

# Arlington High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Arlington High School
<b>Street</b>	2951 Jackson Street
<b>City, State, Zip</b>	Riverside, CA 92503-5732
<b>Phone Number</b>	(951)352-8316
<b>Principal</b>	Steven Ybarra
<b>Email Address</b>	sybarra@riversideunified.org
<b>School Website</b>	<a href="http://arlington.riversideunified.org/">http://arlington.riversideunified.org/</a>
<b>County-District-School (CDS) Code</b>	33-67215-3330024

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Arlington High School was founded in 1973, and is one of five comprehensive high schools in Riverside Unified School District. The first graduating class at Arlington was the Class of 1975. School colors are Maroon and Gold and the Arlington Mascot is a lion. Currently Arlington High School has 1,965 students and is located within blocks of Riverside's gorgeous greenbelt and numerous orange groves. Arlington High School is surrounded by both natural and cultivated beauty. Arlington has a long tradition of building and maintaining strong partnerships with parents, alumni, and community members. Arlington stands strong on the motto "Remember the Name"

Arlington High School prides itself on student engagement and involvement. 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. Through the 22 sports programs (most fielding all three levels), 45 different clubs and 14 VAPA and academic programs offered, students are bound to find something that connects them to school. Arlington staff members believe in fostering Professional Relationships and promoting Professional Practices to best serve our students and community. In addition, Arlington High School has received their Western Association of Schools and Colleges (WASC) accreditation through June 2027.

Our school goals, as expressed through the School Plan for Single Achievement are as follows:

Goal 1: Arlington High School will increase academic achievement for all students and close achievement gaps by determining learning needs, improving instruction and using effective research based instructional strategies, including interventions within classrooms for struggling students.

Goal 2: Arlington High School will increase graduation rates and other indicators of readiness for post-graduate opportunities by emphasizing and promoting College and Career Readiness to better prepare students for the demands of college and the

## 2023-24 School Description and Mission Statement

workplace.

Goal 3: Improve literacy skills across the curriculum to positively impact all student achievement, in particular English Learners and students with disabilities.

Goal 4: Arlington High School will strengthen our culture, climate and community by connecting all students and their families to school, fully engaging them in their educational experience by welcoming all families, communicating effectively and supporting student success by incorporating a systemic tiered, targeted approach to supporting student achievement and well-being.

The school wide progress indicators used to measure progress with regards to our goals are the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math, the graduation rate, the A-G rate, the English Language Progress Indicator, the English Learner reclassification rate, our chronic absenteeism rate and our suspension rate.

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.
- Supports students' intellectual and social growth as they work to become successful lifelong learners who make positive contributions to society.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	521
Grade 10	532
Grade 11	502
Grade 12	402
<b>Total Enrollment</b>	<b>1,957</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.3%
American Indian or Alaska Native	0.1%
Asian	3.7%
Black or African American	4.2%
Filipino	1.2%
Hispanic or Latino	72.9%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.1%
White	14.4%
English Learners	16.3%
Foster Youth	0.5%
Homeless	2.9%
Socioeconomically Disadvantaged	81.8%
Students with Disabilities	12.5%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.80	83.50	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.47	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.40	2.92	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.40	1.65	17.00	0.99	12115.80	4.41
<b>Unknown</b>	9.70	11.45	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	84.90	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.50	84.52	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.31	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	2.47	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.90	3.89	38.00	2.21	11953.10	4.28
<b>Unknown</b>	5.90	7.80	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	76.40	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	1.00
Misassignments	2.10	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.40</b>	<b>1.80</b>

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## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.00
Local Assignment Options	0.60	2.90
<b>Total Out-of-Field Teachers</b>	<b>1.40</b>	<b>2.90</b>

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## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	3.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	1.6

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Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Education StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
<b>Mathematics</b>	Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)	Yes	0%



	<p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p>		
<b>Science</b>	<p>Miller &amp; Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 &amp; 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy &amp; Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p>	Yes	0%
<b>History-Social Science</b>	<p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE &amp; GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 &amp; 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY &amp; GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p>	Yes	0%



	CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)		
<b>Foreign Language</b>	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)	Yes	0%
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Year Constructed: 1973  
 Last modernized: 2021  
 Lot Size: 47 Acres  
 59 Permanent Classrooms  
 21 Portable Classrooms  
 Completely Air Conditioned  
 Theater  
 2 Gymnasiums  
 Computer Lab  
 Science Lab  
 Cafeteria  
 Library

Riverside Unified School District maintains both short and long term 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 15 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).

