

# Highland Oaks Elementary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Highland Oaks Elementary
<b>Street</b>	10 Virginia Dr.
<b>City, State, Zip</b>	Arcadia, CA 91006-1899
<b>Phone Number</b>	(626) 821-8354
<b>Principal</b>	Tina Cunningham
<b>E-mail Address</b>	tcunningham@ausd.net
<b>Web Site</b>	www.ho.ausd.net
<b>Grades Served</b>	K-5
<b>CDS Code</b>	19642616011167

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

### **School Description and Mission Statement (Most Recent Year)**

In the spring of 2012, Highland Oaks School was honored as a California Distinguished School. Highland Oaks School is committed to enhancing learning for all young scholars with an emphasis on higher order, critical thinking skills. We believe the key components that favor quality results and improvement include a rigorous curriculum that is flexible enough to support all students' learning, opportunities for students to apply and practice problem solving in all academic areas, and support for a faculty of lifelong learners who work together and provide effective instructional planning. Instruction in Transitional kindergarten through fifth grade is individualized to challenge all students from diverse cultures.

Highland Oaks School is committed to a rigorous educational program with high academic expectations. Our curriculum is designed to meet the diverse academic and social needs of students in a dynamic learning environment, with outstanding resources and a vision for excellence. Our resources include dedicated and highly trained teaching professionals; well prepared and eager students with a zest for learning; a talented and supportive parent community; and a vision for education that demands commitment and support for academic excellence, technology, and the arts in a nurturing child-centered environment. Our goal is to provide opportunities for all students to obtain the skills, knowledge, attitude, and values they need to reach their full potential as productive citizens prepared for the 21st century.

Highland Oaks School is committed to consistently creating a safe, challenging, and joyful learning environment, where all individuals are treated respectfully and are valued members of the school community. The philosophy of expected behaviors and discipline is to promote self-respect, self-discipline, caring for others, problem-solving, and responsibility in a fair and equitable manner. The parent-teacher-student partnership is an integral component of our school community in support of student academic and social growth.

### **Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	118
<b>Grade 1</b>	95
<b>Grade 2</b>	137
<b>Grade 3</b>	116
<b>Grade 4</b>	108
<b>Grade 5</b>	106
<b>Total Enrollment</b>	680

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	60.1
Filipino	1.9
Hispanic or Latino	10.6
White	25
Socioeconomically Disadvantaged	11.9
English Learners	17.8
Students with Disabilities	2.5

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	31	31	414
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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 2015-16)**

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	HM Reading: A Legacy of Literature 2003 / 2003	Yes	0
Mathematics	Envision Math 2015	Yes	0
Science	California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Highland Oaks School was built in 1949 and is a safe, clean environment for students, staff, and volunteers. All schools in the Arcadia Unified School District underwent complete renovation in 1995–1996. In 2006–2007 Highland Oaks had the roof repaired, the sound system in the multipurpose room upgraded, and the faculty lounge renovated. As a result of Measure I passing by a strong local voter response in November 2006, Highland Oaks School was one of the first schools in the Arcadia Unified School District to undergo major renovations beginning in the winter of 2008. The renovations included a spacious new state-of-the-art library and media center, cutting-edge technology in each classroom to enhance interactive instruction and learning, a new enlarged covered outdoor lunch pavilion, new restrooms, and a new student services building as well as new flooring in every classroom and new double-paned window systems for most classrooms. The multipurpose room has new flooring, restrooms, and new stage drapes. Most renovation projects, including landscaping and a new drainage system serving the entire site, were completed by August 2011.

The district Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of two to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and gives high priority to emergency repairs.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/9/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/9/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/9/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	82	76	44
Mathematics	81	75	33

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 Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	121	119	98.3	7	18	23	52
	4	110	110	100.0	6	7	18	68
	5	106	104	98.1	9	5	31	56
Male	3	121	56	46.3	5	27	21	46
	4	110	59	53.6	7	10	22	61
	5	106	53	50.0	11	8	38	43
Female	3	121	63	52.1	8	11	24	57
	4	110	51	46.4	6	4	14	76
	5	106	51	48.1	6	2	24	69
Black or African American	3	121	2	1.7	--	--	--	--
	5	106	1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3	121	1	0.8	--	--	--	--
Asian	3	121	67	55.4	10	16	16	57
	4	110	76	69.1	5	7	16	72
	5	106	65	61.3	9	5	26	60
Filipino	3	121	3	2.5	--	--	--	--
	4	110	1	0.9	--	--	--	--
	5	106	4	3.8	--	--	--	--
Hispanic or Latino	3	121	14	11.6	0	29	43	29
	4	110	8	7.3	--	--	--	--
	5	106	5	4.7	--	--	--	--
White	3	121	31	25.6	3	16	26	55
	4	110	25	22.7	8	8	16	68
	5	106	29	27.4	7	7	45	41
Two or More Races	3	121	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3	121	12	9.9	17	50	8	25
	4	110	17	15.5	12	6	35	47
	5	106	11	10.4	27	18	27	27
Students with Disabilities	5	106	1	0.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	121	121	100.0	7	13	36	43
	4	110	110	100.0	4	11	36	48
	5	106	104	98.1	5	14	34	47
Male	3	121	57	47.1	7	14	35	44
	4	110	59	53.6	5	8	29	56
	5	106	53	50.0	6	17	32	45
Female	3	121	64	52.9	8	13	36	42
	4	110	51	46.4	2	14	45	39
	5	106	51	48.1	4	12	35	49

