

Arroyo High School (AHS)

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Arroyo High School (AHS)
Street	15701 Lorenzo Avenue
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-4010
Principal	James P Gray, Sr.
E-mail Address	jpgray@slzusd.org
Web Site	ahs.slzusd.org
CDS Code	01-61309-0130849

District Contact Information	
District Name	San Lorenzo Unified School District (SLZUSD)
Phone Number	(510) 317-4706
Superintendent	Asst. Supt. Barb DeBarger (Interim)
E-mail Address	bdebarger@slzusd.org
Web Site	https://www.slzusd.org

School Description and Mission Statement (School Year 2018-19)

The school's vision is embedded in the district's mission that states:

Mission

To ensure lifelong learning, San Lorenzo Unified School District, staff, families and community, will collaborate to advance authentic knowledge, skills and attributes that will ensure our students are creative and critical thinkers, ready to fully participate in our changing community and world.

Vision

As a result of their education, all students will become compassionate, collaborative and creative problem-solvers, who are resilient, well-informed, civically-engaged advocates for equity and social justice.

As a result of our district's mission and vision, our students will grow within the framework of our Graduate Profile.

Our graduates will demonstrate the elements of the board approved graduate profile:

I. College and Career Ready by displaying:

- Mastery of core knowledge as outlined by the California Common Core Standards.
- Ability to use core knowledge for further inquiry and exploration in a variety of fields and areas of interest.
- Transferable skills that support future success in college such as bilingualism, critical thinking, teamwork, etc.
- The ability to navigate and explore college and career opportunities.
- Clearly articulated post graduate plan.

II. Socially and Civically Engaged by displaying:

- A clear understanding of self, personal needs, and identity.
- The ability to be independent thinkers who are resilient, empathetic, healthy, and collaborative.
- An aptitude to critically analyze information with which to make informed decisions.
- Cultural competence and value of/for diversity.
- Knowledge and confidence to be an up stander.
- A disposition to act as agents of change for social justice.

III. Effective Communicators by displaying:

- Proficiency to listen with purpose and intent.
- Skills to articulate ideas clearly and appropriately for the audience.
- Negotiation and resolution strategies.
- Capability to give and receive feedback.
- Effective use of written language supported with evidence.

IV. Creative and Innovative by displaying:

- Visionary solutions to problems.
- Ability to evaluate the effectiveness of a solution.
- Capacity to respond to real world challenges.

V. Technologically Proficient and Responsible by displaying:

- Computational, research, and information fluency.
- Responsible digital citizenship and appropriate use of social media.
- Ability to engage with new technology.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	478
Grade 10	439
Grade 11	469
Grade 12	430
Ungraded Secondary	14
Total Enrollment	1,830

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.3
Asian	20.4
Filipino	12.0
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	1.3
White	11.3
Socioeconomically Disadvantaged	52.7
English Learners	5.4
Students with Disabilities	10.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	69	83	81	485
Without Full Credential	1	1	2	18
Teaching Outside Subject Area of Competence (with full credential)	1			3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: May, 2017

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. Recent budget cuts have delayed this cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District’s instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

The IMEOC brings all high school core and elective texts and materials to the Board of Education for approval after a review of the evaluation process. All high school students have access to core texts and instructional materials to use in the classroom and at home for homework. All high school adoptions are cataloged and referenced on a District list available in the Instructional Materials Technology Center and provided on the District’s Web site, www.slzusd.org.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts: Mastering the California Content Standards, Holt, 9-10, 2003 Adopted in 2003 Literature: World Masterpieces, Prentice Hall, 2004 (9-10) Adopted in 2004	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Title: The Practice of Statistics AP Edition, 5th Edition</p> <p>Author: Starnes, Tabor, Yates, Moore</p> <p>Vendor: W.H. Freeman</p> <p>ISBN: 978-1-4641-0873-0</p> <p>Copyright: 2015</p> <p>Title: Thinking Mathematically 6th Edition</p> <p>Author: Blitzer</p> <p>Vendor: Pearson</p> <p>ISBN: 978-0-321-86732-2</p> <p>Copyright: 2015</p> <p>Title: Secondary (One, Two, or Three) Mathematics: An Integrated Approach</p> <p>Author: Kuehl, Homey, Sutorius, Lemon, Hendrickson</p> <p>Publisher: The Mathematics Vision Project</p> <p>Edition: 2016</p>	Yes	0%
Science	<p>Fundamentals of Physics, John Wiley & Sons, Inc., 2001 Adopted in 2002</p> <p>Conceptual Physical Science Exploration, Addison Wesley, 2003 Adopted in 2004</p> <p>Essentials of Anatomy and Physiology, McGraw-Hill, 2007 Adopted in 2007</p> <p>Holt Physics, Holt, Rinehart & Winston, 2002 Adopted in 2004</p> <p>Biology: Exploring Life, Prentice Hall, 2004 Adopted in 2005</p> <p>Biotechnology: Science for the New Millennium, EMC Paradigm, 2006 Adopted in 2007</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	American Government: Continuity and Change, Pearson-Longman, 2004 Adopted in 2005 McGruder’s American Government, Prentice Hall, 2002 Adopted in 2004 American Pageant, Houghton Mifflin, 2003 Adopted in 2005 United States History, AGS 2005 Adopted in 2007 Economics—New Ways of Thinking, EMC Publishing, 2007 Adopted in 2007 Modern World History, McDougal Littell, 2003 Adopted in 2005	Yes	0%
Foreign Language	French: Encore Tricolore 1 and Encore Tricolore 2, Honnor, Pub. Nelson Thornes Adopted in 2001 Spanish: Realidades, Boyles, Met, Sayers, Prentice- Hall Adopted in 2004	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is built on 36 acres and boasts 76 classrooms, a gymnasium, a cafeteria with a production stage, a library, a career center, counseling and administrative offices, and five computer labs. The original buildings on-site were constructed between 1954 and 1958, while portable classrooms have been added in the last 15 years. Despite its age, the campus is clean and well maintained by the six custodians and District work crews that are here from 6:00 A.M. through 11:00 P.M. As a result, Arroyo is in full compliance with the Williams Settlement, which ensures the learning environment is well suited for educating our students.

