

Holly Avenue Elementary

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	Holly Avenue Elementary
Street	360 West Duarte Rd.
City, State, Zip	Arcadia, CA 91007-3097
Phone Number	(626) 821-8355
Principal	Teresa Oakland
E-mail Address	toakland@ausd.net
Web Site	www.ha.ausd.net
Grades Served	K-5
CDS Code	19642616011175

District Contact Information	
District Name	Arcadia Unified School District
Phone Number	(626) 821-8300
Superintendent	David Vannasdall
E-mail Address	rforan@ausd.net
Web Site	www.ausd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

It is the mission of Holly Avenue and the Arcadia Unified School District to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

Holly Avenue is an excellent place for a child to be educated. The school employs a highly dedicated teaching staff of outstanding quality and professionalism. The variety of talent among the teachers, as well as their commitment to excellence, provides an exciting learning atmosphere for the students at our school. We provide a high-quality, comprehensive educational program for all students in a safe but challenging environment. Students are encouraged to develop socially, emotionally, physically, and intellectually. We are committed to preparing and motivating our students to become lifelong learners and productive citizens who can contribute to a global society. This is accomplished through the cooperative efforts of educators, support staff, parents, community members, and students. The staff at Holly Avenue Elementary School has created an excellent instructional program based on California Academic Standards. Our vision is to prepare students academically in a way that balances skill development with critical and complex thinking skills, encourages creative thinking, and maximizes individual students' strengths.

Holly Avenue offers classes for all levels of learners, and customized teaching is common in the classrooms. General education students often help and mentor students with moderate disabilities in our special education classes. Primary students are paired with upper grade level students in special buddy classes. It is not unusual to find fifth grade students reading to kindergartners or helping them create writing projects on computers. All grade levels incorporate science and Social Studies into the curriculum. Teachers also use AVID strategies to help students learn, differentiate instruction and prepare students for the future. After school clubs are offered to students with no additional cost such as the Drama Club and Garden Club. Additional outside classes include Chess and Mad Science. Students are offered opportunities to provide service to others within the school community. Teachers collaborate regularly about strategies to enable all learners across the spectrum, from struggling to highly capable, to grow and succeed. Our strong technology program supports instruction. Approximately 2/3 of the students have Chromebooks. We will continue to investigate new ways to use and teach technology to enhance learning in our classrooms.

As the curriculum intensifies, our new English Language Development (ELD) students and special education students, as well as some students not in special programs sometimes struggle to perform at the proficient level. Teachers constantly reevaluate their instructional strategies to meet the needs of all students while working closely with families. In addition to support within the classroom, our school has a CORE + program where regular ed students receive targeted instruction in English Language Arts. In order to address the social emotional needs of our students, our counselor also does lessons in grades K-2.

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

Grade Level	Number of Students
Kindergarten	93
Grade 1	117
Grade 2	127
Grade 3	127
Grade 4	134
Grade 5	131
Total Enrollment	729

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	59.4
Filipino	4
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.1
White	17
Socioeconomically Disadvantaged	25.2
English Learners	21.8
Students with Disabilities	4.8

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	33	33	32	414
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	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	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.2	0.8

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: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	HM Reading: A Legacy of Literature 2003 / 2003	Yes	0
Mathematics	California Harcourt School Publishers Math 2009 / 2009	Yes	0
Science	California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Holly Avenue Elementary School is a beautiful early-California-style school. Built in 1926, it is the oldest elementary school in the district. Modular buildings have been added to the site. The school was modernized in 1995 and again in 2009–2010. It provides a safe and clean environment for students, staff, and parents. The school employs two full-time custodians and one part-time custodian who maintain the facilities and ensure classrooms, restrooms, and campus grounds are kept safe and clean. The district also administers a scheduled maintenance program. Children participate in the beautification of the school site.

