

# Arcadia High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	Arcadia High School
<b>Street</b>	180 Campus Dr.
<b>City, State, Zip</b>	Arcadia, CA 91007-6958
<b>Phone Number</b>	(626) 821-8370
<b>Principal</b>	Angela Dillman
<b>Email Address</b>	adillman@ausd.net
<b>Website</b>	www.ahs.ausd.net
<b>County-District-School (CDS) Code</b>	19642611930288

Entity	Contact Information
District Name	Arcadia Unified School District
Phone Number	(626) 821-8300
Superintendent	Dr. David Vannasdall
Email Address	dvannasdall@ausd.net
Website	www.ausd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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

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

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	739
Grade 10	805
Grade 11	788
Grade 12	829
Total Enrollment	3,161

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	65.2
Filipino	3.7
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.1
White	13.4
Two or More Races	1.1
Socioeconomically Disadvantaged	27.8
English Learners	5.6
Students with Disabilities	6.4
Foster Youth	0.1
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	134	138	129	129
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Literature & Language Arts, Grade 9 (2003) / 2005 Literature & Language Arts, Grade 10 (2003) / 2005 Literature, Lit. of US (Gr 11) (2000) / 2000 Literature & Language Arts, Grade 12 (2003) / 2005	Yes	0
<b>Mathematics</b>	McDougal Littell CA Algebra Readiness 2008 / 2013 Algebra & Trigonometry: Structure & Method 2000 / 2001 (Algebra 2 H) HMH Algebra 1 - Big Ideas 2014 / 2017-2018 McDougal Littell Algebra 2 (CA Edition) 2007 / 2009 Glencoe/McGraw Hill Geometry 2018 / 2017-2018 Pre-Calculus with Limits (AP Edition) 2007 / 2009 Calculus of a Single Variable, 9th Ed. 2009 / 2009 Calculus: Concepts and Applications, 2nd Ed. 2005 / 2009 Calculus, 9th Ed. 2010 / 2009 The Calculus 7 / 1997 The Basic Practice of Statistics, 5th Ed. 2010 / 2009 The Practice of Statistics, 3rd Ed. 2008 / 2009	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Introductory Chemistry: A Foundation, 6th Edition 2008 / 2008 Chemistry 2007 / 2008 AP Chemistry, 7th Ed. 2007 / 2008 Environment: The Science Behind the Stories, 3rd Ed. 2007 / 2008 Fundamentals of Physics 2001 / 2003 Physics: Principles and Problems (CA Version) 2008 / 2008 Holt Biology, CA Edition 2008 / 2008 Biology, 8th Ed., AP Edition 2008 / 2008 Essentials of Human Anatomy & Physiology, 9th Ed. 2009 / 2008 Longman Science 2006 / 2008 Great Source Access Science 2005 / 2008 CPO Focus on Earth Science 2007 / 2008 CPO Focus on Life Science 2007 / 2008	Yes	0
<b>History-Social Science</b>	The Americans, Reconstruction through the 20th Cent. 2006 / 2007 Bedford St. Martin's: America's History for the AP Course, 8th Ed. 2014 / 2015 Pearson Education, Inc. The Cultural Landscape: An Introduction to Human Geography, 11th Ed. 2014 / 2015 World History: Modern Times 2006 / 2007 Magruder's American Government 2006 / 2007 American Government: Stories of a Nation 2019 / 2019-2020 Comparative Government: Domestic Responses to Global Challenges 2015 / 2014 Economics: Principles in Action 2007 / 2007 Great Source Access World History 2009 / 2011 Great Source Access American History 2005 / 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	(Chinese I) Integrated Chinese 1, 4th edition (2016) / 2019 (Chinese II) Integrated Chinese 2, 4th edition (2017) / 2019 (Chinese III) Integrated Chinese 3, 4th edition (2018) / 2019 (Chinese IV) Integrated Chinese 4, 4th edition (2018) / 2019 (AP Chinese) Chaoyue textbook and workbook (2010) / 2011 (Mandarin for Native Speakers) Chinese Link, Level 1, Part 1 (2011) / 2011 (Mandarin for Native Speakers) Chinese Link, Level 1, Part 2 (2011) / 2011 (Spanish I, II) McGraw Hill Asi Se Dice, I, II (2016) / 2017-2018 (Spanish III) McGraw Hill Asi Se Dice, III (2016) / 2018-2019 (AP Spanish) Temas 2014 / 2013 (French 1) Bien Dit! HMH (2018) / 2018-2019 (French II) Bien Dit! HMH (2018) 2019 (French III) Bon Voyage! 2005 / 2006 (Japanese I, II, III, AP) Adventures in Japanese, 4th edition, 2014 (Volume 1), 2015 (Volume 2), 2016 Volume 3 / 2018-2019	Yes	0
<b>Health</b>	Lifetime Health / 2005	Yes	0
<b>Visual and Performing Arts</b>	Thomson/Wadsworth: Art - Gardner's Art Through the Age 2005 / 2005 Glencoe/McGraw-Hill: Art - Arttalk 2000 / 2002 McGraw-Hill: Art - Arttalk 2005 / 2008	Yes	0