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

Arlington's construction is complete. A new science wing with three (3) science classrooms, three (3) special education classrooms, life skills learning area, new auxiliary gym, stadium expansion, upgrades to media arts building and renovation of the existing pool and courtyard with site enhancements were completed.

Year and month of the most recent FIT report

11/13/2023 - 12/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			ARLK-2 (Classroom): 2: (D) HVAC units are generating excessive noise or vibrations ARLR-3 (Classroom): 2: (D) HVAC units are generating excessive noise or vibrations
<b>Interior:</b> Interior Surfaces	X			ARLB-1A (Administration): 4: (D) Ceiling tiles have holes or stains 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access ARLB-3H (Administration): 4: (D) Ceiling tiles have holes or stains ARLB-4 (Corridor): 4: (D) Ceiling tiles have holes or stains ARLC-10 (Classroom): 4: (D) Walls appear to have hazards from tears and holes ARLC-11 (Classroom):

## School Facility Conditions and Planned Improvements

			<p>4: (D) Walls appear to have hazards from tears and holes  (D) Ceiling tiles have holes or stains  ARLC-15 (Classroom):  4: (D) Ceiling tiles have holes or stains  ARLC-4 (Classroom):  4: (D) Walls appear to have hazards from tears and holes  7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access  ARLC-5 (Classroom):  4:  (D) Walls appear to have hazards from tears and holes  ARLC-7 (Classroom):  4: (D) Walls appear to have hazards from tears and holes  ARLD-1 (Library):  4: (D) Ceiling tiles have holes or stains  ARLF-7 (Classroom):  4: Tray falling off of whiteboard closet to door entrance  7: (X) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Immediately issued work order; 23-433968 and taken care of. Deescalated to (D)</p> <p>Exposed wire hanging down from drop ceiling in front of window in the back of the portable. Don't think it's electrical.  ARLG-2 (Classroom):  4: (D) Ceiling tiles have holes or stains</p> <p>Broken ceiling tile  9: (D) Water pressure is inadequate</p> <p>Station 7 has low water pressure  ARLH-1 (Gymnasium):  4: (D) Walls appear to have hazards from tears and holes between gym and boys locker room  ARLH-2 (Gymnasium):  4: (D) Walls appear to have hazards from tears and holes  ARLH-3 (Locker Room):  4: (D) Ceiling tiles are missing  (D) Ceiling tiles have holes or stains  ARLH-9 (Locker Room):  4: (D) Ceiling tiles are missing  ARLK-5 (Classroom):  4: (D) Ceiling tiles have holes or stains  ARLL-2 (Classroom):  4: (D) Ceiling tiles have holes or stains  (D) Carpeting is stained  ARLL-4 (Classroom):  4: (D) Ceiling tiles have holes or stains</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		ARLC-25C (Administration): 5: (D) room is messy

## School Facility Conditions and Planned Improvements

			<p>ARLR-2 (Classroom): 5: (D) Fewer than five percent of the bulbs have burned out</p>
<p><b>Electrical</b></p>	<p>X</p>		<p>ARLA-4 (Administration): 7: (D) WIRE MOLD FOR ENTERNET WIRING NEEDS REPAIRED</p> <p>ARLB-1 (Administration): 7: Flouresent light bulb out</p> <p>ARLB-1A (Administration): 4: (D) Ceiling tiles have holes or stains 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>ARLB-3 (Administration): 7: (D)Flourescent light bulb out</p> <p>ARLB-4A (Restroom): 7: (D) FLOURESCENT LIGHT BULB OUT</p> <p>ARLB-4B (Administration): 7: (D)FLOURESENT LIGHT BULB OUT</p> <p>ARLB-4C (Restroom): 7: (D)FLOURESCENT LIGHT BULB OUT</p> <p>ARLC-18 (Classroom): 7: (D) FLOURESCENT BULB BAD 10: (D) Fire extinguisher is missing</p> <p>ARLC-4 (Classroom): 4: (D) Walls appear to have hazards from tears and holes 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>ARLF-3 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access - Cover plate is cracked</p> <p>ARLF-5 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Outlet missing cover underneath window by door</p> <p>ARLF-6 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Outlet underneath window by door is missing the cover</p> <p>ARLF-7 (Classroom): 4: Tray falling off of whiteboard closet to door entrance 7: (X) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Immediately issued work order; 23-433968 and taken care of. Deescalated to (D)</p> <p>Exposed wire hanging down from drop ceiling in front of window in the back of the portable. Don't think it's electrical.</p> <p>ARLF-9C (Utility):</p>