In recent years Holly completed major improvements and construction including a new three-classroom building, reconstruction of student-support offices, updated classrooms, and fencing surrounding the school buildings and fields. Air conditioning was added to the cafeteria and auditorium. Upgrades are thanks to a large bond issue passed by the City of Arcadia.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/16/15				
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: 12/16/15				
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	71	76	44
Mathematics	72	75	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	3	129	122	94.6	11	17	24	47
	4	134	121	90.3	11	14	31	44
	5	128	120	93.8	14	19	33	33
Male	3	129	71	55.0	17	20	27	35
	4	134	63	47.0	16	13	35	37
	5	128	54	42.2	17	24	33	26
Female	3	129	51	39.5	4	14	20	63
	4	134	58	43.3	5	16	28	52
	5	128	66	51.6	12	15	33	38
Black or African American	3	129	3	2.3	--	--	--	--
	4	134	4	3.0	--	--	--	--
	5	128	3	2.3	--	--	--	--
American Indian or Alaska Native	4	134	1	0.7	--	--	--	--
Asian	3	129	78	60.5	9	17	22	51
	4	134	72	53.7	6	11	28	56
	5	128	63	49.2	13	8	37	41
Filipino	3	129	3	2.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	134	7	5.2	--	--	--	--
	5	128	6	4.7	--	--	--	--
Hispanic or Latino	3	129	15	11.6	20	33	20	27
	4	134	19	14.2	42	21	32	5
	5	128	26	20.3	23	31	27	19
White	3	129	23	17.8	17	9	30	43
	4	134	18	13.4	0	22	39	39
	5	128	22	17.2	14	27	23	36
Socioeconomically Disadvantaged	3	129	32	24.8	19	25	16	41
	4	134	32	23.9	19	28	22	31
	5	128	32	25.0	22	25	41	13
Students with Disabilities	3	129	4	3.1	--	--	--	--
	4	134	4	3.0	--	--	--	--
	5	128	8	6.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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	Standard	Standard	Standard
All Students	3	129	128	99.2	8	11	34	47
	4	134	129	96.3	6	17	33	44
	5	128	122	95.3	17	25	20	37
Male	3	129	74	57.4	11	11	36	42
	4	134	69	51.5	7	17	32	43
	5	128	56	43.8	20	25	18	38
Female	3	129	54	41.9	4	11	31	54
	4	134	60	44.8	5	17	33	45
	5	128	66	51.6	15	26	23	36
Black or African American	3	129	3	2.3	--	--	--	--
	4	134	4	3.0	--	--	--	--
	5	128	3	2.3	--	--	--	--
American Indian or Alaska Native	4	134	1	0.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Asian	3	129	82	63.6	4	7	37	52
	4	134	80	59.7	1	8	29	63
	5	128	65	50.8	8	17	18	57
Filipino	3	129	5	3.9	--	--	--	--
	4	134	7	5.2	--	--	--	--
	5	128	6	4.7	--	--	--	--
Hispanic or Latino	3	129	15	11.6	27	27	13	33
	4	134	19	14.2	32	42	21	5
	5	128	26	20.3	35	35	27	4
White	3	129	23	17.8	9	4	43	43
	4	134	18	13.4	0	22	56	22
	5	128	22	17.2	27	23	18	32
Socioeconomically Disadvantaged	3	129	33	25.6	6	18	39	36
	4	134	33	24.6	12	30	24	33
	5	128	33	25.8	21	24	36	18
Students with Disabilities	3	129	4	3.1	--	--	--	--
	4	134	4	3.0	--	--	--	--
	5	128	8	6.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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)	82	83	77	86	86	84	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	84
All Students at the School	77
Male	76
Female	79
Black or African American	--
Asian	79
Filipino	--
Hispanic or Latino	68
White	89
Socioeconomically Disadvantaged	--
English Learners	38
Students with Disabilities	66
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.

