

# Hugo Reid 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>	Hugo Reid Elementary
<b>Street</b>	1000 Hugo Reid Dr.
<b>City, State, Zip</b>	Arcadia, CA 91007-6179
<b>Phone Number</b>	(626) 821-8346
<b>Principal</b>	Lauren Leahy
<b>E-mail Address</b>	lleahy@ausd.net
<b>Web Site</b>	www.hr.ausd.net
<b>Grades Served</b>	K-5
<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>	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)

Hugo Reid consists of two campuses that are 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. We have a legacy of high commitment and family involvement at Hugo Reid. View our website at <http://hr.ausd.net/> for more information.

The Hugo Reid Primary (HRP) campus normally houses kindergarten and 1st grade. The primary school's excellent teachers and their ability to get students off to a great start are well known. The primary campus focuses on developing the whole child through character programs and a strong language arts emphasis. The larger Hugo Reid Elementary (HRE) campus houses second through fifth grades. The elementary school has an outstanding teaching staff that uses state and district data to develop the best instruction for each student. We offer many alternatives for every type of learner at all levels.

While each campus has its own personality and strengths, we are all Hugo Reid Raiders. We all use elements we believe promote an effective education, including engaging work, standards-based learning, differentiated (customized) instruction, and valid assessments.

As principal of Hugo Reid School, I view the teaching staff and parent community as main ingredients for success. I firmly believe that an educational team within a caring atmosphere will generate an effective learning environment. Any school that has experienced success has done so because of parental support and quality instruction. In addition, we must always be persistent in our efforts to improve. I consider our parents an invaluable source of feedback and strength, and I have the highest regard for the challenges teachers face today. Uniting these two forces in a focused manner is something you will only experience in the elementary years. These special times will never be repeated in any other school setting. We invite you to become a part of the Hugo Reid community.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	93
<b>Grade 1</b>	78
<b>Grade 2</b>	77
<b>Grade 3</b>	104
<b>Grade 4</b>	86
<b>Grade 5</b>	117
<b>Total Enrollment</b>	555

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

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	57.1
Filipino	3.4
Hispanic or Latino	19.1
White	18
Two or More Races	0.2
Socioeconomically Disadvantaged	23.6
English Learners	26.5
Students with Disabilities	0.7
Foster Youth	0.7

## 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	26	25	26	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: January 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	California Harcourt School Publishers Math 2009 / 2009	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)**

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 include building improved library/media center facilities, more student support areas, and updating the office area at each campus. Each classroom will be 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 are 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 the 2013/14 school year. The Student Services building was completed late spring 2015.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/15/15				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/15/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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)

Year and month in which data were collected: 12/15/15				
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	74	76	44
Mathematics	74	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	106	101	95.3	17	16	23	45
	4	88	85	96.6	6	11	25	59
	5	121	112	92.6	16	12	25	47
Male	3	106	45	42.5	18	20	22	40
	4	88	38	43.2	8	8	21	63
	5	121	58	47.9	26	10	31	33
Female	3	106	56	52.8	16	13	23	48
	4	88	47	53.4	4	13	28	55
	5	121	54	44.6	6	13	19	63

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	4	88	2	2.3	--	--	--	--
<b>American Indian or Alaska Native</b>	3	106	1	0.9	--	--	--	--
	4	88	1	1.1	--	--	--	--
<b>Asian</b>	3	106	54	50.9	6	11	26	57
	4	88	49	55.7	0	4	20	76
	5	121	65	53.7	11	11	18	60
<b>Filipino</b>	3	106	1	0.9	--	--	--	--
	4	88	3	3.4	--	--	--	--
	5	121	6	5.0	--	--	--	--
<b>Hispanic or Latino</b>	3	106	19	17.9	42	21	16	21
	4	88	15	17.0	20	27	27	27
	5	121	21	17.4	43	10	29	19
<b>White</b>	3	106	25	23.6	16	24	20	40
	4	88	15	17.0	7	20	27	47
	5	121	20	16.5	10	20	30	40
<b>Two or More Races</b>	3	106	1	0.9	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	106	26	24.5	42	19	12	27
	4	88	18	20.5	17	6	39	39
	5	121	26	21.5	35	12	31	23
<b>Students with Disabilities</b>	5	121	4	3.3	--	--	--	--
<b>Foster Youth</b>	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
<b>All Students</b>	3	106	104	98.1	13	13	29	45
	4	88	87	98.9	2	18	32	47
	5	121	120	99.2	11	18	23	46
<b>Male</b>	3	106	47	44.3	13	11	26	51
	4	88	39	44.3	3	10	26	62
	5	121	61	50.4	10	18	30	39

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Female	3	106	57	53.8	12	16	32	40
	4	88	48	54.5	2	25	38	35
	5	121	59	48.8	12	19	17	53
Black or African American	4	88	2	2.3	--	--	--	--
American Indian or Alaska Native	3	106	1	0.9	--	--	--	--
	4	88	1	1.1	--	--	--	--
Asian	3	106	55	51.9	7	7	25	60
	4	88	50	56.8	0	8	24	68
	5	121	72	59.5	6	10	25	57
Filipino	3	106	1	0.9	--	--	--	--
	4	88	3	3.4	--	--	--	--
	5	121	7	5.8	--	--	--	--
Hispanic or Latino	3	106	20	18.9	35	20	25	20
	4	88	15	17.0	13	33	53	0
	5	121	21	17.4	29	33	5	33
White	3	106	26	24.5	4	23	35	38
	4	88	16	18.2	0	31	44	25
	5	121	20	16.5	10	35	20	35
Two or More Races	3	106	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3	106	27	25.5	19	30	33	19
	4	88	19	21.6	11	32	21	37
	5	121	28	23.1	18	43	11	29
Students with Disabilities	5	121	4	3.3	--	--	--	--
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)	84	85	78	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	78
Male	81
Female	75
Asian	85
Filipino	--
Hispanic or Latino	55
White	85
Socioeconomically Disadvantaged	--
English Learners	44
Students with Disabilities	62
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	13.40	21.80	54.60

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)

Parents and the community are supportive of the educational programs at Hugo Reid School. We encourage them to participate in all aspects of the school's program, including volunteering as a room parent, chaperoning field trips, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.33	0.00	0.34	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 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.

### 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	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	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	31		2		32		2		31		3	
1	25		4		26		3		26		3	
2	26		3		26		4		26		3	
3	26		4		26		3		26		4	
4	32		3		29		4		29		3	
5	32		4		31		4		29		4	

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)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.5	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,498	\$2,053	\$6,445	\$86,464
District	N/A	N/A	\$5,790	\$86,343
Percent Difference: School Site and District	N/A	N/A	11.3	0.1
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	20.5	24.8

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

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

Federal Title I funds supported after school homework support sessions each week in spring of 2015. 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 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.