

Arcadia High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arcadia High School
Street	180 Campus Dr.
City, State, Zip	Arcadia, CA 91007-6958
Phone Number	(626) 821-8370
Principal	Dr. Brent Forsee
E-mail Address	bforsee@ausd.net
Web Site	www.ahs.ausd.net
CDS Code	19642611930288

District Contact Information	
District Name	Arcadia Unified School District
Phone Number	(626) 821-8300
Superintendent	Dr. David Vannasdall
E-mail Address	rforan@ausd.net
Web Site	www.ausd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The Arcadia High School (AHS) School Accountability Report Card describes for our community the progress our school has made in the past year and our plans for the coming year. It reflects the focus for improvements at our site that directly impact the accomplishments of all our students.

We have a rigorous curriculum and high expectations of faculty and students. Although the students score very high on all local, state, and national tests, the faculty and administration recognize that students must compete against the most challenging international standards. As a result, they continue to improve and refine curriculum and instructional approaches. Arcadia High School is not a static organization that rests on its well-deserved laurels. It is a dynamic and creative school that constantly strives to prepare students for the world in which they will live and work. We will continue to find ways for our students to take center stage and to shine. Whether in the academic, extracurricular, athletic, or visual and performing arts arenas of our school, we exist for our students. Our entire community is committed to working together to find areas that need improvement and to put in the tireless hours to make our school a better place.

If you wish to obtain additional information, please visit our website at ahs.ausd.net or contact the school directly at (626) 821-8370.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	818
Grade 10	897
Grade 11	865
Grade 12	844
Total Enrollment	3,424

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	65.2
Filipino	3.6
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.1
White	13.2
Two or More Races	1.1
Socioeconomically Disadvantaged	24.7
English Learners	7.6
Students with Disabilities	5.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	143	148	140	413
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.5	1.5
All Schools in District	99.2	0.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.2	0.8

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts, Grade 9 (2003) / 2005 Literature & Language Arts, Grade 10 (2003) / 2005 Literature, Lit. of US (Gr 11) (2000) / 2000 Literature & Language Arts, Grade 12 (2003) / 2005	Yes	0
Mathematics	McDougal Littell CA Algebra Readiness 2008 / 2013 Holt Algebra Readiness California, Vols. 1-4 2008 / 2011 Algebra & Trigonometry: Structure & Method 2000 / 2001 McDougal Littell Algebra 1 (CA Edition) 2008 / 2009 McDougal Littell Algebra 2 (CA Edition) 2007 / 2009 Geometry California Edition 2004 / 2006 Pre-Calculus with Limits (AP Edition) 2007 / 2009 Calculus of a Single Variable, 9th Ed. 2009 / 2009 Calculus: Concepts and Applications, 2nd Ed. 2005 / 2009 Calculus, 9th Ed. 2010 / 2009 The Calculus 7 / 1997 The Basic Practice of Statistics, 5th Ed. 2010 / 2009 The Practice of Statistics, 3rd Ed. 2008 / 2009	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Introductory Chemistry: A Foundation, 6th Edition 2008 / 2008 Chemistry 2007 / 2008 Chemistry in the Community, 5th Edition 2006 / 2008 AP Chemistry, 7th Ed. 2007 / 2008 Environment: The Science Behind the Stories, 3rd Ed. 2007 / 2008 Fundamentals of Physics 2001 / 2003 Physics: Principles and Problems (CA Version) 2008 / 2008 Holt Biology, CA Edition 2008 / 2008 Prentice Hall Biology CA Edition 2007 / 2008 Biology, 8th Ed., AP Edition 2008 / 2008 Essentials of Human Anatomy & Physiology, 9th Ed. 2009 / 2008 Longman Science 2006 / 2008 Great Source Access Science 2005 / 2008 CPO Focus on Earth Science 2007 / 2008 CPO Focus on Life Science 2007 / 2008	Yes	0
History-Social Science	The Americans, Reconstruction through the 20th Cent. 2006 / 2007 Bedford St. Martin's: America's History for the AP Course, 8th Ed. 2014 / 2015 Pearson Education, Inc. The Cultural Landscape: An Introduction to Human Geography, 11th Ed. 2014 / 2015 US History: Modern America 2008 / 2007 World History: Modern Times 2006 / 2007 Modern World History: Patterns of Interaction 2006 / 2007 Magruder's American Government 2006 / 2007 The Challenge of Democracy, 9th Edition 2008 / 2007 Comparative Government: Domestic Responses to Global Challenges 2015 / 2014 Economics: Principles in Action 2007 / 2007 Great Source Access World History 2009 / 2011	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	(AP Chinese) Jia You! Chinese for the Global Community, Textbook 2 (2008) / 2010 (AP Spanish) Temas 2014 / 2013 (Chinese 1) Integrated Chinese, Level 1, Part 1 (2009) / 2011 (Chinese 2) Integrated Chinese, Level 1, Part 2 (2009) / 2011 (Chinese III) Integrated Chinese, Level I, Part 2 (2010) / 2010 (Chinese III) Integrated Chinese, Level II, Part 1 (2010) / 2010 (Chinese IV) Integrated Chinese, Level II, Part 1 (2010) / 2010 (Chinese IV) Integrated Chinese, Level II, Part 2 (2010) / 2010 (French I, II, III) Bon Voyage! 2002 / 2002 (Japanese I, II, III, IV) Adventures in Japanese I and II (1998) / 2002 (Mandarin for Native Speakers) Chinese Link, Level 1, Part 1 (2011) / 2011 (Mandarin for Native Speakers) Chinese Link, Level 1, Part 2 (2011) / 2011 (Spanish I, II, III) Paso A Paso, I, II & III, 2nd Edition 2000 / 2002	Yes	0
Health	Lifetime Health / 2005	Yes	0
Visual and Performing Arts	Thomson/Wadsworth: Art - Gardner's Art Through the Age 2005 / 2005 Glencoe/McGraw-Hill: Art - Arttalk 2000 / 2002 McGraw-Hill: Art - Arttalk 2005 / 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Arcadia High School was built in 1952 and underwent renovation in 1995–1996. The 2008–2009 school year saw the beginning of a \$140 million, five-year construction and renovation project funded by the passage of a facilities-improvement bond. As part of the new construction, a new science building with 16 new labs; a student-support building with eight new classrooms, a TV studio, and seven computer labs; and a 134-seat lecture hall building were opened in the winter of the 2010–2011 school year.

