

# Hugo Reid Elementary 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Hugo Reid Elementary School
<b>Street</b>	1000 Hugo Reid Dr.
<b>City, State, Zip</b>	Arcadia, CA 91007-6179
<b>Phone Number</b>	(626) 821-8356
<b>Principal</b>	Lauren Leahy
<b>E-mail Address</b>	lleahy@ausd.net
<b>Web Site</b>	<a href="http://www.hr.ausd.net">www.hr.ausd.net</a>
<b>CDS Code</b>	19642616011183

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

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

Hugo Reid is comprised of two campuses that are both located east of Michillinda Avenue and south of the 210 Foothill Freeway in Arcadia, California. Our school sites are four blocks apart but are located in the same supportive neighborhood. We are nestled in an excellent community of diverse families and friends. In fact, many of our parents and teachers were Hugo Reid Raiders themselves. Therefore, we have a legacy of high commitment and family involvement since 1949. The primary site completed its final stages of construction in spring of 2015. These enhancements were made possible with the passage of Measure I. The elementary site was completed in early October 2014 when the turf field reopened as the final phase within the scope of the project.

At the school site we offer a variety of activities that are available to students both on a volunteer and try-out based foundation. Students in grades 2-5 can run for Student Council office in the fall and spring. Rocky's Green Team is an eco-friendly volunteer based group at the elementary site that works to help reduce our school's carbon footprint. Students in grades 3-5 can sign up to participate in the district-wide competition that is Book Battles. Students in this group read a variety of pre-selected books and compete internally before the winner takes on those from other AUSD elementary school sites. In 2015, the addition of the Principal's Advisory Committee allowed for students in each grade level to be chosen by their teachers as those who exemplify the "Raider Spirit." This group provides feedback on school programming, campus climate, and character education.

As an identified Title I school, Hugo Reid implements small group targeted assistance for at-risk and struggling students. With this funding, we have provided targeted instructional support, educational board games, parent seminar series, and ELA summer bridge books. Differentiated instruction occurs daily in grades TK-5. Hugo Reid supports the implementation of Core Plus and Intervention Programs for targeted academic instruction. Based on a variety of assessment results and data collection, students participate daily in small group lessons that focus on 21st-century skills within the English Language Arts/ English Language Development Framework.

Hugo Reid utilizes a site-based decision-making model that incorporates all the various stakeholder groups on campus. There are different pathways and groups involved in decision making that include but not limited to: school leadership team, entire faculty, School Site Council, and Parent Teacher Student Association (PTSA). Hugo Reid School finds value in stakeholder engagement, and the contributions help to shape a variety of school initiatives. As a school site we are continuously posing the question surrounding the approaches for doing what is best for students. In meeting student needs, our focus will also be aimed at parent involvement/engagement. A variety of parent workshops, seminars, and educational support resources will continue as offerings to the parent community. Using results of district surveys and input from stakeholder groups, our school site is committed to providing the highest level of programming and instructional support to raise academic performance, and provide the social/emotional skill sets necessary for success in the 21st century.

Our Parent Teacher Student Association (PTSA) continues to be a thriving and supportive entity on campus. Through their fundraising efforts, the school directly benefits from high-quality programming, events, and classroom materials. In addition to this, our Arcadia Education Foundation provides opportunities for teachers and non-administrative staff to apply for grants that directly impact classroom instruction.

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	98
Grade 2	74
Grade 3	79
Grade 4	108
Grade 5	91
<b>Total Enrollment</b>	<b>562</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	53.6
Filipino	2.7
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.2
White	16.9
Two or More Races	1.6
Socioeconomically Disadvantaged	24.6
English Learners	24.6
Students with Disabilities	5.7
Foster Youth	0.5

**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
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	25	26	28	413
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	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	HM Reading: A Legacy of Literature 2003 / 2003	Yes	0
Mathematics	Pearson Education: enVision MATH California Common Core 2015 / 2015	Yes	0
Science	Pearson Scott-Foresman, Inc: California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0
Health	Macmillan/McGraw Hill: Health & Wellness 2005 / 2005	Yes	0

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

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district offices. The principal works daily with the custodial staff of three to develop cleaning schedules that ensure a clean and safe school. District maintenance staff members complete work orders in a timely manner in order to keep the school in good repair. We use a work order process to ensure efficient service and highest priority for emergency repairs. The district participates in the State School Deferred Maintenance Budget Program, which provides state matching funds to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems.

The passage of a bond measure in November 2006 allowed Hugo Reid to make major structural improvements. The plans included building improved library/media center facilities, more student support areas, and updating the office area at each campus. Each classroom was enhanced to be a classroom of the future. The district standard includes interactive boards, added computers, a high-end projector, a document camera, and a sound system. Outdoor lighting, improved facility technology, boundary fencing, new signage and restroom facilities were also part of the improvement package.

Construction began in the 2012/13 school year. Sixteen new temporary classrooms were placed on the playground as interim housing for existing classrooms. Teachers and students utilized the interim housing while updates were completed in the existing classrooms.

Construction was completed during the 2013/14 school year. The Student Services building was completed late spring 2015.

