

Richard Henry Dana Middle 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	Richard Henry Dana Middle School
Street	1401 South First Ave.
City, State, Zip	Arcadia, CA 91006-4134
Phone Number	(626) 821-8361
Principal	Dr. Daniel Hacking
E-mail Address	dhacking@ausd.net
Web Site	www.da.ausd.net
CDS Code	19642616057475

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)

Middle school years are a time of important transition for students. A supportive, nurturing, and positive environment is essential in the creation of a successful middle school. As you review our School Accountability Report Card you will see our core beliefs, which are the foundation of everything we do at Dana. We believe that everyone should be treated with dignity and respect and that a partnership including students, parents, and school personnel is essential to meeting the ever-changing needs of our young people. We believe everyone benefits from an environment that promotes student learning and accountability. All Dana students need to be connected to their school. We recognize that it is the school's responsibility to set high standards for achievement and to support our students in meeting and exceeding those standards.

Dana Middle School was named a California Distinguished School for the 2012 – 2013 school year. The areas of student leadership and student intervention were examined and explained in the application process. Our mission is to welcome all students to Dana. Our belief is that all students can learn. We transitioned from California State Standards and the California Standards Tests to the California Academic Standards, the new national educational standards, and the Smarter Balanced Test.

We recently implemented a new program at Dana, AVID (Advancement Via Individual Determination), a college awareness and readiness program designed to create a college-going culture school-wide, as well as target a group of 8th grade students. The students were placed in an AVID elective, learning studying, note taking, and thinking skills in order to excel academically. The program also offered field trips to local sporting events and colleges.

We feel it is important for students and parents to feel a part of the community. There is open access to the office and to teachers with proper notification. Please feel free to drop by or call for an appointment.

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

Grade Level	Number of Students
Grade 6	231
Grade 7	245
Grade 8	267
Total Enrollment	743

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	68.5
Filipino	2.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0
White	13.1
Two or More Races	0.4
Socioeconomically Disadvantaged	26.8
English Learners	7.9
Students with Disabilities	9.7
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	31	31	31	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	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.

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	100.0	0.0
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	Language of Literature (6th) & Language Network (6th) 2002 / 2004-2005 Language of Literature (7th) & Language Network (7th) 2002 / 2004-2005 Language of Literature (8th) & Language Network (8th) 2002 / 2004-2005 Language Network (Grades 6-8) 2001 / 2003-2004	Yes	0
Mathematics	Houghton Mifflin: Big Ideas Course 1 (6th) 2014 / 2015-2016 Houghton Mifflin: Big Ideas Course 2 (7th) 2014 / 2015-2016 Houghton Mifflin: Big Ideas Course 3 (8th) 2014 / 2015-2016 Algebra 1 2008 / 2008-2009	Yes	0
Science	CPO Focus on Earth Science (6th) 2007 / 2007- 2008 CPO Focus on Life Science (7th) 2007 / 2007- 2008 CPO Focus on Physical Science (8th) 2007 / 2007- 2008	Yes	0
History-Social Science	History Alive! The Ancient World (6th) 2005 / 2007- 2008 History Alive! The Medieval World & Beyond (7th) 2005 / 2007-2008 History Alive! The U. S. Through Industrialism (8th) 2005 / 2007-2008	Yes	0
Health	Glencoe: Teen Health Course 1 (6th) 2005 / 2005- 2006 Glencoe: Teen Health Course 2 (7th) 2005 / 2005- 2006 Glencoe: Teen Health Course 3 (8th) 2005 / 2005- 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Dana Middle School was built in 1954 and provides a safe, clean environment for students and staff. The school employs two full-time custodians and one part-time custodian who maintain the facilities and ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are well maintained. All schools in the Arcadia Unified School District underwent complete renovation from 1995–1996.

The Dana Middle School campus currently has 32 classrooms, one staff room, a library/media center, a computer lab, a multipurpose room, two locker rooms, and an onsite daycare. At the time of this publication, all of the school’s restrooms were fully functioning.

Dana Middle School underwent two years of construction, which concluded at the end of the 2011-2012 school year. The construction was funded through a general obligation bond approved by the community in 2006. All of our classrooms were remodeled to reflect “classrooms of the future.” The school added a joint-use Dana Gym shared by the school district and the city of Arcadia, a new music building to house our 350+ music students in band and orchestra, a new library and computer lab complete with a reading patio, and a remodeled courtyard with a stage for student productions. The school looks beautiful. The park-like landscaping and college campus feel make Dana Middle School a “jewel in the crown” of AUSD.