The Measure E facilities upgrades have been completed at Arroyo High School. The gym got new flooring and bleachers in the summer of 2006, and the boys’ locker room had new lockers installed over spring break in 2007. There are eight new classrooms, including four science labs that were completed in December of 2008. In addition to the new classrooms, the library, S-Hall restrooms, and D-Hall were also upgraded.

Beginning in the 2012-13 school year local bond funds from Measure O and State-matching funds were used to build four additional science labs, which were opened in the 2013-2014 school year, convert old science labs into class rooms, create a turf football and soccer field along with a new tartan track, renovate all ball fields, and modernize the campus providing wiring for technology and upgraded electrical service. The work on this project began in 2012 and is still progressing. Technology purchases for the class rooms has already begun with Measure O funds. Purchases have been made beginning in the 2009-2010 school year and continue through the 2013-2015 school years.

Consideration is being given to increasing the space necessary for performing arts. We are also in need of a second gymnasium as we now have eighteen (18) different sports programs, as well as a weight room/mat room. Our "S Wing" which houses many of our Art classes, are in need of better air ventilation and heating. Upgrades are also necessary in cafeteria for supporting ventilation through opening and closing the windows, in addition, maintenance of bleachers and lockers. We are concerned with age old plumbing and heating that was developed with construction of our building in the 1950's. Support for infrastructure has been identified to maintain technology needs of our students and staff. Consideration is also being given to the possibilities for a Health Clinic on campus. Arroyo High School is strong, but need adequate support for modernization to maintain it's strong hold among Bay Area High Schools.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	There are many missing or damaged ceiling tiles. Some floor tiles need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	There are some classroom with excessive lights out, also the gym has some lighting issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2018	
Overall Rating	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	67.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	47.0	34.0	26.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	421	94.18	66.98
Male	225	212	94.22	60.38
Female	222	209	94.14	73.68
Black or African American	34	31	91.18	54.84
American Indian or Alaska Native	--	--	--	--
Asian	85	85	100.00	89.41
Filipino	63	62	98.41	70.97
Hispanic or Latino	195	181	92.82	56.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	45	86.54	68.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	226	94.96	65.93
English Learners	41	37	90.24	13.51
Students with Disabilities	42	35	83.33	11.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	419	93.74	34.37
Male	226	212	93.81	32.55
Female	221	207	93.67	36.23
Black or African American	34	33	97.06	6.06
American Indian or Alaska Native	--	--	--	--
Asian	85	85	100	69.41
Filipino	63	62	98.41	29.03
Hispanic or Latino	195	175	89.74	25.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	46	88.46	32.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	222	93.67	35.59
English Learners	42	36	85.71	16.67
Students with Disabilities	43	34	79.07	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Ninth and tenth graders use career exploration software in the Career Center, which enables them to explore career interests, conduct job research, and demonstrate job preparation skills. Many students complete a sequential course of vocational study that prepares them for entry into the workforce. This can be accomplished via the Regional Occupational Center in Hayward, which has a variety of programs, including on-campus Regional Occupational Program classes in Marketing, Business Ownership Technology, Business Economics, and Sports Medicine. Other students in our small learning communities complete a sequential course of study in social and community services, business and technology, and health and medicine.