## School Facility Conditions and Planned Improvements

			<p>7: Data wall plate fell off wall ARLG-1A (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Punch block not secured to wall ARLG-5 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Outlet Cover Station 5 9: (D) Water pressure is inadequate Station 1 ARLG-7 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Station left of door entrance into classroom ARLG-9 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Broken RJ11 phone jack plate right of whiteboard ARLR-1 (Classroom): 7: (D) Light fixture not working (possible ballast)</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>ARLE-2 (Classroom): 9: (D) Water pressure is inadequate ARLE-2A (Classroom): 9: (D) Water pressure is inadequate ARLG-2 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>Broken ceiling tile 9: (D) Water pressure is inadequate</p> <p>Station 7 has low water pressure ARLG-4 (Classroom): 9: (D) Water pressure is inadequate Station 2</p> <p>(D) Drinking fountains are inaccessible Station 3 Out of Service ARLG-5 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Outlet Cover Station 5 9: (D) Water pressure is inadequate Station 1 ARLG-6 (Classroom): 9: (D) Water pressure is inadequate Stations 2,4,7 ARLH-3C (Restroom):</p>

## School Facility Conditions and Planned Improvements

			<p>8: (D) Restrooms are NOT stocked with toilet paper, soap, and/or paper towels</p> <p>Paper towel dispense is broken</p> <p>9: water faucet in boys locker restroom non-operational</p> <p>ARLR-12 (Classroom):</p> <p>9: (D) A Leak is evident</p> <p>ARLR-7C (Restroom):</p> <p>8: (D) Restrooms are NOT fully operational</p> <p>ARLR-7D (Restroom):</p> <p>9: (D) Water pressure is inadequate</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>ARLC-18 (Classroom):</p> <p>7: (D) FLOURESCENT BULB BAD</p> <p>10: (D) Fire extinguisher is missing</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>ARLR-10 (Classroom):</p> <p>13: (D) Roofs, gutters, roof drains, and/or downspouts are NOT free of visible damage</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>ARLE-3B (Classroom):</p> <p>15: (D) Door closer needs adjustment</p> <p>ARLE-4 (Classroom):</p> <p>15: (D) Door closer needs adjustment</p> <p>ARLE-5A (Utility):</p> <p>15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed, (unless there is a valid reason)</p> <p>ARLGR-BCOURTS (Courts):</p> <p>14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>ARLGR-PARKINGLO (Parking Lots):</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found</p> <p>ARLR-7 (Classroom):</p> <p>15: (D) Door closer needs adjustment</p>

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	54	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	16	30	31	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	444	438	98.65	1.35	54.34
<b>Female</b>	240	238	99.17	0.83	60.50
<b>Male</b>	204	200	98.04	1.96	47.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	13	100.00	0.00	61.54
<b>Black or African American</b>	20	20	100.00	0.00	40.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	330	324	98.18	1.82	53.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	43.75
<b>White</b>	58	58	100.00	0.00	63.79
<b>English Learners</b>	60	54	90.00	10.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	21	17	80.95	19.05	47.06
<b>Military</b>	45	45	100.00	0.00	64.44
<b>Socioeconomically Disadvantaged</b>	372	368	98.92	1.08	50.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	59	100.00	0.00	10.17

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	444	443	99.77	0.23	16.25
<b>Female</b>	240	240	100.00	0.00	17.92
<b>Male</b>	204	203	99.51	0.49	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	13	100.00	0.00	38.46
<b>Black or African American</b>	20	20	100.00	0.00	10.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	330	329	99.70	0.30	12.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	18.75
<b>White</b>	58	58	100.00	0.00	27.59
<b>English Learners</b>	60	59	98.33	1.67	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	21	20	95.24	4.76	5.00
<b>Military</b>	45	45	100.00	0.00	8.89
<b>Socioeconomically Disadvantaged</b>	372	371	99.73	0.27	14.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	59	100.00	0.00	1.69

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.93	20.32	26.85	27.64	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	817	812	99.39	0.61	20.20
Female	407	405	99.51	0.49	20.00
Male	410	407	99.27	0.73	20.39
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	56.25
Black or African American	34	34	100.00	0.00	14.71
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	583	578	99.14	0.86	15.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	17.39
White	127	127	100.00	0.00	31.50
English Learners	94	92	97.87	2.13	0.00
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	11.76
Military	95	94	98.95	1.05	18.09
Socioeconomically Disadvantaged	662	657	99.24	0.76	16.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	100	98.04	1.96	3.00