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
5	13.50	20.60	47.60

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)

Holly Avenue loves parent volunteers and our volunteers are highly valued. Many parents work in the classroom, prepare material for teachers at school and at home, and are important chaperons on field trips. We have many ways for parents to participate in the life of our school, and we depend on parents to help keep our programs running smoothly.

Parents are members our School Site Council (SSC), an important committee that reviews student data and develops our school improvement plan for student achievement.

Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Parents in the Holly Avenue community are well informed and articulate. They are interested in the school and are actively involved and proud of its accomplishments. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, holiday program and student-led conferences in October and February. Parents are crucial partners in their children's education.

Our active PTA provides support for our school. Many parent and community volunteers provide support as well by helping in the classrooms with special projects, serving on special committees like Dolphin International Days and Legislative Action, chaperoning field trips, and helping with school activities and fundraising. Our PTA hosts many events for parents. Some events include: Donuts with Dads, Muffins with Mom, Father-Daughter Dance, Mother-Son Bowling, and Movie Nights. All parents are invited to attend monthly PTA meetings that include guest speakers to help inform and educate parents.

The Arcadia Educational Foundation consists of parents and community members and raises funds from the overall community to support selected instructional programs. It has provided funding for new technology, and several Holly Avenue teachers have been awarded mini-grants.

For more information about volunteering at the school, contact Principal Teresa Oakland at (626) 821-8355.

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	0.54	0.12	0.00	0.48	0.60	0.36	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets long-term goals for the school to continually improve safety and the condition of the school facilities. The Safety Plan is updated each spring and fall and addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held monthly, earthquake drills are held four times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training on a regular basis.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Holly Avenue Elementary School has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school’s main office and must wear the proper identification badge at all times.

The Safety Plan is updated each year by March 1 for the following school year. Plans are discussed with faculty and students at the beginning of each school year.

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	Yes	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	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3		30		4		31		3	
1	26		4		26		5		23		5	
2	26		5		25		5		25		5	
3	22	1	4		23	1	5		24		5	
4	31		3		32		3		27	1	4	
5	25	2	4		25	2	4		23	2	4	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		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	\$8,416	\$2,790	\$5,626	\$88,132
District	N/A	N/A	\$5,790	\$86,343
Percent Difference: School Site and District	N/A	N/A	-2.8	2.1
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	5.2	27.3

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

Types of Services Funded (Fiscal Year 2014-15)

Holly Avenue receives Title I funds to support specialized programs for students who require assistance to meet academic standards. We use these funds to offer students small-group tutoring help before or after school. Title II monies help keep class size low by providing a teacher to instruct small groups within the school day in reading and mathematics. Our state School Improvement Program funds help to fund a part-time library aide, supplementary curriculum and staff development. The PTA raises funds for performing arts assemblies, the purchase of library books, field trips, facility improvements, and additional supplies. Certificated staff members write grants to help support classroom instruction. Holly Avenue has been awarded grants for technology, books, instructional materials, and staff development.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,629	\$42,315
Mid-Range Teacher Salary	\$80,562	\$66,451
Highest Teacher Salary	\$104,499	\$85,603
Average Principal Salary (Elementary)	\$126,366	\$105,079
Average Principal Salary (Middle)	\$145,978	\$111,005
Average Principal Salary (High)	\$153,173	\$121,310
Superintendent Salary	\$216,327	\$189,899
Percent of Budget for Teacher Salaries	46%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

In May of 2013, Governor Brown committed \$1 billion of the extra \$2.8 billion of revenue the state received in 2013 for Common Core State Standards implementation. Additional monies were made available to California school districts for Year 2 implementation in 2014-15; however, under the Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students will receive far less ongoing money to continue the implementation of California Academic Standards beyond 2014-15, while neighboring districts with greater numbers of targeted or “unduplicated” students (low income, English Learners, or foster youth) will have greater opportunities to purchase materials, hire consultants, and pay for hours of professional development for their instructional and student support staffs.

