

Arlington High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

Arlington High School was established in 1973 and serves as one of five comprehensive high schools in the Riverside Unified School District. Arlington staff members believe in fostering Professional Relationships and promoting Professional Practices to best serve our students and community. Students are encouraged to take care of themselves, take care of one another and take care of their community; while also fully engaging in the curricular and co-curricular opportunities afforded them as students at Arlington High School.

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

- demands excellence from everyone while providing a high degree of support,
- implements systematic interventions to ensure the success of all students, and
- 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 2016-17)

Grade Level	Number of Students
Grade 9	526
Grade 10	485
Grade 11	499
Grade 12	445
Total Enrollment	1,955

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	1.2
Hispanic or Latino	69.7
Native Hawaiian or Pacific Islander	0.5
White	17.7
Two or More Races	0.8
Socioeconomically Disadvantaged	70.9
English Learners	17.5
Students with Disabilities	14.1
Foster Youth	0.1

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	79	78	94	1909
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	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments *	0	1	2
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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & 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) CA StudySyn Grades 7-12 (adopted in 2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%
Science	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (adopted in 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (adopted in 2006) Economics: Principles and Practices: Glencoe- McGraw-Hill	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives at all schools. Offer standards-based electives in theater tech, music tech, media arts and dance at some schools.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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.

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.

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

of Work Orders = 944

Labor Hours = 4121.9

Assessed Value of Work = \$190,719.58

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/2017				
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	C3: Holes in walls, doors need paint - chipping C4: Holes in walls, need two light bulbs C5: Holes in walls, ceiling tiles are falling C6: Holes in walls C7: Holes in walls, need two light bulbs C8: walls need paint, E4: Base molding damaged, missing F1: Weather stripping on both exterior doors, base molding damaged Girls Locker Room: Ceiling tiles 12 x 12 Gym Boys Locker: Need cleaning and painting, six lights are out J10: Patch wall by door J14: Replace wall paper J4: Patch wall by restroom J9: Wall paper K1: Holes in wall need repair, stained tile K2: Holes in wall need repair, stained tile K3: Holes in wall need repair K6: Holes in wall need repair, stained tile Kitchen: Hole in wall, ceiling needs paint Library: Exterior wood beams not painted, rotted wood, missing ceiling tiles, stained tiles Portable 10: Skirting damaged, ceiling tiles ripped, cabinet chipped - needs paint Portable 13: Walls need to be patched Portable F-3: Ceiling tiles, wall paper Portable F-6: Staff Restroom: Loose tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			R12: Stained ceiling tile, gum on carpet - dirty carpet

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			C7: Holes in walls, need two light bulbs E1: Lights out E2: Weather stripping on door damaged, lights out E3: Light out J3: Light bulb out R2: Light bulb
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Auditorium: Handrail loose - stage right, weather stripping, doors damaged, boys restroom faucet fixture loose G4: Leaky faucets R Restroom: Paper towel dispenser missing cover
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		ASB Office: Ceiling tiles C5: Holes in walls, ceiling tiles are falling Conference Room: Stained tile Guidance: Stained tile K1: Holes in wall need repair, stained tile K2: Holes in wall need repair, stained tile K6: Holes in wall need repair, stained tile Kitchen: Hole in wall, ceiling needs paint Library: Exterior wood beams not painted, rotted wood, missing ceiling tiles, stained tiles Portable 10: Skirting damaged, ceiling tiles ripped, cabinet chipped - needs paint Portable 11: Ceiling tiles stained, walls by white board need repair - patch walls Portable 12: Ceiling tiles stained Portable 14: Replace skirt Portable 8: Repaint skirt R10: Broken ceiling tile R12: Stained ceiling tile, gum on carpet - dirty carpet R3: Cracked ceiling tile, missing closer cover, paint interior doors R5: Stained ceiling tile R6: Stained ceiling tile R7: Stained ceiling tile R9: Missing ceiling tile, stained ceiling tile

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Auditorium: Handrail loose - stage right, weather stripping, doors damaged, boys restroom faucet fixture loose C1: Doors need paint, chipping C2: Doors need paint, chipping C3: Holes in walls, doors need paint - chipping C7: Holes in walls, need two light bulbs C8: walls need paint, C9: Door needs paint inside Custodian Closet: Door damaged at bottom E2: Weather stripping on door damaged, lights out F1: Weather stripping on both exterior doors, base molding damaged Library: Exterior wood beams not painted, rotted wood, missing ceiling tiles, stained tiles R3: Cracked ceiling tile, missing closer cover, paint interior doors