## 2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts

Applied Digital Media - CPA Name: Media and the Arts Academy

Digital Media Arts

Multimedia Arts

Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology

Biomedical Sciences (Project Lead the Way)

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovations

Health Science and Medical Technology: Patient Care

Health Careers & Patient Care (ROP)

RCOE Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation

Game Design & Development

Game Design Principles

Digital Game Design

Video Game Development

Information and Communication Technologies: Networking

Networking & Cybersecurity - ROP

RCOE IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

Intermediate Technical Theater

Advanced Technical Theater

Business and Finance: International Business

International Business

Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

## 2022-23 Career Technical Education Programs

Architectural Design (Project Lead the Way)  
Introduction to Engineering Design  
Principles of Engineering  
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)  
Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)  
Introduction to Engineering Design  
Principles of Engineering  
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care  
Sports Medicine & Injury Management (ROP)  
RCOE Intermediate Sports Medicine  
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies  
Graphic Design & Print Production  
Digital Arts  
Commercial Arts  
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales  
Marketing  
RCOE Retail Merchandising & Principles of Marketing  
Digital Marketing Through Social Media

Professional Sales  
RCOE Retail Merchandising & Principles of Marketing  
RCOE Retail Sales and Marketing

North  
Agriculture: Soil & Plant Science/Energy: Environmental Resources  
SSP Name: Modern Environmental Sustainability Solutions (MESS)  
Environmental Science - CTE  
Urban Sustainable Agriculture  
Urban Sustainable Living

Business and Finance: Business Management  
International Business - CPA Name: Global Business and Information Technology Academy  
Business 100  
Entrepreneurship and Small Business  
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development  
Child Development - CPA Name: Education and Human Services Academy  
Educational Psychology  
Introduction to Education  
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care  
Sports Medicine & Injury Management (ROP)  
RCOE Intermediate Sports Medicine  
RCOE Advanced Sports Medicine  
Public Services: Public Safety  
Law & Public Services - CPA Name: Law and Protective Services Academy

## 2022-23 Career Technical Education Programs

Introduction to Law  
Criminal Justice: Law Enforcement  
RCOE Forensic Science & Crime Scene Investigation (ROP course)  
RCOE Law Enforcement Principles and Practices (ROP course)

Poly  
Arts, Media, and Entertainment: Design, Visual, and Media Arts  
Applied Digital Media  
Design for Digital Print I  
Design for Digital Print II  
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts  
Dance & Movement Applications  
Dance Fundamentals  
Performance Dance  
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts  
Film, TV & Video Production  
Digital Film Production I  
Digital Film Production II  
Broadcast Journalism

Music Technology & Audio Production  
Music Technology I  
Music Technology II  
Music Technology III

Professional Photography  
Professional Photography I  
Professional Photography II

Technical Theater & Live Event Production  
Intermediate Technical Theater  
Advanced Technical Theater

Health Science and Medical Technology: Patient Care  
Sports Medicine & Injury Management (ROP)  
RCOE Intermediate Sports Medicine  
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality  
Culinary Arts & Services (ROP)  
RCOE Intermediate Culinary Arts  
RCOE Advanced Culinary Arts  
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation  
Game Design & Development  
Game Design Principles  
Digital Game Design  
Video Game Development

Ramona  
Arts, Media, and Entertainment: Production and Managerial Arts  
Film, TV & Video Production (ROP)  
RCOE Digital Film Production II  
RCOE Digital Film Production III

## 2022-23 Career Technical Education Programs

Professional Photography (ROP)  
RCOE Digital Photography I  
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction  
Residential & Commercial Construction (ROP)  
RCOE Construction Technology I  
RCOE Construction Technology II  
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care  
Health Careers & Patient Care - CPA Name: Health Careers Academy  
Introduction to Health Careers  
First Responder  
Medical Terminology (Honors)  
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality  
Culinary Arts & Services  
Culinary Foundations I  
Culinary Foundations II  
Art of Food

Public Services: Emergency Response  
EMT (ROP)  
RCOE Emergency Medical Technician

EOC  
Health Science and Medical Technology  
Health Careers & Patient Care (ROP)  
RCOE Intermediate Patient Care - Body Systems  
RCOE Advanced Patient Care - Allied Health  
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln  
Health Science and Medical Technology: Patient Care  
Health Careers & Patient Care (ROP)  
RCOE Intermediate Healthcare Administrative Services  
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair  
Automotive Technology (ROP)  
RCOE Intermediate Automotive Technology  
RCOE Advanced Automotive Technology