A 1,200-seat performing arts center with three additional classrooms opened in the fall of the 2012–2013 school year. In addition, the G, F and E row classrooms were remodeled prior to the start of the 2013–2014 school year. The Arcadia High School campus gained 30 new classrooms by the completion of this project. The CTE Buildings were completed in the fall of 2015 along with a brand new aquatic complex.

The student lunch area was completely remodeled prior to the opening of the 2013–2014 school year. The addition of large male and female student restrooms was completed at the same time. The work on the North Gym included a new floor and new bleachers.

Each full-time teacher has his/her own classroom. In addition, the campus currently has two staff rooms, a library/media center, a TV studio, seven computer labs, a cafeteria, three music rooms, four locker rooms, two gyms, and four athletic fields. At the time of this publication, all of the school's student restrooms were fully functioning.

The high school facilities manager works directly with the custodial staff employees to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/14/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some storm run-off/drainage issues are unresolved near lecture hall, east end of science building, and north of CTE building.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/14/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	80	77	76	76	44	48
Mathematics	72	73	75	77	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	877	835	95.2	76.7
Male	11	420	400	95.2	70.0
Female	11	457	435	95.2	82.8
Black or African American	11	14	14	100.0	35.7
Asian	11	574	542	94.4	80.6
Filipino	11	29	29	100.0	89.7
Hispanic or Latino	11	125	120	96.0	56.3
White	11	118	114	96.6	78.8
Two or More Races	11	11	11	100.0	90.9
Socioeconomically Disadvantaged	11	213	203	95.3	63.2
English Learners	11	53	37	69.8	11.1
Students with Disabilities	11	40	38	95.0	13.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	877	850	96.9	73.1
Male	11	420	406	96.7	70.6
Female	11	457	444	97.2	75.5
Black or African American	11	14	14	100.0	14.3
Asian	11	574	555	96.7	85.2
Filipino	11	29	29	100.0	69.0
Hispanic or Latino	11	125	121	96.8	31.4
White	11	118	115	97.5	67.0
Two or More Races	11	11	11	100.0	81.8
Socioeconomically Disadvantaged	11	213	207	97.2	56.8
English Learners	11	53	48	90.6	50.0
Students with Disabilities	11	40	38	95.0	13.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	82	80	86	84	84	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	895	859	96.0	80.2
Male	460	445	96.7	80.5
Female	435	414	95.2	80.0
Black or African American	11	11	100.0	72.7
Asian	591	573	97.0	86.4
Filipino	31	31	100.0	77.4
Hispanic or Latino	127	121	95.3	56.2
White	125	115	92.0	75.7
Socioeconomically Disadvantaged	221	215	97.3	69.8
English Learners	53	45	84.9	15.6
Students with Disabilities	39	35	89.7	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Program / Course / Agency Offering Course / Offered through CTE / Satisfies Graduation Requirements? / Part of A-G Curriculum?
 CTE Program / Engineering Design and Development / Arcadia High School / Yes / Yes / Yes
 CTE Program / Advanced Video Production / Arcadia High School / Yes / Yes / Yes
 CTE Program / Animation / Arcadia High School / Yes / Yes / Yes
 CTE Program / Advanced Placement (AP) Computer Science / Arcadia High School / Yes / Yes / Yes
 CTE Program / Beginning Dance / Arcadia High School / Yes / Yes / No