In the Fall of 2013, the Arcadia Unified School District negotiated an interest-based solution for California Academic Standards implementation with its bargaining units to add three days to the school calendar for two years starting in the 2014-15 school year. Negotiations also produced an agreement to spread the three days of additional paid time over seven early release days with development time of 2.5 hours per day built into the schedule.

In the Spring of 2014, a committee grew out of Arcadia’s Education 21 Task Force called the Collaboration Time Advisory Council (C-TAC) with the task of putting legs to the plan. C-TAC is a representative group made up of bargaining unit members and management team members who were charged with serving as an advisory committee to the District in the implementation of the district-wide California Academic Standards Collaboration Time supporting TK-12 instructional programs both vertically and horizontally, as they made dramatic instructional and curricular shifts.

The commitment from both our bargaining units and management was to build research-based professional development around small collaborative working groups. Each group would be designed intentionally to have a vertical alignment of teachers from TK-12 engaged in the work together.

In late Spring of 2014, the C-TAC committee reached out to all certificated staff to assist with generating ideas for the content of the Collaboration Days. The committee, after reviewing and discussing the many ideas that were submitted and looking at survey data, generated a list of themes which became the foundation of the Collaboration Days and assisted in guiding the development of a Course Group Catalogue. The planning of the Collaboration Days was research based, focused on meaningful work, teacher choice, flexibility, and ongoing commitment. The Professional Development was designed around teacher interests that included creating autonomous choice for teachers and support providers in relation to where they felt they could best contribute their training, talents, interests, and education, by participating in Small Working Groups (SWaG) and engaging with other professionals to continue the real work of implementing the California Academic Standards.

Each SWaG is led by a self-selected Facilitator from amongst the various stakeholder groups and has been charged with collaborating both with colleagues at their own site and with fellow professionals from other district sites. Mentor-leaders have self-selected several Facilitators to provide support throughout implementation of this professional development. The crystal-clear goals of the Collaboration Days include producing a comprehensive and fully articulated Arcadia California Academic Standards Core Curriculum in English-Language Arts and Mathematics; to research and make recommendations for curriculum and instructional shifts in the Social Sciences, Sciences, Foreign Languages, Physical Education, Electives, Visual and Performing Arts, Character Education, Technology implementation, English-Language Development, and Special Education from a Transitional Kindergarten to Grade 12 perspective. Data continues to be collected from the SWaGs through group evaluations and is then disaggregated and shared through various modalities to each stakeholder group.

Over the past three years, additional professional development resources have been designated for Mathematics and English-Language curriculum development and 21st Century instructional skill development, including National Council of Teachers of Mathematics (NCTM) conferences, Thinking Maps, and Write From the Beginning, in support of California Academic Standards implementation. At the high school level, data indicated that a large segment of potentially college-bound students were not being provided access and opportunity to pursue honors and college-level courses, as their high-achieving classmates were. Leadership worked with teachers to engage in professional development around the themes of Advanced Placement (AP) open access and equity for all students over the past two years. Professional Development resources have been designated to send teachers, counselors and leadership to the local and regional College Board/A.P. Forums. Continued professional development will be pursued at the national level.

Similarly, both middle school and high school leadership mined data to identify a significant population of students who should be college-bound but who were not achieving or engaged in school due to a variety of social, economic, or familial factors. As a result, the full implementation of the Advancement Via Individual Determination (AVID) program has been a primary focus of professional development dollars over the past 3 years, especially at grades 7-12. In addition, one elementary school, Holly Avenue, added a full school AVID program.

Individual school sites have been tasked with working with the Instructional Coaches to conduct professional development around the themes of the California Academic Standards, including rigor, focus, coherence, instructional strategies, shifts in curriculum, pacing and instructional materials, writing instruction and problem-solving.

Staff development topics for the 2012 – 2013 school year included effective instruction and critical thinking, implementation of the electronic grade book, and discussion of the California Academic Standards.