Riverside STEM Academy  
Engineering and Architecture  
Engineering Design  
Introduction to Engineering Design  
Principles of Engineering  
Engineering Design and Development

Riverside Virtual School  
Arts, Media and Entertainment: Production and Managerial Arts  
Technical Theater & Live Event Production  
Introduction to Technical Theater  
Intermediate Technical Theater  
Advanced Technical Theater

Business & Finance



## 2022-23 Career Technical Education Programs

International Business  
Business Technology & 21st Century Skills

Information Communication Technology  
Game Design & Development  
Game Design Principles  
Digital Game Design  
Video Game Development

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	685
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.16
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	61.73

## B. Pupil Outcomes

### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	86.80%	87.00%	86.20%	87.20%	87.20%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 school website, various social media platforms, automated phone dialer messages, personal phone calls, e-mail, conferences, and the school marquee. The SSC helps monitor and implement Arlington High School's School Plan for Student Achievement (SPSA). The ELAC tracks success of our English Learners and provides an avenue for the parents of English Learners to better understand school and district programs, as well as learn about opportunities for college and career readiness. The PTSA provides school support, incentives, outreach, and enrichment programs. The school website and social media platforms contain information and highlights school events, accomplishments, and contact information for parents. Parent education occurs at committee meetings (SSC and ELAC) and at numerous parent nights such as Parent Teacher Conferences, Lion Pride Night, AVID Parent Night, PLTW Biomedical Sciences 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; such as Aeries and Google Classroom. Parents are also invited to IEP meetings for our students with disabilities, SST meetings, academic award nights, as well as the district-sponsored Parent Summits for all parents throughout the district. RUSD has also continues to support Arlington High School's efforts to support and engage our parents by offering a series of parent workshops provided by the Family Resource Center as well as the Parent Institute for Quality Education (PIQE).

In support of these efforts, Arlington High School's SPSA contains to the following goals and activities/strategies:

Goal 2: Arlington High School will increase graduation rates and other indicators of readiness for post-graduate opportunities by emphasizing and promoting College and Career Readiness to better prepare students for the demands of college and the workplace.

Strategy/Activity 2: Enhance district, parent and community involvement to support college, career and world readiness; as well as provide programs, services and resources to support students success related to college, career and world readiness.

Goal 4: Arlington High School will strengthen our culture, climate and community by connecting all students and their families to school, fully engaging them in their educational experience by welcoming all families, communicating effectively and supporting student success by incorporating a systemic tiered, targeted approach to supporting student achievement and well-being.

Strategy/Activity 3: Provide strategies, programs and resources to foster staff engagement, student engagement, and family engagement including, but not limited to technology, promotional materials, flyers, incentives, partnership with PTSA on events, and etc.

Contacts:

SSC - Michelle Galloway; ELAC - Maribell Martinez; PTSA - Louis Diaz; AVID - Kerri Valenzuela; Media and the Arts Academy (MAA) - Crystal Schreck; Project Lead The Way; Biomedical Sciences - Cheryl Tamayo

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	2	1.5	3.7	2.2	3.2	3.6	9.4	7.8	8.2
<b>Graduation Rate</b>	95.1	97.5	93.7	94.3	94.1	92.5	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	378	354	93.7
<b>Female</b>	172	169	98.3
<b>Male</b>	206	185	89.8
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	20	19	95.0
<b>Black or African American</b>	15	15	100.0
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	254	234	92.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	72	69	95.8
<b>English Learners</b>	48	37	77.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	22	16	72.7
<b>Socioeconomically Disadvantaged</b>	308	287	93.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	50	41	82.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2109	2046	459	22.4
Female	1013	988	219	22.2
Male	1094	1056	240	22.7
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	73	73	7	9.6
Black or African American	101	92	21	22.8
Filipino	25	25	5	20.0
Hispanic or Latino	1542	1496	355	23.7
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	23	22	4	18.2
White	293	288	56	19.4
English Learners	368	352	111	31.5
Foster Youth	20	19	9	47.4
Homeless	83	81	34	42.0
Socioeconomically Disadvantaged	1718	1668	406	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	273	267	85	31.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.35	6.49	9.15	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.77	0.24	0.00	0.20	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.15	0.24
Female	5.82	0
Male	12.25	0.46
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.74	0
Black or African American	15.84	0.99
Filipino	0	0
Hispanic or Latino	9.4	0.19
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.83	0
English Learners	10.33	0
Foster Youth	35	0
Homeless	9.64	0
Socioeconomically Disadvantaged	10.07	0.29
Students Receiving Migrant Education Services	0	0
Students with Disabilities	17.22	0.37

