

Arlington High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arlington High School
Street	2951 Jackson Street
City, State, Zip	Riverside, CA 92503-5732
Phone Number	(951) 352-8316
Principal	Steven Ybarra
E-mail Address	sybarra@rusd.k12.ca.us
Web Site	www.rusdlink.org
CDS Code	33-67215-3330024

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Arlington High School was established in 1973 as one of five comprehensive high schools in the Riverside Unified School District.

Our mission:

Arlington High School will provide a high quality education in a safe environment where students value learning, think critically, apply technology, set goals, communicate clearly, and graduate ready for college and career.

Our vision:

We endeavor to be a collaborative learning community that

1. demands excellence from everyone while providing a high degree of support,
2. implements systematic interventions to ensure the success of all students, and
3. supports students' intellectual and social growth as they work to become successful, lifelong learners who make positive contributions to society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	480
Grade 10	535
Grade 11	464
Grade 12	449
Total Enrollment	1,928

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.9
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.7
White	18.4
Two or More Races	0.8
Socioeconomically Disadvantaged	71.3
English Learners	14.5
Students with Disabilities	12.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	80	79	78	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.6	5.4
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008) CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Holt Rinehart and Winston: Earth Science, California (adopted in 2007)</p> <p>Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007)</p> <p>Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007)</p> <p>Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007)</p> <p>Foundations of Physics; CPO Science (adopted in 2007)</p> <p>2nd Edition Chemistry for IB Diploma (adopted in 2016)</p>	Yes	0%
History-Social Science	<p>World History, Cultures and Geography, Grade 10 (Adopted in 2006)</p> <p>Modern World History: Patterns of Interaction; California Edition; McDougal-Littell</p> <p>United States History and Geography, Grade 11 (Adopted in 2006)</p> <p>The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell</p> <p>American Government, Grade 12 (Adopted in 2006)</p> <p>McGruder's American Government: California Edition: Prentice Hall</p> <p>Economics, Grade 12 (Adopted in 2006):</p> <p>Economics: Principles and Practices: Glencoe-McGraw-Hill</p>	Yes	0%
Foreign Language	<p>Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3</p> <p>Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)</p>	Yes	0%
Visual and Performing Arts	Standards-based theater, instrumental and vocal music, and visual art as electives.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1973

Last modernized: 2013

Lot Size: 47 Acres

76 Permanent Classrooms

21 Portable Classrooms

Completely Air Conditioned

Theater

Gymnasium

Computer Lab

Cafeteria

Library

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Arlington completed their school site inspection on 04/07/17.

Arlington has a plant supervisor plus six full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 1065

Labor Hours = 3634.98

Assessed Value of Work = \$161274.79

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/07/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	54	54	44	48	44	48
Mathematics	18	18	33	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	439	420	95.7	53.8
Male	11	227	210	92.5	49.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	212	210	99.1	58.6
Black or African American	11	33	32	97.0	34.4
Asian	11	18	18	100.0	50.0
Hispanic or Latino	11	289	274	94.8	49.6
White	11	82	79	96.3	73.4
Socioeconomically Disadvantaged	11	299	283	94.7	49.1
English Learners	11	65	53	81.5	3.8
Students with Disabilities	11	58	54	93.1	11.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	439	431	98.2	18.4
Male	11	227	220	96.9	19.3
Female	11	212	211	99.5	17.5
Black or African American	11	33	32	97.0	6.3
Asian	11	18	18	100.0	27.8
Hispanic or Latino	11	289	285	98.6	14.5
White	11	82	79	96.3	32.9
Socioeconomically Disadvantaged	11	299	294	98.3	16.8
English Learners	11	65	64	98.5	
Students with Disabilities	11	58	54	93.1	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	41	33	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	510	499	97.8	33.5
Male	265	256	96.6	32.8
Female	245	243	99.2	34.2
Black or African American	28	26	92.9	23.1
Hispanic or Latino	369	363	98.4	27.8
White	95	93	97.9	53.8
Socioeconomically Disadvantaged	362	353	97.5	24.7
English Learners	77	75	97.4	4.0
Students with Disabilities	70	66	94.3	12.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies

4. Education and Human Services Academy
5. Global Business Information and Technology Academy
6. Health and Biosciences Academy
7. Law and Protective Services Academy
8. Media and the Arts Academy

Career Technical Education Pathways

9. CISCO Networking
10. Engineering and Design
11. Game Design
12. Graphic Design
13. Microsoft IT Academy
14. Music Technology

15. Video Production
16. Web Design

ROP Programs

17. Health – Patient Care
18. Health – Sports Medicine
19. Hospitality – Culinary
20. Marketing – Retail Sales
21. Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	353
% of pupils completing a CTE program and earning a high school diploma	96.88
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	49.2