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

Arcadia High School was built in 1952 and underwent renovation in 1995–1996. The 2008–2009 school year saw the beginning of a \$140 million, five-year construction and renovation project funded by the passage of a facilities-improvement bond. As part of the new construction, a new science building with 16 new labs; a student-support building with eight new classrooms, a TV studio, and seven computer labs; and a 134-seat lecture hall building were opened in the winter of the 2010–2011 school year. A 1,200-seat performing arts center with three additional classrooms opened in the fall of the 2012–2013 school year. In addition, the G, F and E row classrooms were remodeled prior to the start of the 2013-2014 school year. The Arcadia High School campus gained 30 new classrooms by the completion of this project. The CTE Buildings were completed in the fall of 2015 along with a brand new aquatic complex. The student lunch area was completely remodeled prior to the opening of the 2013-2014 school year. The addition of large male and female student restrooms was completed at the same time. The work on the North Gym included a new floor and new bleachers. In 2018, the J Building elevator was upgraded, and new energy efficient LED lighting was installed throughout the J Building with funds from Prop 39. Also in 2018, roofing maintenance to the Kitchen/Data Center/MPR Building and J Buildings were performed.

Currently there are 12 full-time custodians and 1-part time custodian, 4 part-time locker room assistants, and 1 athletic facilities assistant that ensure a clean and safe school. District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Small cosmetic patch and painting needed due to normal wear and tear. Work orders have been submitted and the work is scheduled to be completed by the end of April 2020.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Lamps out and/or light covers found hanging in a few areas. Custodians were notified to close covers completely and to replace burnt lamps. Electrical wall plates found broken or missing in a few areas. Work orders have been submitted and the work is scheduled to be completed by the end of April 2020.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	65	74	76	78	50	50
<b>Mathematics (grades 3-8 and 11)</b>	64	66	75	76	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	782	667	85.29	14.71	74.06
<b>Male</b>	386	322	83.42	16.58	69.25
<b>Female</b>	396	345	87.12	12.88	78.55
<b>Black or African American</b>	25	24	96.00	4.00	45.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	495	429	86.67	13.33	79.25
Filipino	22	19	86.36	13.64	63.16
Hispanic or Latino	107	87	81.31	18.69	58.62
Native Hawaiian or Pacific Islander					
White	120	97	80.83	19.17	74.23
Two or More Races	12	10	83.33	16.67	80.00
Socioeconomically Disadvantaged	223	185	82.96	17.04	61.08
English Learners	85	80	94.12	5.88	36.25
Students with Disabilities	43	35	81.40	18.60	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	781	670	85.79	14.21	66.27
Male	386	322	83.42	16.58	65.84
Female	395	348	88.10	11.90	66.67
Black or African American	25	24	96.00	4.00	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	495	438	88.48	11.52	80.59
Filipino	22	19	86.36	13.64	57.89
Hispanic or Latino	107	85	79.44	20.56	22.35
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	120	94	78.33	21.67	54.26
Two or More Races	11	9	81.82	18.18	55.56
Socioeconomically Disadvantaged	223	188	84.30	15.70	53.72
English Learners	85	80	94.12	5.88	51.25
Students with Disabilities	43	35	81.40	18.60	22.86
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

Program / Course / Agency Offering Course / Offered through CTE / Satisfies Graduation Requirements? / Part of A-G Curriculum?

CTE Program / Engineering Design and Development / Arcadia High School / Yes / Yes / Yes

CTE Program / Advanced Video Production / Arcadia High School / Yes / Yes / Yes

CTE Program / Animation / Arcadia High School / Yes / Yes / Yes

CTE Program / Advanced Placement (AP) Computer Science / Arcadia High School / Yes / Yes / Yes

CTE Program / Advanced Placement (AP) Computer Science Principles / Arcadia High School / Yes / Yes / Yes

CTE Program / Beginning Dance / Arcadia High School / Yes / Yes / No

CTE Program / Beginning Video Production / Arcadia High School / Yes / Yes / No

CTE Program / Business Management / Arcadia High School / Yes / Yes / No

CTE Program / Civil Law / Arcadia High School / Yes / Yes / Yes

CTE Program / Computer Hardware/ Networking / Arcadia High School / Yes / Yes / No