 CTE Program / Beginning Video Production / Arcadia High School / Yes / Yes / No
 CTE Program / Business Management / Arcadia High School / Yes / Yes / No
 CTE Program / Civil Law / Arcadia High School / Yes / Yes / Yes
 CTE Program / Computer Hardware/ Networking / Arcadia High School / Yes / Yes / No
 CTE Program / Computer Programming Java / Arcadia High School / Yes / Yes / Yes
 CTE Program / Computer Science / Arcadia High School / Yes / Yes / Yes
 CTE Program / Criminal Law / Arcadia High School / Yes / Yes / Yes
 CTE Program / Cross-Age Teaching / Literacy / Arcadia High School / Yes / Yes / No
 CTE Program / Digital Photography / Arcadia High School / Yes / Yes / Yes
 CTE Program / Food Science / Arcadia High School / Yes / Yes / No
 CTE Program / Graphic Design / Arcadia High School / Yes / Yes / Yes
 CTE Program / Intermediate Dance / Arcadia High School / Yes / Yes / Yes
 CTE Program / Intermediate Video Production / Arcadia High School / Yes / Yes / Yes
 CTE Program / Stagecrafts / Arcadia High School / Yes / Yes / Yes
 CTE Program / Introduction to Engineering Design / Arcadia High School / Yes / Yes / Yes
 CTE Program / Law Enforcement / Arcadia High School / Yes / Yes / No
 CTE Program / Medical and Therapeutic Principles of Sports Fitness / Arcadia High School / Yes / Yes / Yes
 CTE Program / Office Technology / Arcadia High School / Yes / Yes / No
 CTE Program / Orchesis - Advanced Dance Company / Arcadia High School / Yes / Yes / Yes
 CTE Program / Principles of Engineering / Arcadia High School / Yes / Yes / Yes
 CTE Program / Retail Marketing / Arcadia High School / Yes / Yes / No
 CTE Program / Retail Occupations / Arcadia High School / Yes / Yes / No
 CTE Program / Sports Medicine / Arcadia High School / Yes / Yes / No

Workforce Preparation

The Career Technology Education (CTE) offers an extensive variety of career-technical classes. These classes include career preparation of the highest standards and are suitable for students planning to enter the workforce or attend college. In fact, the ROP career-technical programs in graphic design, video production, computer programming, computer networking, and engineering courses have specific articulated pathways so that students can seamlessly continue their education after high school at Pasadena City College or Cal Poly Pomona. In addition, many of the ROP offerings at Arcadia High School are considered college preparatory and meet the rigorous A-G college entrance requirements of the University of California and California State University systems.

CTE classes are designed to provide academic studies and hands-on training using classroom and community work sites. A certificate of achievement is awarded following successful completion of every class. Every CTE class includes a core curriculum of effective communication, accessing and managing job-related resources, setting career and life goals, and accepting personal responsibility. Some of the classes that students can enroll in during the school day and after school include video production, advanced placement and college prep computer science, business management, computer hardware and networking, civil and criminal law, cross-age literacy, culinary science, graphic design, digital photography, dance, engineering, and sports medicine. All CTE courses help satisfy graduation requirements and many are UC approved.

