# Longley Way Elementary 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 |
|---|---|
| **School Name** | Longley Way Elementary School |
| **Street** | 2601 Longley Way |
| **City, State, Zip** | Arcadia, CA 91007-5099 |
| **Phone Number** | (626) 821-8357 |
| **Principal** | Travis Long |
| **Email Address** | tlong@ausd.net |
| **Website** | www.lw.ausd.net |
| **County-District-School (CDS) Code** | 19642616011191 |

| 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)

Our school mission statement: Longley Way is committed to developing responsible, empathetic leaders who respect others, persevere, and demonstrate student agency in a safe environment.  Our school tagline:  EVERYONE MATTERS, EVERYONE HAS A VOICE, EVERYONE CAN BE A LEADER.

With almost 500 students, Longley Way Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Instruction is based on rigorous content, performance standards and curriculum that extend students' critical thinking skills and individual responsibility for learning. Well-trained and dedicated professional teachers effectively use high-quality instructional materials and technology tools to convey learning concepts to students.

All students have equal access to the core curricular and co-curricular resources. Students become literate seekers of knowledge. We are proud of the opportunities offered for student support and enrichment during the school year, including the library/media center, computer lab, English language arts and math intervention programs, Title I tutoring, Game Day PE program, Student Council, after school enrichment clubs, assemblies featuring the arts supported through our Parent Teacher Association (PTA), and field trips at each grade level.  We are also an AVID Elementary (TK-5) and Leader in Me Lighthouse School.

The school environment is nurturing, safe and supportive for all students, staff and families. We offer opportunities for students to develop leadership skills through our Leader in Me program and a school-wide positive behavioral support system. The Second Step program guides instruction in positive interpersonal skills. Lessons focus on empathy, problem solving, and emotion management. Longley Way Elementary School fervently strives to teach the whole child and prepare students to be positive, successful, and contributing members of society.  Our staff has also been Restorative Practices trained which we implement in our classrooms and throughout our school community.

Longley Way was named a 2018 California Distinguished School and a 2019 National Blue Ribbon School.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 91 |
| **Grade 1** | 73 |
| **Grade 2** | 65 |
| **Grade 3** | 78 |
| **Grade 4** | 87 |
| **Grade 5** | 91 |
| **Total Enrollment** | 485 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 70.5 |
| Filipino | 2.5 |
| Hispanic or Latino | 17.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 6.8 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 29.3 |
| English Learners | 17.1 |
| Students with Disabilities | 8 |
| Foster Youth | 0.2 |
| Homeless | 0.2 |

# 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 | 26 | 28 | 25 | 25 |
| Without Full Credential | 0 | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

### 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 |
|---|---|---|---|
| **Reading/Language Arts** | HMH Journeys (K-5) / 2017 / 2017-2018 | 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)

Our school was built in 1951 and had a major renovation in 1996. At that time we updated classrooms, added air conditioning and new flooring, and installed electrical upgrades for computers and other technology. Our restrooms are kept clean by our hardworking and dedicated custodians. A gardening service maintains our school grounds on a weekly basis, and major landscaping projects have been achieved through the hard work of our local Boy Scout troop, many of whose members are working on Eagle Scout projects.

Our district passed a school building/renovation bond in a local election which led to the modernization of our campus, which was completed in the summer of 2015. We have new paint and flooring inside classrooms, advanced technology in every classroom, new exterior fencing, security lighting, new phone and bell systems and a new library/media center. We are very grateful to our citizens and to our school district for having a vision of contemporary and efficient buildings to house excellent educational programs.

## 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 |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Interior:** 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. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** 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. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | 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 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 85 | 78 | 76 | 78 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 84 | 79 | 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 |
|---|---|---|---|---|---|
| All Students | 261 | 254 | 97.32 | 2.68 | 77.95 |
| Male | 139 | 133 | 95.68 | 4.32 | 73.68 |
| Female | 122 | 121 | 99.18 | 0.82 | 82.64 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 183 | 176 | 96.17 | 3.83 | 85.23 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 45 | 100.00 | 0.00 | 53.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00 | 0.00 | 71.43 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 86 | 95.56 | 4.44 | 69.77 |
| English Learners | 67 | 60 | 89.55 | 10.45 | 65.00 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 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 | 261 | 261 | 100.00 | 0.00 | 79.31 |
| Male | 139 | 139 | 100.00 | 0.00 | 79.14 |
| Female | 122 | 122 | 100.00 | 0.00 | 79.51 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 183 | 183 | 100.00 | 0.00 | 85.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 45 | 100.00 | 0.00 | 48.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00 | 0.00 | 80.95 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 90 | 100.00 | 0.00 | 67.78 |
| English Learners | 67 | 67 | 100.00 | 0.00 | 70.15 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 52.00 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **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.

## 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 |
|---|---|---|---|
| **5** | 14.4 | 31.1 | 44.4 |

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 help teachers prepare materials and volunteer in the classrooms with students. Our PTA is a strong advocate for students and raises money for performing arts assemblies, classroom newspapers, library books, and various equipment needs that we would otherwise be without. PTA parent volunteers also organize Family Fun Nights for our students and families, host Back-to-School Night and Open House, and coordinate many other events for our students and teachers throughout the year. Our volunteers are a vital part of our school community. We have high expectations not only for our students but for our parents too. We expect parents to read with their children, talk to them about their school work, enrich their experiences outside of school, and be involved in school activities. An especially important activity is student-led conferences, which pushes our students to take ownership of their learning and increase their responsibility. For more information about becoming involved at Longley Way, please contact Principal Travis Long at (626) 821-8357.

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 0.2 | 0.2 | 0.2 | 1.6 | 1.3 | 1.2 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 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. Longley Way Elementary School has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

## 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.

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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 24 | | 3 | | 23 | 1 | 2 | | 23 | 1 | 3 | |
| 1 | 26 | | 3 | | 21 | 1 | 2 | | 24 | | 3 | |
| 2 | 24 | | 3 | | 26 | | 3 | | 22 | 1 | 2 | |
| 3 | 26 | | 3 | | 25 | | 3 | | 26 | | 3 | |
| 4 | 32 | | 3 | | 29 | | 3 | | 28 | | 3 | |
| 5 | 28 | | 3 | | 33 | | 1 | 2 | 30 | | 3 | |
| Other** | 6 | 1 | | | 5 | 1 | | | 4 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

| Title | Ratio |
|---|---|
| Academic Counselors* | 485.0 |

*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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | 2.0 |
| Resource Specialist (non-teaching) | 4.3 |

*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 | 13688 | 4509 | 9180 | 99005 |
| District | N/A | N/A | 8152 | $96,806.00 |
| Percent Difference - School Site and District | N/A | N/A | 11.9 | 2.6 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| State | N/A | N/A | $7,506.64 | $78,059.00 |
| Percent Difference - School Site and State | N/A | N/A | 19.5 | 24.5 |

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)

We are a low-funded school district and must therefore use our resources wisely. We use both Title I and Title II money to fund part-time intervention teachers to support students needing additional academic support. California State funds based on the Local Control Funding Formula (LCFF) allow us to hire a part-time library aide. Our PTA raises around $15,000 per year to fund performing arts assemblies, purchase library books and specialized equipment, and provide grade levels special programs such as the fifth grade's Colonial Day. The PTA also funds Family Fun Nights and other special events for students.

We warmly welcome all newcomers to Longley Way School. Our goal is to create a school climate that is very caring and has high expectations for student effort and achievement.  We believe our strong school community makes us unique and a great place for kids.

## 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/.

## 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.