

Rancho Learning Center

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	Rancho Learning Center
Street	150 S. Third Ave.
City, State, Zip	Arcadia, CA 91006
Phone Number	(626) 821-6629
Principal	Laurie McQuaid
Email Address	Laurie@ausd.net
Website	https://rlc.ausd.net/
County-District-School (CDS) Code	19 64261 1995299

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.net

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

Rancho Learning Center offers opportunities for students in Grades 1-12 to pursue their education in an alternative setting. The Rancho elementary and middle school program is offered in a self-contained classroom taught by a single classroom teacher who works closely with students and parents to implement appropriate standards-based instruction. Weekly lesson plans are provided which include assignments, activities and assessments. The Grade 1-8 Independent Study program works well for students who prefer a different pacing than would be offered in a comprehensive school setting, and for students and families for whom personal circumstances make daily routine attendance more challenging. Students who work as actors find this program to be a good match for their needs.

Rancho Lab School is a small, strengths-centered community offered to 6th grade students. Standards-based content and real-world skills are blended through learner-centered inquiry. The purpose of Rancho Lab School is to develop empathetic students who utilize their strengths to solve real-world problems. Building confidence in taking risks, asking questions, and using agency are skills each student will gain while they become comfortable with the productive struggle found in a rigorous and collaborative academic community.

Rancho High school provides an indirect teaching program in which students generally work independently online. Some courses (including Physical Education and some electives) are offered on site with a traditional direct teaching model. In addition, if interested, students can earn elective credit for hours worked in partnership with a local business establishment in our community. All Rancho High School students are able to earn the Rancho High School diploma after successfully completing 200 credits of required coursework. Students may 'hybrid' with the comprehensive high school to access courses/programs not available on our school site.

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

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 4	1
Grade 6	3
Grade 7	4
Grade 8	33
Grade 9	8
Grade 10	9
Grade 11	6
Grade 12	21
Total Enrollment	87

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	1.1
Asian	43.7
Filipino	2.3
Hispanic or Latino	20.7
White	26.4
Two or More Races	1.1
Socioeconomically Disadvantaged	29.9
English Learners	4.6
Students with Disabilities	13.8
Homeless	

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		6	4	4
Without Full Credential		0	0	0
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: January 2019

Rancho Learning Center utilizes GRADPOINT, an online curriculum and the ALTSchool platform and other online services which are supported by the use of one-to-one Chromebook Devices for Curricular Instruction. The Grade 1-8 Independent Study classroom utilizes the same textbooks as the Grades 1-8 elementary and middle school curriculum at our other district sites.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Learning Center opened in 1980. Our district passed a school building/renovation bond in a local election which led to the modernization of the new Rancho Learning Center that was completed in 2013. We have new paint and flooring inside classrooms, energy efficient HVAC, and advanced technology in every classroom. The facilities are kept clean by a hardworking and dedicated custodian. A landscaping service maintains the school grounds on a weekly basis. The school currently has 6 classrooms, serving students from grades 1 through 12.

In 2017, an outdoor basketball court, lunch area and sensory garden were built.

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	
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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	61	76	76	78	50	50
Mathematics (grades 3-8 and 11)	51	65	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	60	49	81.67	18.33	75.51
Male	32	25	78.13	21.87	72.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	28	24	85.71	14.29	79.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	29	24	82.76	17.24	91.67
Filipino					
Hispanic or Latino	13	11	84.62	15.38	54.55
Native Hawaiian or Pacific Islander					
White	15	11	73.33	26.67	63.64
Two or More Races					
Socioeconomically Disadvantaged	14	11	78.57	21.43	54.55
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	60	55	91.67	8.33	65.45
Male	32	28	87.50	12.50	60.71
Female	28	27	96.43	3.57	70.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	28	25	89.29	10.71	92.00
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander					
White	15	13	86.67	13.33	46.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	42.86
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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)

Rancho Learning Center does not offer a CTE designated program. Students are afforded the opportunity to access CTE courses at the comprehensive high school site through our 'hybrid' enrollment program. Rancho students are introduced to a wide variety of careers through a regular and routine Guest Speaker Series, and students have regular access to the Naviance College/Career online program to explore career options, prepare resumes and other post-secondary school options and services. Our teachers and school Counselor have made connections with our local Trade Technical school and have scheduled field trips so that our students are aware of current opportunities in CTE.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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			

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)

In our elementary and middle school independent study program, parents are critical to the academic progress of their child. Parents meet on a regular basis with the teacher to assist in the implementation of the individual educational plan. In addition, parents are welcome to attend class with their child. Beyond this, all of our parents are afforded the opportunity to be involved in their child's education in a variety of ways, including Welcome Receptions, Informational Evenings, Community Board Meetings, Local Control and Accountability Plan (LCAP) meetings, Back-to-School Night, Open House, and monthly Student Recognition assemblies. Parents are elected to serve as members of the School Site Council. Parents are always welcome to meet with teachers, the counselor, and administrators when requested. School faculty and staff welcome the partnership with our parents.

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
Dropout Rate	11.5	3.1	11.5	0.8	0.1	0.3	9.7	9.1	9.6
Graduation Rate	69.2	84.4	84.6	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
Suspensions	5.7	3.1	3.7	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. Rancho Learning Center developed a School Safety Plan in concert with the entire Arcadia Education Center (AEC). 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.

Staff members receive disaster training and information on a regular basis, and procedures are routinely rehearsed and practiced. After careful practice and review, the safety plan is updated annually and throughout the year. Disaster bins and supplies for emergencies are inventoried at least once a year and updated as needed. Emergency drills are held on a regular basis as required at each grade level. Annual drills include an earthquake drill which is typically held on the day of the California ShakeOut. School staff members share in the duty of proctoring before and after school, as well as at break and lunchtime. Visitors on campus, including alumni, are required to check in at the school's main office, and are required to wear a visitor badge.

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+
5	4	1			4	1						
Other**									3	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	2	12			3	8			6	7	1	
Mathematics	2	7			3	5			4	10	1	
Science	2	5			3	7			4	11		
Social Science	3	8			2	14			5	10	1	

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

*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	20372	3987	16385	95076
District	N/A	N/A	8152	\$96,806.00
Percent Difference - School Site and District	N/A	N/A	67.1	-29.3
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	93.1	-7.6

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 General Education instruction (multiple and single subject instructors), the Rancho Learning Center staff includes credentialed instructors in ELD and Special Education (RSP authorization). With these instructors on site we are able to serve students who need these additional support programs in order to meet their educational needs. Our Counselor provides an ongoing Speaker series program for students. High school students are afforded opportunities to participate in field trips to local community colleges. Students also have access to a performing arts curriculum with the availability of a Percussion program on site once a week. Students who desire other arts opportunities can 'hybrid' to other comprehensive school sites to participate in those programs. The teachers/counselor have applied for and received local grants from participating community businesses and agencies. These funds have assisted the school site in offering recognition and awards to our students. Our community Assistance League has connected our students with vital medical assistance from local doctors when needed. Local community service groups have also provided scholarship support to our graduating seniors. Partners who support Rancho Learning Center include our Arcadia High School PTSA, Arcadia Educational Foundation, Arcadia Rotary Club, Target, Foothill Federal Credit Union and the Lions Club.

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		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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.