The Workability Program and the Transition Partnership Program provide students with special needs opportunities to be placed at local businesses to gain work-related skills, further expanding an understanding of the importance of their education as it relates to the postsecondary educational plans.

Our high school offers courses intended to help students prepare for the world of work. These Career Technical Education (CTE) courses are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1450 students in career technical education courses.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1450
% of pupils completing a CTE program and earning a high school diploma	98
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	67.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.8	25	47.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational and cultural programs at Arcadia High School. The school community is committed to providing a quality education, which meets the needs of Arcadia High School's diverse student body. AHS uses an electronic gradebook. Teachers are using PowerSchool, which facilitates communication between school and the home. Parents and students have logins to Power School so that attendance and grades can be monitored.

Parent support groups are very active, including the Parent Teacher Student Association (PTSA), Arcadia Music Club, Arcadia Athletic Booster Club, AVID Booster Club, Chinese, Hispanic, and Korean parent groups who support programs such as Diversity Week and cultural groups in our school community. Our dedicated PTSA supports various school activities, such as classroom projects, Red Cross Drive, Back-to-School Night, and Spring Preview for our incoming freshman orientations. Parents also serve as active members on the School Site Council (SSC), School Site Leadership Team (SSLT), and English Learner Advisory Committee (ELAC). We receive additional support from local community partners including the Arcadia Rotary Club and the Arcadia Educational Foundation.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.10	0.00	0.40	0.10	0.20	0.80	11.40	11.50	10.70
Graduation Rate	99.40	99.21	98.71	98.27	97.19	97.42	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	96	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	96	98	93
Filipino	100	100	93
Hispanic or Latino	92	88	83
Native Hawaiian/Pacific Islander	100	100	85
White	93	92	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	48	48	66
English Learners	71	75	54
Students with Disabilities	26	28	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	0.4	0.0	0.6	0.4	0.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets long-term goals for the school to continually improve safety and the condition of the school facilities. The Safety Plan is updated each spring and fall and addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held each semester, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Arcadia High has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

The Safety Plan is updated each year by March 1 for the following school year. Plans are discussed with faculty and students at the beginning of each school year.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	36	30	69	28	26	60	52	28	26	60	52
Mathematics	29	17	37	54	30	9	53	42	30	9	53	42
Science	31	8	25	49	30	7	40	36	30	7	40	36
Social Science	31	13	19	64	29	12	39	43	29	12	39	43

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	350
Counselor (Social/Behavioral or Career Development)	9.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1.45	N/A
Resource Specialist		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,074	\$1,975	\$6,099	\$87,863
District	N/A	N/A	\$6,264	\$90,034
Percent Difference: School Site and District	N/A	N/A	-2.6	1.8
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	14.0	26.9

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to state funding, Arcadia Unified School District receives state and federal special-purpose funding for special education, students needing instructional support, English Learners, instructional materials, vocational education, special education for handicapped students and special education student transportation.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,097	\$43,821
Mid-Range Teacher Salary	\$84,339	\$69,131
Highest Teacher Salary	\$109,246	\$89,259
Average Principal Salary (Elementary)	\$124,923	\$108,566
Average Principal Salary (Middle)	\$146,623	\$115,375
Average Principal Salary (High)	\$157,768	\$125,650
Superintendent Salary	\$211,150	\$198,772
Percent of Budget for Teacher Salaries	44%	37%
Percent of Budget for 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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	13	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	19	N/A
Science	26	N/A
Social Science	20	N/A
All courses	84	1.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

In May of 2013, Governor Brown committed \$1 billion of the extra \$2.8 billion of revenue the state received in 2013 for Common Core State Standards implementation. Additional monies were made available to California school districts for Year 2 implementation in 2014-15; however, under the Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students will receive far less ongoing money to continue the implementation of California Academic Standards beyond 2014-15, while neighboring districts with greater numbers of targeted or “unduplicated” students (low income, English Learners, or foster youth) will have greater opportunities to purchase materials, hire consultants, and pay for hours of professional development for their instructional and student support staffs.