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	46	48	47	48	48
Mathematics (grades 3-8 and 11)	18	18	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	482	474	98.34	45.57
Male	259	252	97.3	36.9
Female	223	222	99.55	55.41
Black or African American	27	27	100	33.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	347	340	97.98	38.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100	72.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	338	97.69	36.69
English Learners	94	88	93.62	7.95
Students with Disabilities	69	69	100	5.8
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	482	481	99.79	18.09
Male	259	259	100	13.13
Female	223	222	99.55	23.87
Black or African American	27	27	100	18.52
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	347	346	99.71	13.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100	32.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	345	99.71	12.17
English Learners	94	94	100	3.19
Students with Disabilities	69	69	100	0
Foster Youth	--	--	--	--

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

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 completion graduation rate for the district's CTE programs.

California Partnership Academy:

- Media and the Arts Academy

Career Technical Education Pathways

- Game Design
- Project Lead the Way – Biomedical Sciences

ROP Programs:

- Allied Health
- Sports Medicine

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	408
% of pupils completing a CTE program and earning a high school diploma	100
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.52
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	59.45

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	19.7	38.1

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 State priority: Parental Involvement (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 2017-18)

Parents are involved through the School Site Council (SSC), 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, Arlington High School app, automated phone dialer, personal phone calls, e-mail, conferences, and the school marquee. The SSC helps monitor and implement Arlington's Single Plan for Student Achievement (SPSA). The ELAC tracks success of the Academic English Learners and provides an avenue for the parents of English learners to better understand 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, school app and Facebook page contain information and highlights regarding school events, accomplishments, and contact information for parents. Parent education occurs at committee meetings (SSC and ELAC) and at numerous parent nights such as Back to School Night, Lion Pride Night, AVID Parent Night, PLTW Biomed Parent Night, Heritage Meetings, Legacy Meetings 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 all parents across the district.

Contacts:

ELAC - John Peek; PTSA - Steven Ybarra; AVID - Yvonne Molina; Media and the Arts Academy (MAA) - Phyllis Coate; PLTW Biomed - Reid Harrison

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 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.5	3.1	5.4	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	91.81	94.51	90.09	87.15	89.39	89.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	89.53	88.45	87.11
Black or African American	92.31	87.69	79.19
American Indian or Alaska Native	100	50	80.17
Asian	90	95.45	94.42
Filipino	100	100	93.76
Hispanic or Latino	87.18	86.65	84.58
Native Hawaiian/Pacific Islander	100	94.44	86.57
White	96.55	91.2	90.99
Two or More Races	100	80	90.59
Socioeconomically Disadvantaged	67.31	67.56	63.9
English Learners	50.94	58.7	55.44
Students with Disabilities	88.57	86.09	85.45
Foster Youth	100	52.94	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.8	5.6	4.7	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.2	0.3	0.7	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	24	32	20	33	23	37	21	31	23	38	17	36
Mathematics	29	13	14	36	27	19	13	36	27	21	11	37
Science	29	12	15	36	29	14	14	33	29	13	10	37
Social Science	29	14	7	34	27	15	13	28	27	15	16	27

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	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	0.6	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8220	1323	6897	84003
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	1.9	-6.2
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-9.2	3.2

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$266,067 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	4	N/A
All courses	14	24.5

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)

2015-16, 2016-17 and 2017-18:

Monthly faculty meetings, department chair meetings, leadership team meetings, and department meetings include professional development activities. The ongoing focus of professional development is student learning and student wellbeing by emphasizing WICOR instructional strategies. 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. Collaboration meetings are designed to build an engaging, consistent standards-based curriculum to help students achieve mastery of essential learning.

Arlington teachers participate in a wide range of professional development opportunities at the school site, as well as through the support of Riverside Unified School District (RUSD) and 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 various conferences a year. ROTC instructors are re-certified every 3-5 years. Teachers also receive on-site support and training on effective classroom instruction and learner engagement strategies through the newly identified RUSD Course Leads. Furthermore, all teachers are supported by RUSD's Instructional Services department through the assistance of site-specific and content-specific professional development.

As part of RUSD's Custom Schools initiative, Arlington High School is in the third 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. Examples include developing individual Learner Profiles, Mastery-Based Learning of content standards, and Flexible Learning Environments to support students' needs and preferences. 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.