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: 12/20/16				
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/16				
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	74	76	76	76	44	48
Mathematics	77	82	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	6	236	224	94.9	79.0
	7	243	240	98.8	77.9
	8	268	262	97.8	71.8
Male	6	120	116	96.7	72.4
	7	125	124	99.2	71.8
	8	149	145	97.3	69.0
Female	6	116	108	93.1	86.1
	7	118	116	98.3	84.5
	8	119	117	98.3	75.2
Asian	6	170	159	93.5	87.4
	7	170	167	98.2	80.2
	8	178	173	97.2	82.1
Hispanic or Latino	6	26	26	100.0	53.9
	7	35	35	100.0	62.9
	8	35	34	97.1	38.2
White	6	29	28	96.5	60.7
	7	28	28	100.0	82.1
	8	42	42	100.0	54.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	61	56	91.8	64.3
	7	67	67	100.0	64.2
	8	70	70	100.0	47.1
English Learners	6	24	15	62.5	40.0
	7	16	13	81.3	30.8
	8	21	15	71.4	
Students with Disabilities	6	21	21	100.0	14.3
	7	19	19	100.0	15.8
	8	32	32	100.0	15.6

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	6	236	232	98.3	80.2
	7	243	243	100.0	83.1
	8	243	243	100.0	83.1
Male	6	120	119	99.2	78.2
	7	125	125	100.0	77.6
	8	125	125	100.0	77.6
Female	6	116	113	97.4	82.3
	7	118	118	100.0	89.0
	8	118	118	100.0	89.0
Asian	6	170	167	98.2	91.0
	7	170	170	100.0	87.1
	8	170	170	100.0	87.1
Hispanic or Latino	6	26	26	100.0	42.3
	7	35	35	100.0	74.3
	8	35	35	100.0	74.3
White	6	29	28	96.5	60.7
	7	28	28	100.0	78.6
	8	28	28	100.0	78.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	61	59	96.7	66.1
	7	67	67	100.0	61.2
	8	67	67	100.0	61.2
English Learners	6	24	23	95.8	78.3
	7	16	16	100.0	68.8
	8	16	16	100.0	68.8
Students with Disabilities	6	21	21	100.0	14.3
	7	19	19	100.0	31.6
	8	19	19	100.0	31.6

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)	94	--	85	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	268	268	100.0	85.5
Male	149	149	100.0	83.9
Female	119	119	100.0	87.4
Asian	178	178	100.0	93.8
Hispanic or Latino	35	35	100.0	60.0
White	42	42	100.0	73.8
Socioeconomically Disadvantaged	70	70	100.0	74.3
English Learners	21	21	100.0	61.9
Students with Disabilities	32	32	100.0	62.5

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.

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
7	12.8	36	38.4

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 programs at Dana Middle School and are encouraged to participate in all aspects of the school’s program, including the PTSA. The PTSA provided the school and staff with services and financial aid for activities such as Ports O’ Call (student registration), book fairs, chaperoning dances, hosting an eighth grade promotion party, helping with hearing and vision screening, and assisting with grade-level theme days. Parents also support Dana Middle School’s outstanding music program through the Dana Music Boosters Club. Parents who wish to participate in Dana Middle School’s leadership teams, school committees, or school activities or to become a volunteer can contact the school at (626) 821-8361 or visit the school’s web site at www.da.ausd.net.

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	3.1	1.3	0.9	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 monthly, 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 on a regular basis.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Dana Middle School 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	Not in PI	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	21	12	19	4	22	16	26	1	22	16	26	1
Mathematics	25	7	9	7	24	6	12	3	24	6	12	3
Science	27	4	11	5	26	6	3	10	26	6	3	10
Social Science	24	5	14	1	24	6	8	7	24	6	8	7

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	.5	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.75	N/A
Speech/Language/Hearing Specialist	.65	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	\$8,802	\$2,836	\$5,966	\$85,307
District	N/A	N/A	\$6,264	\$90,034
Percent Difference: School Site and District	N/A	N/A	-4.8	-1.2
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	11.6	23.2

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

Types of Services Funded (Fiscal Year 2015-16)

Federal Title I funds pay for specialized instruction and intervention. The school also receives additional support from local community partners, including the Arcadia Educational Foundation, Arcadia Rotary Club, and various organizations, businesses and community groups. For example, Dana received a large donation from the Dana PTSA to purchase new lunch tables. With the new Local Control Funding Formula (LCFF) enacted by Governor Brown and the California Legislature, most state funds come in one unrestricted lump sum. This money will pay for salaries, benefits, energy, supplies, technology, training, and all other aspects of school funding.

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/>.

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.