In the Fall of 2013, the Arcadia Unified School District negotiated an interest-based solution for California Academic Standards implementation with its bargaining units to add three days to the school calendar for two years starting in the 2014-15 school year. Negotiations also produced an agreement to spread the three days of additional paid time over seven early release days with development time of 2.5 hours per day built into the schedule.

In the Spring of 2014, a committee grew out of Arcadia’s Education 21 Task Force called the Collaboration Time Advisory Council (C-TAC) with the task of putting legs to the plan. C-TAC is a representative group made up of bargaining unit members and management team members who were charged with serving as an advisory committee to the District in the implementation of the district-wide California Academic Standards Collaboration Time supporting TK-12 instructional programs both vertically and horizontally, as they made dramatic instructional and curricular shifts.

The commitment from both our bargaining units and management was to build research-based professional development around small collaborative working groups. Each group would be designed intentionally to have a vertical alignment of teachers from TK-12 engaged in the work together.

In late Spring of 2014, the C-TAC committee reached out to all certificated staff to assist with generating ideas for the content of the Collaboration Days. The committee, after reviewing and discussing the many ideas that were submitted and looking at survey data, generated a list of themes which became the foundation of the Collaboration Days and assisted in guiding the development of a Course Group Catalogue. The planning of the Collaboration Days was research based, focused on meaningful work, teacher choice, flexibility, and ongoing commitment. The Professional Development was designed around teacher interests that included creating autonomous choice for teachers and support providers in relation to where they felt they could best contribute their training, talents, interests, and education, by participating in Small Working Groups (SWaG) and engaging with other professionals to continue the real work of implementing the California Academic Standards.

Each SWaG is led by a self-selected Facilitator from amongst the various stakeholder groups and has been charged with collaborating both with colleagues at their own site and with fellow professionals from other district sites. Mentor-leaders have self-selected several Facilitators to provide support throughout implementation of this professional development. The crystal-clear goals of the Collaboration Days include producing a comprehensive and fully articulated Arcadia California Academic Standards Core Curriculum in English-Language Arts and Mathematics; to research and make recommendations for curriculum and instructional shifts in the Social Sciences, Sciences, Foreign Languages, Physical Education, Electives, Visual and Performing Arts, Character Education, Technology implementation, English-Language Development, Next Generation Science Standards implementation, Project-Based Learning, Innovative Instruction, Google Classroom and various online and Open Educational Resources, and Special Education from a Transitional Kindergarten to Grade 12 perspective. Data continues to be collected from the SWaGs through group evaluations and is then disaggregated and shared through various modalities to each stakeholder group.

Over the past five years, additional professional development resources have been designated for Mathematics and English-Language curriculum development and 21st Century instructional skill development, including National Council of Teachers of Mathematics (NCTM) conferences, Thinking Maps, and Write From the Beginning, in support of California Academic Standards implementation, Illuminate data and assessment system, AVID, Advanced Placement, and Next Generation Science Standards. At the high school level, data indicated that a large segment of potentially college-bound students were not being provided access and opportunity to pursue honors and college-level courses, as their high-achieving classmates were. Leadership worked with teachers to engage in professional development around the themes of Advanced Placement (AP) open access and equity for all students over the past two years. Professional Development resources have been designated to send teachers, counselors and leadership to the local and regional College Board/A.P. Forums. Continued professional development will be pursued at the national level.

Similarly, both middle school and high school leadership mined data to identify a significant population of students who should be college-bound but who were not achieving or engaged in school due to a variety of social, economic, or familial factors. As a result, the full implementation of the Advancement Via Individual Determination (AVID) program has been a primary focus of professional development dollars over the past five years, especially at grades 7-12. In addition, two elementary schools, Holly Avenue and Longley Way, added AVID programs.

Individual school sites have been tasked with working with the Instructional Coaches to conduct professional development around the themes of the California Academic Standards, including rigor, focus, coherence, instructional strategies, shifts in curriculum, pacing and instructional materials, writing instruction and problem-solving.

Staff development topics from 2012 – 2016 school years have included effective instruction and critical thinking, implementation of the electronic grade book, the California Academic Standards, identification, development and curation of online resources, pedagogical shifts, and brain research.