Hugo Reid Elementary and Hugo Reid Primary 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	Hugo Reid Elementary and Hugo Reid Primary School
Street	1000 Hugo Reid Dr.
City, State, Zip	Arcadia, CA 91007-6179
Phone Number	(626) 821-8356
Principal	Dr. Lauren Leahy
Email Address	lleahy@ausd.net
Website	www.hr.ausd.net
County-District-School (CDS) Code	19642616011183

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 is: We care, We learn, We lead at Hugo Reid.

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

At the school site we offer a variety of activities that are available to students both on a volunteer and try-out based foundation. Students in grades 2-5 can run for Student Council Leadership Team office in the fall and spring. Rocky's Green Team is an eco-friendly volunteer student action team at the elementary site that works to help reduce our school's carbon footprint. Students in grades 3-5 can sign up to participate in the site-based competition that is Book Battles. Students in this group read a variety of pre-selected books and compete internally before the winner takes on those from other AUSD elementary school sites.

AVID, Leader in Me, and Restorative Practices in grades TK-5 are core programs and values that help enrich the lives of students, teachers, staff, and parents.

Hugo Reid implements small group targeted assistance for at-risk and struggling students. Differentiated instruction occurs daily in grades TK-5. Hugo Reid supports the implementation of Literacy for All and Intervention Programs for targeted academic instruction. Based on a variety of assessment results and data collection, students participate daily in small group lessons that focus on 21st-century skills within the English Language Arts/ English Language Development Framework.

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

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

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	101
Grade 2	129
Grade 3	102
Grade 4	98
Grade 5	98
Total Enrollment	634

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	57.3
Filipino	2.8
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.3
White	10.9
Two or More Races	4.3
Socioeconomically Disadvantaged	27.3
English Learners	20
Students with Disabilities	6.8
Foster Youth	0.3
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	30	30	28	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	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)

The Operations Supervisor, in cooperation with the principal, works with the custodial staff of 2 full-time and 1-part time custodian to develop cleaning schedules that ensure a clean and safe school. District maintenance staff members complete work orders in a timely manner in order to keep the school in good repair. We use a work order process to ensure efficient service and highest priority for emergency repairs. The district participates in the State School Deferred Maintenance Budget Program, which provides state matching funds to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems.

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

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

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

School Facility Good Repair Status (Most Recent Year)
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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	76	72	76	78	50	50
Mathematics (grades 3-8 and 11)	68	73	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	297	288	96.97	3.03	72.22
Male	143	137	95.80	4.20	65.69
Female	154	151	98.05	1.95	78.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	166	159	95.78	4.22	81.76
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	38	38	100.00	0.00	73.68
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	79	77	97.47	2.53	53.25
English Learners	94	86	91.49	8.51	66.28
Students with Disabilities	22	22	100.00	0.00	13.64
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	297	296	99.66	0.34	72.64
Male	143	142	99.30	0.70	77.46
Female	154	154	100.00	0.00	68.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	166	166	100.00	0.00	85.54
Filipino	--	--	--	--	--
Hispanic or Latino	67	67	100.00	0.00	49.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	38	38	100.00	0.00	71.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.73	1.27	48.72
English Learners	94	94	100.00	0.00	68.09
Students with Disabilities	22	22	100.00	0.00	18.18
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.

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	14.9	28.7	50.0

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

Scrip sales, chaired by several parents, provide substantial funding for our school. The chairperson of this effort meets with staff to help determine how these funds are used. Outside of PTSA, we have many volunteer opportunities for families to give back in the library and classrooms.

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

State Priority: School Climate
The SARC provides the following information relevant to the 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	0.0	0.7	0.6	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. Hugo Reid has a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	1	4		25		5		21	2	3	
1	26		4		25		5		25		4	
2	25		4		26		4		26		5	
3	26		3		24		4		25		4	
4	30		3		30		3		32		3	
5	30		4		32		3		26	1	3	
Other**					8	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*	634.0

*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

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.6

*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	10915	2635	8280	95677
District	N/A	N/A	8152	$96,806.00
Percent Difference - School Site and District	N/A	N/A	1.6	5.6
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	19.0	27.4

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)

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

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

Teacher and Administrative Salaries (Fiscal Year 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.