The partnership academy model is a state model that specifically addresses needs of at-risk student populations. All four small learning communities have built-in support for all special needs populations, working in partnership with the Special Education and English Language Learner departments to better support unique needs while providing students with preparation in this career field.

Program: Future Leaders for Social Change: This is a California Partnership Academy. Our Future Small Learning Community is intended to provide integrated, thematic instruction that leads students into careers in social and community services. In addition to graduation requirements, students are to take the following:

- Introduction to Education
- Developmental Psychology of Children
- Developmental Psychology of Adolescents

Program: Health and Medicine: This is a California Partnership Academy. Our Health and Medicine Small Learning Community is intended to provide integrated, thematic instruction that leads students into careers in the health industry and medical field. In addition to graduation requirements, students are to take the following:

- Principles of Biomedical Science
- Human Body Systems
- Biotechnical Science
- Anatomy and Physiology

Program: TechLinks: This is a California Partnership Academy. Our TechLinks Small Learning Community is intended to provide integrated, thematic instruction that leads students to a career in the business or finance fields. In addition to graduation requirements, students are to take the following:

- Marketing
- Business Ownership Technology
- Business, Finance and Economics

Program: TREND: This is a California Partnership Academy. Our TREND Small Learning Community is intended to provide integrated, thematic instruction that leads students into careers in the transportation, engineering and design industries. In addition to graduation requirements, students are to take the following:

- Sophomore Elective: Introduction to Engineering and Design
- Junior Elective: Principals of Engineering Design

- Senior Elective: Engineering Development and Design
- Senior Elective: AP Computer Programming

We are working to develop partnerships with both Private and Public Sector industry to establish a systematic process to supporting students at each grade level in all Small Learning Communities (SLCs) with career exploration opportunities. The opportunities include the following:

- Career Site Visits
- Job Shadowing
- Internships
- Paid Summer Employment
- Externships

Beginning in the 2018-19 School Year many of our Pathway Elective courses will have college articulation, supporting students who complete these courses will gain college credit as well.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1043
% of pupils completing a CTE program and earning a high school diploma	75%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.8

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.3	24.6	34.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

The Arroyo High School Community is united in our efforts in providing the best educational experience for all of our students. We are committed to welcoming all families to Arroyo High School by providing translation services for multiple languages. The school community features an active School Site Council which meets the first Monday of every month at 6:30 P.M. in the library. The School Site Council assists the administration to create the school vision by establishing a forum to discuss the academic, extracurricular policies and the utilization of resources for our school. The School Site Council group determines the School Plan for Student Achievement and allocates state and federal compensatory funds to achieve the plan. The English Learner Advisory Council (ELAC) meets quarterly, often on the fourth Tuesday of the month from 6 to 7pm, to discuss the needs of language learners on campus and to advise school officials on English language program services. ELAC provides parents with opportunities to learn about the programs offered to their students and participate in workshops designed to help parents identify the most effective way to support their students. Another active group is the AHS Athletic and Instrumental Music Boosters. The Instrumental Music Boosters meet at 6:30 P.M. in Room M-1 on the first Monday of every month. The AHS Athletic Boosters, who meet the second Monday of every month at 7:00 P.M. in the Career Center, have supported numerous sports programs through its annual Craft Fair (Saturday before Thanksgiving) Crab Feed (late January) and Car Show (early May). Each Small Learning Community meets with its parents on an ongoing basis to provide additional support for their students. We will be exploring the development of our first site African American Family Advisory Council (AAFAC) to support Students and Families with governance as well decision making to guide our school.

For more information on how to become involved, contact the principal, James Gray, at (510) 317-4010, or the Office Manager Donna Fuller at 510-317-4011.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.7	1.9	0.9	7.2	8.5	4.8	10.7	9.7	9.1
Graduation Rate	95.6	95.7	95.7	89.3	87.7	90.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	93.3	92.5	88.7
Black or African American	91.7	93.4	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	98.5	94.9
Filipino	98.3	97.7	93.5
Hispanic or Latino	92.3	91.4	86.5
Native Hawaiian/Pacific Islander	85.7	100.0	88.6
White	82.7	83.9	92.1
Two or More Races	100.0	88.9	91.2
Socioeconomically Disadvantaged	97.3	94.7	88.6
English Learners	44.4	55.8	56.7
Students with Disabilities	65.9	76.4	67.1
Foster Youth	50.0	40.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.6	2.6	4.5	4.8	4.5	4.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Arroyo's School Safety Plan goes through annual revision. The Plan provides for the orderly and safe exiting of students in fire or other serious disasters. The Plan also outlines the school's commitment to anti-bullying measures, and the disciplinary consequences and guidelines used to combat inappropriate behavior on campus. In 2017, we are continuing and expanding our efforts to train and implement Restorative Practices in order to increase the number of staff members trained in conflict mediation as well building community on campus. Campus visitors are asked to sign in at the Main Office and are given stickers to identify them to site personnel. Some school staff members review first aid techniques. The site is also monitored by four campus supervisors and a School Resource Officer (SRO), a deputy who is associated with the Alameda County Sheriff's Department.