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Black or African American	3	121	2	1.7	--	--	--	--
	5	106	1	0.9	--	--	--	--
American Indian or Alaska Native	3	121	1	0.8	--	--	--	--
Asian	3	121	69	57.0	10	6	30	52
	4	110	76	69.1	0	8	36	57
	5	106	65	61.3	2	17	34	48
Filipino	3	121	3	2.5	--	--	--	--
	4	110	1	0.9	--	--	--	--
	5	106	4	3.8	--	--	--	--
Hispanic or Latino	3	121	14	11.6	0	29	57	14
	4	110	8	7.3	--	--	--	--
	5	106	5	4.7	--	--	--	--
White	3	121	31	25.6	6	19	35	39
	4	110	25	22.7	8	16	40	36
	5	106	29	27.4	7	14	38	41
Two or More Races	3	121	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3	121	12	9.9	17	33	33	17
	4	110	17	15.5	12	18	35	29
	5	106	11	10.4	9	36	18	36
Students with Disabilities	5	106	1	0.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	95	89	96	86	86	84	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	84
All Students at the School	96
Male	96
Female	96
Black or African American	--
Asian	96
Filipino	--
Hispanic or Latino	--
White	96
Socioeconomically Disadvantaged	--
English Learners	90
Students with Disabilities	90
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00	28.80	34.60

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 (Most Recent Year)

The extraordinary success of Highland Oaks School is in large part due to its tradition of strong parent support and participation. Last year volunteers logged a total of 14,500 hours! We have many opportunities for parents to participate in the life of our school, and we depend on parents to keep many enrichment programs running smoothly. Parents organize and teach the art docent program and the Foundations in Art for each classroom. They also provide outdoor Rockin' Recess activities for students. Parents who wish to become a volunteer can contact the school office at (626) 821-8354.

Parents are active participants in our School Site Council, which works with the administration to help make decisions on the Single Plan for Student Achievement and School Safety Plan. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families.

Room parents organize parent volunteers to help with PTSA activities, special projects in the classroom and chaperon on field trips. Parent volunteers sponsor cultural- and curriculum-based field trips and buy books for the library, playground equipment, and computers for classrooms through parent-organized fundraisers. The PTSA sponsors community builders such as First Day Coffee, Hawk Walk, Spring Carnival, and Family Fun Nights. We invite all parents to attend Back-to-School Night in the fall, Open House in the spring, and student-led conferences.

Additionally, our parent community maintains a "Designing Dads" organization which provides support to our extraordinary Performing Arts Program. If interested in more information on Designing Dads, please contact the school office.



## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	1.26	0.69	0.48	0.60	0.36	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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 four 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. Highland Oaks Elementary 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

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 (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	4		29		4		25	1	4	
1	22		3		22	1	4		23		4	
2	21	1	3		22	1	3		22	1	5	
3	25		6		25		6		23		5	
4	32		4		26		4		31		3	
5	32		4		31		4		30		4	
Other	23		1									

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,377	\$2,920	\$5,458	\$85,668
District	N/A	N/A	\$5,790	\$86,343
Percent Difference: School Site and District	N/A	N/A	-5.7	-0.8
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	2.1	23.7

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

### Types of Services Funded (Fiscal Year 2014-15)

Federal Title II funds support two intervention teachers who meet with small groups of students throughout the day to support reading, writing, and math.

Our PTSA raises funds to help pay for field trips, library books, scholarships for overnight field trips, and classroom technology through the Hawk Walk, restaurant nights, and direct donation. Our Designing Dads parent organization raises funds to support our Performing Arts Program, music education, and cultural arts experiences and enrichment for all students. Professional development opportunities for teachers and character programs are funded by the profits of scrip purchase by our parent community and with the support of the Arcadia Educational Foundation.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,629	\$42,315
Mid-Range Teacher Salary	\$80,562	\$66,451
Highest Teacher Salary	\$104,499	\$85,603
Average Principal Salary (Elementary)	\$126,366	\$105,079
Average Principal Salary (Middle)	\$145,978	\$111,005
Average Principal Salary (High)	\$153,173	\$121,310
Superintendent Salary	\$216,327	\$189,899
Percent of Budget for Teacher Salaries	46%	39%
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, 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 three 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. 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 3 years, especially at grades 7-12. In addition, one elementary school, Holly Avenue, added a full school AVID program.

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 for the 2012 – 2013 school year included effective instruction and critical thinking, implementation of the electronic grade book, and discussion of the California Academic Standards.