Arlington High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	Betsy Schmechel
E-mail Address	eschmechel@rusd.k12.ca.us
Web Site	www.rusdlink.org
Grades Served	9-12
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 (Most Recent Year)

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

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	545
Grade 10	474
Grade 11	470
Grade 12	467
Total Enrollment	1,956

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	1.3
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.8
White	19.7
Two or More Races	0.5
Socioeconomically Disadvantaged	71.1
English Learners	12.4
Students with Disabilities	12.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	75	80	79	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	93.8	6.2
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill Anatomy & Physiology (Adopted in 2007) Essentials of Human Anatomy & Physiology; Eighth Ed.; Pearson-Benjamin Cummings Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall Physics (Adopted in 2007) Foundations of Physics; CPO Science	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%
Foreign Language	Spanish III Honors (Adopted in 1998) Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Yes	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. Arlington completed their school site inspection on 03/25/2016.

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

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

# of Work Orders = 1096
Labor Hours = 4038.91
Assessed Value of Work = $195,168.84

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/25/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 03/25/2016				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	53	43	44
Mathematics	18	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	452	440	97.3	17	28	36	17
Male	11		213	47.1	26	31	28	13
Female	11		227	50.2	8	26	43	20
Black or African American	11		25	5.5	20	44	24	8
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		9	2.0	--	--	--	--
Filipino	11		3	0.7	--	--	--	--
Hispanic or Latino	11		298	65.9	18	29	37	13
Native Hawaiian or Pacific Islander	11		3	0.7	--	--	--	--
White	11		94	20.8	12	20	35	29
Two or More Races	11		3	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		316	69.9	20	26	37	13
Students with Disabilities	11		48	10.6	65	21	6	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	452	442	97.8	49	31	15	2
Male	11		215	47.6	58	27	12	3
Female	11		227	50.2	40	35	19	2
Black or African American	11		25	5.5	64	24	8	0
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		9	2.0	--	--	--	--
Filipino	11		3	0.7	--	--	--	--
Hispanic or Latino	11		303	67.0	51	31	14	2
Native Hawaiian or Pacific Islander	11		3	0.7	--	--	--	--
White	11		91	20.1	36	35	20	5
Two or More Races	11		3	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		320	70.8	51	30	14	2
Students with Disabilities	11		45	10.0	87	7	2	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45	45	41	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	41
Male	44
Female	36
Black or African American	25
American Indian or Alaska Native	--
Asian	53
Filipino	--
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	--
White	64
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	7
Students with Disabilities	36
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

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

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

California Partnership Academies
• Education and Human Services Academy
• Global Business Information and Technology Academy
• Health and Biosciences Academy
• Law and Protective Services Academy
• Media and the Arts Academy

Career Technical Education Pathways
• CISCO Networking
• Engineering and Design
• Game Design
• Graphic Design
• Microsoft IT Academy
• Music Technology
• Video Production
• Web Design

ROP Programs
• Health – Patient Care
• Health – Sports Medicine
• Hospitality – Culinary
• Marketing – Retail Sales
• Media – TV/Video Production

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	427
% 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	48

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.57
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	48.53

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	53	53	55	56	49	51	57	56	58
Mathematics	58	59	52	61	55	51	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	45	27	27	48	37	14
Male	48	25	27	46	37	17
Female	41	30	29	50	38	12
Black or African American	47	27	27	58	39	3
Hispanic or Latino	52	26	22	54	35	11
White	27	32	41	31	40	29
Socioeconomically Disadvantaged	50	27	23	51	37	12
English Learners	91	5	4	85	12	3
Students with Disabilities	60	24	16	61	28	11

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.30	18.10	37.90

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are involved through the School Site Council (SSC), the English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), booster clubs, and as volunteers. The school communicates to parents through newsletters, postcards/letters, the web page, the school Facebook page, automated phone dialer, personal phone calls, e-mail, conferences, and the school marquee. The SSC acts as a sounding board for long range school improvement goals and programs. The ELAC tracks success of the Academic English Learners and provides an avenue for the parents of English learners to learn about school and district programs; and to learn about opportunities for college and career readiness. The PTSA provides school support, incentives, outreach, and enrichment programs. The school website and Facebook page contain information and highlights regarding school events, accomplishments, and contact information for parents. Parent education occurs at each of the various committee meetings (SSC and ELAC) and at numerous parent nights such as AVID Parent Night, Puente Parent Night, and College Awareness Nights. In addition, parents are encouraged to spend a day at school with their student at our bi-annual *Open House: A Day in the Life of Arlington High School*. Parents are also encouraged to attend the *Parent Summit for Spanish-Speaking Parents* for all parents across the district.

Contacts:
 SSC - Susan Miller; ELAC - John Peek; PTSA - Betsy Schmechel; AVID - Yvonne Molina; Puente - Ileana Black and Greg Cabrera; Media and the Arts Academy (MAA) - Jennifer Pfeffer

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

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.30	4.30	4.50	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	95.22	93.10	91.81	81.84	85.46	87.15	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	88.97	84.61	84.6
Black or African American	81.82	83.55	76
American Indian or Alaska Native	66.67	62.5	78.07
Asian	100	94.33	92.62
Filipino	100	94.87	96.49
Hispanic or Latino	88.13	82.01	81.28
Native Hawaiian/Pacific Islander	100	82.35	83.58
White	92.25	88.33	89.93
Two or More Races	66.67	80	82.8
Socioeconomically Disadvantaged	61.9	62.75	61.28
English Learners	53.19	61.01	50.76
Students with Disabilities	90.03	82.82	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	6.18	4.48	4.75	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.68	0.27	0.19	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	25	35	12	44	27	23	13	43	24	32	20	33
Mathematics	29	16	8	43	31	11	9	41	29	13	14	36
Science	30	12	18	39	30	12	12	40	29	12	15	36
Social Science	30	12	4	43	31	7	12	39	29	14	7	34

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,234	998	5,236	78,523
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	11.2	-0.6
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-2.1	7.6

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

Types of Services Funded (Fiscal Year 2014-15)

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

$266,763 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	5	N/A
Social Science	11	N/A
All courses	31	1.1

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Monthly faculty meetings, department chair meetings, leadership team meetings, and department meetings include professional development activities. The ongoing focus of professional development is increasing learner achievement through focused learner engagement, communication of clear standards-based objectives, checking for understanding, and higher levels of critical thinking.

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

Arlington teachers participate in a wide range of professional development opportunities both at the site and at outside venues such as the Riverside County Office of Education (RCOE). In preparation for school-wide AVID (Advancement Via Individual Determination) implementation, core academic area teachers of ninth grade students are participating in Write Path training, subject-specific workshops, and will participate 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 teachers attend California Partnership Academy Conferences. AVID teachers attend a minimum of three conferences a year. ROTC instructors are recertified every 3-5 years. Multiple teachers have attended PLC conferences. Teachers also continue to receive on-site training on effective classroom instruction and learner engagement strategies. Course team leaders have participated in the RCOE School Leadership Teams training.
Arlington High School is involved in Personalized Learning and many professional development opportunities focus on the effective integration of instructional technology to support every student at the cutting edge of his or her learning.

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.