## 2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	293		
Mathematics	7	264		
Science	8	203	1	
Social Science	7	216	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	42	30	27
Mathematics	23	35	10	35
Science	27	19	17	31
Social Science	28	18	17	29

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	67	23	23
Mathematics	21	56	14	22
Science	23	40	14	24
Social Science	23	45	11	26

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	315.65

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,869.93	2,056.84	7,813.09	96,440.06
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	12.1	-0.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	4.5	12.2

## Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$62,701	\$55,550
<b>Mid-Range Teacher Salary</b>	\$92,477	\$80,703
<b>Highest Teacher Salary</b>	\$120,945	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$141,865	\$137,703
<b>Average Principal Salary (Middle)</b>	\$149,298	\$143,760
<b>Average Principal Salary (High)</b>	\$161,115	\$159,021
<b>Superintendent Salary</b>	\$332,800	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	34.24%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.44%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	19.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	4
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	3
<b>Mathematics</b>	4
<b>Science</b>	3
<b>Social Science</b>	9
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	25

## Professional Development

2021-22, 2022-23 and 2023-24

Monthly faculty meetings, department meetings, leadership team meetings, shared leadership team meetings, and district-sponsored department meetings, and course lead meetings all include professional development activities and opportunities for our staff to bolster their ability to serve our Arlington High School community. The ongoing focus of professional development is student learning and student well being by emphasizing WICOR instructional strategies, and Visible Evidence of Student

## Professional Development

**Learning** In addition, emphasis has been placed on strengthening our Professional Practices and Professional Relationships. Weekly collaboration on Wednesdays are used to develop, implement, and refine instructional goals, curriculum pacing, common assessments, common lesson plans and engagement in the cycle of inquiry. Collaboration meetings are also used to identify/share best instructional practices, analyze 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, teachers have participated in subject-specific workshops, as well as AVID Summer Institutes and Site Team Conferences. Teachers of English Learners are provided with professional development pertaining to differentiation of instruction; as well as research-based instructional strategies to meet the diverse needs of our students. Full-day planning meetings have also been held to provide additional support and service to those teachers serving our English Learners. Advanced Placement (AP) teachers have attended College Board subject-specific AP institutes. Science teachers have participated in district sponsored NGSS workshops, and a few have received advanced training specific to our Project Lead The Way Biomedical Sciences Pathway. Math teachers have participated in CPM training. English teachers have attended institutes/conferences on expository reading and writing. Media and the Arts Academy and Biomedical Sciences teachers have attend California Partnership Academy Conferences, and have participated in Career Technical Education training with our Game Design Coordinator and our Cyber Security teacher. Our band and choir instructors have attended workshops, conferences and meetings to improve their practice. Air Force Junior Reserve Officer Training Corp (AFJROTC) instructors are re-certified every three to five years. Teachers also receive on-site support and training on effective classroom instruction and learner engagement strategies through the support of RUSD course leads and site administration. Furthermore, all teachers are supported by RUSD's Instructional Services department through the assistance of site-specific and content-specific professional development. Additionally, teachers new to our district and administrators new to the position receive support from RUSD's Professional Growth Systems (PGS) division. Recently, RUSD's PGS division has expanded its support to some of our classified employees; in particular our new campus supervisors. Campus supervisors, incidentally receive training twice a year on strategies related to their position. In addition, some campus supervisors and special education instructional assistants have received Pro-ACT training in the event they have to utilize this best practices principle.

Arlington High School teachers have also benefitted from the support of our MTSS Liaison, Equity Lead and English Learner Coordinator. These staff members have strengthened our teachers understanding in designing and implementing an effective instructional program centered on strategies aligned with Visible Evidence of Learning. In addition, our site leads have allowed our staff to build the foundation of our work on equitable practices and addressing inequities that may exist in our community. In addition, staff have attended conferences centered on educational equity work to generate and cascade a stronger equity message, mindset, and shifts across our campus community. Staff have also participated in a series of all day district-sponsored professional development to build capacity on the design and implementation of effective Multi-Tiered Systems of Support (MTSS). Approximately 20 staff members have been identified as our MTSS Collaborative and they have been charged with leading our efforts to identify the needs of our campus community regarding MTSS.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	48	50	56