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.2	18.8	38.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are involved through the English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), booster clubs, and as volunteers. The school communicates to parents through newsletters, postcards/letters, the web page, the school Facebook page, automated phone dialer, personal phone calls, e-mail, conferences, and the school marquee. The ELAC tracks success of the Academic English Learners and provides an avenue for the parents of English learners to learn about school and district programs; and to learn about opportunities for college and career readiness. The PTSA provides school support, incentives, outreach, and enrichment programs. The school website and Facebook page contain information and highlights regarding school events, accomplishments, and contact information for parents. Parent education occurs at committee meetings (ELAC) and at numerous parent nights such as Back to School Night, AVID Parent Night, Puente Parent Night, and College Awareness Nights. In addition, parents are encouraged to take an active role in their student's education by monitoring homework and maintaining communication with the school staff. Parents also use online resources to check student progress and monitor grades and attendance. Parents are also invited to I.E.P. meetings, SST meetings, academic award nights, as well as the district-sponsored Parent Summit for Spanish-Speaking Parents for all parents across the district.

Contacts:

ELAC - John Peek; PTSA - Steven Ybarra; AVID - Yvonne Molina; Puente - Ileana Black and Greg Cabrera; Media and the Arts Academy (MAA) - Phyllis Coate

The parent involvement contact for this school is Steven Ybarra, Principal, who can be contacted at (951) 352-8316.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.30	4.50	3.10	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	93.10	91.81	94.51	85.46	87.15	89.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	89	86
Black or African American	83	85	78
American Indian or Alaska Native	75	80	78
Asian	100	98	93
Filipino	91	97	93
Hispanic or Latino	93	88	83
Native Hawaiian/Pacific Islander	100	95	85
White	96	90	91
Two or More Races	100	84	89
Socioeconomically Disadvantaged	66	68	66
English Learners	62	63	54
Students with Disabilities	95	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.5	4.8	5.6	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.3	0.2	0.3	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	23	13	43	24	32	20	33	26	25	22	32
Mathematics	31	11	9	41	29	13	14	36	27	17	15	36
Science	30	12	12	40	29	12	15	36	28	10	15	32
Social Science	31	7	12	39	29	14	7	34	27	12	15	28

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	2.6	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,034	\$1,066	\$5,969	\$81,795
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	14.0	-0.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	5.1	7.9

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

Types of Services Funded (Fiscal Year 2015-16)

Arlington High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$258,630 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	15	1.4

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)

2014-15, 2015-16, and 2016-17:

Monthly faculty meetings, department chair meetings, leadership team meetings, and department meetings include professional development activities. The ongoing focus of professional development is increasing learner achievement through focused learner engagement, communication of clear standards-based objectives, checking for understanding, and higher levels of critical thinking. In addition, emphasis has been placed on strengthening our professional practices and professional relationships.

Weekly collaboration days are used to develop, implement, and refine instructional goals, curriculum maps, common assessments, and common lesson plans. They are also utilized to identify/share best instructional practices, analyze results data, and identify interventions. All are designed to build an engaging, consistent standards-based curriculum that helps students achieve, and helps them transition from class to class, grade to grade, and from school site to school site.

Arlington teachers participate in a wide range of professional development opportunities both at the site and at outside venues such as the Riverside County Office of Education (RCOE). In support of school-wide AVID (Advancement Via Individual Determination) implementation, core academic area teachers of ninth grade students participated in Write Path training, subject-specific workshops, and in the AVID Summer Institute. Teachers of English Learners are provided with professional development pertaining to differentiation of instruction. Advanced Placement (AP) teachers attend College Board subject specific AP institutes. Science teachers attend the annual California Science Teachers Association (CSTA) conference. Math teachers attend the annual California Mathematics Council (CMC) conference. English teachers attend institutes/conferences on expository reading and writing. Media and the Arts Academy and Biomedical Sciences teachers attend California Partnership Academy Conferences. AVID teachers attend a minimum of three conferences a year. ROTC instructors are recertified every 3-5 years. Multiple teachers have attended PLC conferences. Teachers also continue to receive on-site training on effective classroom instruction and learner engagement strategies. Course team leaders have participated in the RCOE School Leadership Teams training. Furthermore, all teachers are supported by RUSD's Instructional Services department through the assistance of site-specific and content-specific professional development.

Arlington High School is in the second year of designing and implementing Personalized Learning strategies throughout the campus. Teachers participate in professional development opportunities that focus on the effective innovative instructional strategies and the integration of technology to support every student. Teachers are also supported by the Personalized Learning Coach.

Teachers also engage in classroom walk-throughs to observe their colleagues in the implementation of best practices in their own classrooms. Instruments are utilized to guide the observers in focus areas.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.