CTE Program / Computer Programming Java / Arcadia High School / Yes / Yes / Yes

CTE Program / Computer Programming C++ / Arcadia High School / Yes / Yes / Yes

CTE Program / Computer Science / Arcadia High School / Yes / Yes / Yes

CTE Program / Criminal Law / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Cross-Age Teaching / Literacy / Arcadia High School / Yes / Yes / No  
 CTE Program / Digital Photography / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Food Science / Arcadia High School / Yes / Yes / No  
 CTE Program / Graphic Design / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Intermediate Dance / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Intermediate Video Production / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Stagecrafts / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Introduction to Engineering Design / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Law Enforcement / Arcadia High School / Yes / Yes / No  
 CTE Program / Medical and Therapeutic Principles of Sports Fitness / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Office Technology / Arcadia High School / Yes / Yes / No  
 CTE Program / Orchestis - Advanced Dance Company / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Principles of Engineering / Arcadia High School / Yes / Yes / Yes  
 CTE Program / Retail Marketing / Arcadia High School / Yes / Yes / No  
 CTE Program / Retail Occupations / Arcadia High School / Yes / Yes / No  
 CTE Program / Sports Medicine / Arcadia High School / Yes / Yes / No

### Workforce Preparation

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

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

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

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

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1568
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.1

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67.9

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	76.35

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.0	28.0	50.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2019-20)**

Parents and the community are very supportive of the educational and cultural programs at Arcadia High School. The school community is committed to providing a quality education that meets the needs of Arcadia High School’s diverse student body. AHS uses an electronic gradebook through PowerSchool, which facilitates communication about grades and attendance between teachers, students, and parents.

Parent support groups are highly involved at AHS, ranging from the Parent Teacher Student Association (PTSA), Arcadia Music Club, Arcadia Athletic Booster Club, AVID Booster Club, and Chinese, Hispanic, and Korean Booster Clubs who support school-wide programs. Our dedicated PTSA supports various school activities, such as classroom projects, Apache Registration Days, Back-to-School Night, Grad Night for seniors, and Spring Preview for our incoming freshman. Parents also serve as active members on the School Site Council (SSC), School Site Leadership Team (SSLT), and English Learner Advisory Committee (ELAC). We receive additional support from local community partners including the Arcadia Rotary Club and the Arcadia Educational Foundation.

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	0.5	0	0	0.8	0.1	0.3	9.7	9.1	9.6
<b>Graduation Rate</b>	98.7	98.2	98.6	97.8	97.5	98.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.6	1.9	1.3	1.6	1.3	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets goals for the school to continually improve in 3 areas: School Climate (Students, Parents, and Programs), Emergency Preparedness (Disasters and Crisis), and School Environment (Facilities and Campus). The plan addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Comprehensive School Safety Plan is updated each year and approved by the School Site Council and the Board of Education. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held 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. Arcadia High has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	29	67	42	29	23	54	52	29	21	41	58
Mathematics	29	11	72	24	30	5	56	38	32	1	41	48
Science	30	5	55	21	30	7	42	32	30	5	50	18
Social Science	29	13	46	33	31	8	34	46	31	9	31	42

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	287.4

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	11.0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.3

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11848	3531	8317	97310
District	N/A	N/A	8152	
Percent Difference - School Site and District	N/A	N/A	2.0	4.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-0.9	19.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,616	\$49,084
Mid-Range Teacher Salary	\$91,256	\$76,091
Highest Teacher Salary	\$118,205	\$95,728
Average Principal Salary (Elementary)	\$144,516	\$118,990
Average Principal Salary (Middle)	\$161,827	\$125,674
Average Principal Salary (High)	\$177,939	\$137,589
Superintendent Salary	\$291,700	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	17	N/A
Fine and Performing Arts	2	N/A
Foreign Language	6	N/A
Mathematics	17	N/A
Science	24	N/A
Social Science	22	N/A
All courses	88	41.2

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

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Under the current Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students receive far less ongoing money to implement the California Academic Standards compared to neighboring districts with greater numbers of targeted or “unduplicated” students (low income, English Learners, or foster youth). These high unduplicated count districts receive supplemental and concentration grant monies 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 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. Since 2015, AUSD leadership has negotiated annual agreements with its bargaining units to continue the additional three days for professional development.

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. C-TAC continues to act as the advisory body for the Collaboration Days, reviewing survey data and requests for course offerings, and considering suggestions for improvements to the program.

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 support Facilitators by providing 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 towards a more personalized approach to learning 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.

In recent 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.

Full implementation of the Advancement Via Individual Determination (AVID) program continues to be a focus of professional development dollars over the past seven years.

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. Arcadia Instructional Coaches have become regional professional development leaders by presenting at conferences and through their instituting the San Gabriel Valley Instructional Coaches Consortium.

Staff development topics from 2012–2018 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, brain research and Universal Design for Learning (UDL) and Innovative Instruction.