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 12/7/16</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

<b>Year and month of the most recent FIT report: 12/7/16</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	79	76	76	44	48
Mathematics	74	75	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	3	77	75	97.4	74.7
	4	123	115	93.5	73.0
	5	95	91	95.8	89.0
Male	3	43	42	97.7	78.6
	4	49	45	91.8	73.3
	5	44	41	93.2	87.8
Female	3	34	33	97.1	69.7
	4	74	70	94.6	72.9
	5	51	50	98.0	90.0
Asian	3	45	43	95.6	88.4
	4	65	57	87.7	84.2
	5	56	53	94.6	98.1
Hispanic or Latino	3	15	15	100.0	60.0
	4	26	26	100.0	53.9
	5	17	17	100.0	70.6
White	3	12	12	100.0	50.0
	4	28	28	100.0	71.4
	5	16	16	100.0	81.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	20	20	100.0	50.0
	4	34	31	91.2	58.1
	5	19	18	94.7	83.3
English Learners	3	11	9	81.8	33.3
	4	28	21	75.0	38.1
	5	11	8	72.7	75.0
Students with Disabilities	5	11	11	100.0	63.6

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	3	77	77	100.0	77.9
	4	123	119	96.8	68.9
	5	95	94	99.0	80.8
Male	3	43	43	100.0	86.0
	4	49	47	95.9	63.8
	5	44	44	100.0	81.8
Female	3	34	34	100.0	67.7
	4	74	72	97.3	72.2
	5	51	50	98.0	80.0
Asian	3	45	45	100.0	95.6
	4	65	62	95.4	83.9
	5	56	56	100.0	89.3
Hispanic or Latino	3	15	15	100.0	53.3
	4	26	26	100.0	34.6
	5	17	17	100.0	58.8
White	3	12	12	100.0	50.0
	4	28	28	100.0	64.3
	5	16	16	100.0	75.0
Socioeconomically Disadvantaged	3	20	20	100.0	40.0
	4	34	34	100.0	44.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	19	18	94.7	72.2
English Learners	3	11	11	100.0	63.6
	4	28	26	92.9	34.6
	5	11	11	100.0	63.6
Students with Disabilities	5	11	11	100.0	45.5

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)	85	78	91	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	95	94	99.0	91.5
Male	44	44	100.0	93.2
Female	51	50	98.0	90.0
Asian	56	56	100.0	94.6
Hispanic or Latino	17	17	100.0	76.5
White	16	16	100.0	93.8
Socioeconomically Disadvantaged	19	18	94.7	88.9
English Learners	11	11	100.0	72.7
Students with Disabilities	11	11	100.0	90.9

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
5	22.3	18.1	54.3

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 supportive of the educational programs at Hugo Reid School. We encourage participation in all aspects of the school's program, including volunteering as a room parent, chaperoning field trips, and sponsoring/organizing social activities for our school such as the Parent Party and Back-to-School Picnic. The School Site Council (SSC) offers an opportunity for community input on the distribution of funds and recommendations for the Single Plan for Student Achievement, which guides our instructional focus. For more information about volunteering at our school, please contact the school office.

Our Rolling Readers' club gives parents the opportunity to help second and third graders gain reading fluency. Scrip sales, chaired by several parents, provide substantial funding for our school. The chairperson of this effort meets with staff to help determine how these funds are used.

Each year we hold morning and evening meetings to discuss different programs with our parents. We make special accommodations for the parents of our English Learners. We have specific meetings for parents of Title I students in order to answer questions, clarify the selection process, and present the quality of programs offered. The principal, teachers, language translators in Chinese and Spanish, and district coordinators attend most meetings to show support and respond to parent concerns. We also use a listserv to communicate with all Hugo Reid families. The PTSA helps generate the listserv content using the school calendar and general PTSA information. For immediate communication, the Arcadia Educational Fund (AEF) provides monetary support for the ConnectEd communication system. Hugo Reid can send email and/or phone messages instantaneously to all parents of Hugo Reid. This form of communication is very effective.

### 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	0.0	0.3	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 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 and earthquake drills 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. Hugo Reid has a closed campus, and permission is always required 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.

## 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	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	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	2013-14				2014-15				2015-16			
	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	32		2		31		3		31		3	
1	26		3		26		3		26		3	
2	26		4		26		3		26		3	
3	26		3		26		4		26		4	
4	29		4		29		3		29		3	
5	31		4		29		4		29		4	

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 2015-16)

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)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	.75	N/A
Speech/Language/Hearing Specialist	0.6	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	\$9,499	\$2,432	\$7,067	\$90,349
District	N/A	N/A	\$6,264	\$90,034
Percent Difference: School Site and District	N/A	N/A	12.8	4.6
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	32.1	30.5

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

### Types of Services Funded (Fiscal Year 2015-16)

Federal Title I funds supported after school homework support sessions each week in spring of 2016. After a thorough analysis of student test data and teacher input, we invite our qualifying students to attend this program to get extra help in reading, writing, and math. Most of our general classroom teachers facilitate these sessions. Title II federal funds support our language arts instructional program during the regular school day using intervention teachers to assist in the regular classroom in all grade levels.

Our dedicated PTSA conducts a variety of fundraisers in support of Hugo Reid, including restaurant nights, selling first aid kits, and candy. Twice each year, our PTSA Gift Committee meets with input from the principal and staff to determine gift offers for our school. Some of these funds go to support purchases by teachers, school-wide assemblies, and student field trips. Our parents play a crucial role in our school's success. Our Student Council program participates in fundraising activities to support civic-minded causes, such as camperships and cancer research at local hospitals. Business partners through parent employers, the Rotary Club, and the Lions Club also donate funds for designated projects, often related to technology or special instructional projects based on teacher grant applications.

### 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.