*
Economically Disadvantaged	13	5	29
English Learners	19	6	16

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
	AJHS		SMBSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	532	743	10,716	727	465,598	790
Students with Disabilities	35	380	990	469	527,476	615
Economically Disadvantaged	524	741	10,545	725	277,464	743
English Learners	359	701	7,529	706	148,231	721
African-Amer.	4		76	750	296,463	708
Amer. Indian or Alaskan Native			28	737	30,394	743
Asian	2		63	839	406,527	906
Filipino	6		193	846	121,054	867
Hisp. or Latino	506	743	9,918	721	243,895	744
Multi-Racial			21	804		
Pacific Islander			16	747	25,351	774
Caucasian	14	735	401	782	120,012	853

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 770 or increasing the API growth by 1 point.

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 Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AJHS	SMBSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	No
Graduation Rate	N/A	N/A

Reported data based upon performance of all subgroups for each of the areas listed

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 2012-13, 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 cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	AJHS	SMBSD
PI Status	In PI	In PI
Implementation Year	2007-2008	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		19
% of Schools Currently Identified for PI		100.0%

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 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
- Event Speakers

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

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:

- Addition of acrylic lettering inside gym "Home of the Hawks"
- Landscaping projects throughout the campus
- New laptops for all teachers at site (2013-14)
- Installation of perimeter fencing around campus (2013-14)
- Installation of new phone system
- Upgrade of wireless technology services

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 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
Cafeteria	1
Library	1

Deferred Maintenance

Arellanes Junior High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Arellanes Junior High School received a portion of \$560,810 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Electrical Systems
- Floor Systems

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 Friday, September 06, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, September 06, 2013			
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
(E)	Building 1000 - Boys restroom number four flushometer needs adjusting; Gym - Restroom found locked, staff instructed to have open during the school day

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 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 August 2013.

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 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			
	AJHS		
	10-11	11-12	12-13
Suspensions (#)	212	122	158
Suspensions (%)	37.26 %	22.10 %	28.21 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
SMBSD Middle Schools			
Suspensions (#)	661	592	659
Suspensions (%)	23.60 %	20.63 %	22.40 %
Expulsions (#)	2	3	4
Expulsions (%)	0.07 %	0.10 %	0.14 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

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	Avg. Class Size	2010-11		
		Number of Classrooms		
		1-22	23-32	33+
English	26.7	5	9	7
Math	31.4	*	10	6
Science	29.7	1	5	3
Social Science	30.2	1	6	3
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
		English	25.1	7
Math	27.6	2	14	4
Science	27.3	1	9	*
Social Science	27.9	*	10	*
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
		English	27.0	3
Math	28.0	4	10	6
Science	31.0	*	5	4
Social Science	31.0	*	5	4

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Arellanes Junior High School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Arellanes Junior High School held staff development devoted to:

- Data Analysis
- Common Core State Standards Planning
- Math and Language Arts Improvement Strategies

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 2012-13 school year, Arellanes Junior High School's teachers attended the following events hosted by the Santa Maria-Bonita School District:

- Treasures ELA Training
- Inside Training
- ELA Benchmark & Advanced Learners
- Technology Training
- OARS 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. Substitute teachers are invited to participate in designated staff development activities. 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		
2010-11	2011-12	2012-13
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Arellanes Junior High School are aligned to the California Content Standards and Frameworks. 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 11, 2013, 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 13-04 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 2013-14 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			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
History-Social Science			
2006	McDougal Littell, <i>Creating America</i>		0 %
2006	McDougal Littell, <i>Medieval & Early Modern Times</i>		0 %
Language Arts			
2010	Glencoe/McGraw-Hill, <i>California Treasures</i>		0 %
Math			
2009	CPM Educational Program, <i>Algebra Connections</i>		0 %
2009	Holt, <i>Pre-Algebra</i>		0 %
2009	McDougal Littell, <i>Algebra Readiness</i>		0 %
Science			
2008	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>		0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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 National Geographic's Inside series, 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 a 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 CST 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)
- After School Tutoring
- Instructional Assistants
- AVID
- Tuesday Late Class (TLC)

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) 2012-13		
	No. of Staff	FTE
Counselor	1	1.0
Computer Lab Technician	1	0.5
Dean of Students	1	1.0
Health Assistant	1	0.5
Library Media Technician	1	0.5
Nurse	1	0.2
Psychologist	1	0.2
Speech Therapist	1	0.2

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Arellanes Junior High School had 26 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 2012-13		
	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 %

Teacher Credentials & Assignments				
	AJHS			SMBSD
	10-11	11-12	12-13	12-13
Total Teachers	26	27	26	568
Teachers with full credentials	26	27	26	568
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	3	2	3	4
Total teacher misassignments	0	2	3	4
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AJHS	SMBSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	0

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,008	\$41,451
Mid-Range Teacher Salary	\$70,424	\$67,655
Highest Teacher Salary	\$87,893	\$85,989
Superintendent Salary	\$171,715	\$182,548
Average Principal Salaries:		
Middle School	\$112,398	\$111,643
Percentage of General Fund Expenditures for:		
Teacher Salaries	4300%	4200%
Administrative Salaries	500%	500%

Expenditures Per Student

For the 2011-12 school year, Santa Maria-Bonita School District spent an average of \$7,278 of total general funds to educate each student (based on 2011-12 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 cde.ca.gov/ds/fd/ec/ and cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title V
- Transportation
- Transportation: Special Education
- Other Local: Locally defined
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	AJHS	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	498	N/A	N/A	N/A	N/A
Total**	\$7,102	N/A	N/A	N/A	N/A
Restr.†	\$958	N/A	N/A	N/A	N/A
Unrestr.††	\$6,144	\$5,205	118.05	\$5,537	110.97
Avg. Teacher Salary	\$71,924	\$71,821	100.14	\$70,193	102.47

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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 API, AYP, STAR 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 section were acquired in November 2013. Data to prepare the school facilities section were acquired in January 2014.