The campus is closed to students in grades 9 and 10. Students in grades 11 and 12 are permitted to leave campus at lunch and to attend Regional Occupation Program (ROP) classes off campus. The School Safety Plan is updated annually and presented to the staff and community through our School Site Council. It was most recently reviewed and updated to include more frequent and new drills including Active Shooter and Shelter in Place, and discussed with school faculty in August of each school year. Our Safety Committee has been established to monitor the plan and assess the activities associated with maintaining a safe environment for the Arroyo High School Campus. Our Assistant Principal facilitates all efforts of activities, documentation of drills, communication to staff and students as well as support for our Safety Committee.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	28	48	3	25.0	17	53	4	26.0	20	46	8
Mathematics	26.0	18	30	11	25.0	17	31	11	26.0	14	33	12
Science	30.0	7	20	25	28.0	7	31	12	30.0	6	19	25
Social Science	30.0	4	33	23	29.0	9	21	23	31.0	3	18	30

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	445
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,203	\$263	\$5,940	\$85,321
District	N/A	N/A	\$8,535	\$82,317
Percent Difference: School Site and District	N/A	N/A	-35.9	3.6
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-18.1	6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

From our district allocation through LCAP, Supplemental and Concentration Funds

- Title II (Teacher and Principal Training and Recruiting)
- Title III (for Limited English Proficient students)
- Beginning Teacher Support and Assessment (BTSA)

- Special Education
- Tobacco Use Prevention Education (TUPE)
- National School Lunch Program
- California Partnership Academies
- Carl D. Perkins

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	4	N/A
Social Science	14	N/A
All courses	30	27.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional learning has been driven by our work with the Fullan Team, through professional readings such as Mindset (Carol Dweck) and Common Core in Diverse Classrooms (Jeff Zwiers), and cycle of inquiry work around academic discourse.

Since 2012 the focus for school-wide professional development has been Cross-Curricular Literacy. Topics have included: Marzano strategies, creating a culture of collaborative friends, designing essential questions, reviewing depth of knowledge, critical thinking and the use of academic conversation, making thinking visible

Additionally there has been professional development in “cross-walking” CST to CCSS, NGSS, Reading Apprenticeship, How to teach statistics...

Agendas

Teacher interviews

Most collaboration is done through staff meetings, and department and SLC CPT meetings Bimonthly meetings during CPT.

Math and Science departments have been working collaboratively to incorporate and evaluate common assessments and class activities. Peer observations are encouraged in all departments.

Teacher interviews

SLC collaboration

Department pacing guides and common assessments

Departments and SLCs meet weekly during CPTs and at other times on an ongoing basis. PLC's are beginning to be the construct from which collaboration takes place.

Meeting minutes

District PLC meetings Teacher interviews

Departments and SLCs continue to analyze data and develop common assessments from which they discuss student achievement. They also work collaboratively to implement culturally relevant teaching practices and finalize the WASC self-study. CPT minutes

Teacher interviews Focus group discussions

All teachers have been provided Common Core or NGSS training. Teacher interviews Training agendas

Administration participated in summer trainings for the district and monthly meetings focusing on Equity work and closing the achievement gap for the past three years. Agendas

TK-12 Equity meetings Focus group discussions

Future Academy, Health and Medicine Academy, and Tech Links Academy are all California Partnership Academies and receive funding from the state. Additionally, they received funding that was used for staff development. The district also received a five year federal grant for over a million dollars to implement SLCs throughout the district.

CPA annual reports

SLC annual reports

Budget expenditures

Teacher interviews

Focus group discussions

Teachers in PLC constructs read literature and share their thoughts on its application for students. They also talk about how to be more effective in supporting students.

CPT minutes

Teacher interviews

Focus group discussions

All teachers work many hours beyond the school day to assess students and provide progress report information about their students to their parents.

Illuminate

NWEA

AERIES.NET

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers the Intel: The Essentials course that provides 32 hours of professional development on how to integrate technology to support standards and learning as well as professional collaboration.

Professional Development for New Teachers:

Through participation in the Teacher Induction Program (TIP), the District secures support providers to work with our new teachers. Through this Teacher Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.