

**2012-
2013**

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

ARCADIA HIGH SCHOOL



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012.13 – 2015.16

Current year: 2012.13

School: ARCADIA HIGH SCHOOL

CDS Code: 050130

The ***Single Plan for Student Achievement*** (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance (API). California *Education Code* and the federal No Child Left Behind (NCLB) require each school to consolidate all school plans for programs funded through School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the ***Single Plan for Student Achievement***.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Dr. Brent Forsee

School: Arcadia High School

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District: Arcadia Unified School District

County: Los Angeles

Phone: 626-821-1778

Email Address: bforsee@ausd.net

Date approved by the Arcadia Unified School District Governing Board:



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District Vision

In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to insure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.

District Mission

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

District Beliefs

- *Students are clients of the school district entitled to quality work.*
- *Teachers are leaders entrusted to create quality work for students.*
- *Principals as leaders of leaders are accountable for the success of the school.*
- *District- level staff has a responsibility to work with schools and support initiative and effort to design quality work for students.*
- *All support staff contribute to an environment conducive to engaging students in quality work.*
- *The Superintendent has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.*
- *The Board of Education is responsible for setting policies that are consistent with these belief and that help the district to realize its vision.*
- *Developing quality work requires commitment to continuous professional growth on the part of educators and district staff.*
- *The resources of the district must be organized to support the school's obligation to provide quality work.*
- *Schools and families are partners in helping students develop a sense of ownership for their learning.*
- *The school district has a responsibility to enlist family and community resources necessary to support students' school success.*



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School Mission: (Add School Mission statement.)

Arcadia High School is committed to providing *all students* with the most appropriate and supportive educational experience possible. Our Mission, Vision, and Beliefs guide the staff and community in planning and implementing programs intended to help all students reach their fullest potential. Our Expected Schoolwide Learning Results (ESLRs) align with the Mission, Vision, and Beliefs to further promote student success, personal development, and academic achievement. Collaborative processes, involving stakeholders from all facets of the campus community, were used during the development of the AHS Mission, Vision, Beliefs and ESLRs.

School Profile: (Narrative of school description and program offerings.)

Arcadia High School is the sole comprehensive high school in the Arcadia Unified School District. The city of Arcadia is located in Los Angeles County. It is a suburban community nestled in the foothills of the San Gabriel Mountains, approximately twenty miles from downtown Los Angeles. The population of nearly 56,000 consists primarily of families with professional and business backgrounds. Arcadia is known for beautiful neighborhoods, warm character, and a “community of homes” atmosphere. Arcadians take pride in their well-established traditions and high standards.

Many residents have been attracted to the area because of their high regard for the educational programs and opportunities available here. “Business Week” magazine declared the city of Arcadia “The Best Place to Raise Your Kids: California” in 2009 and 2010. Arcadia is home to the Santa Anita Racetrack, the Los Angeles County Arboretum, and a large regional county park located adjacent to the High School. The city of Arcadia provides its residents a wealth of opportunities and resources including a comprehensive public library, community center, parks and recreation department, the Arcadia Historical Museum, among others.

The community of Arcadia supports and promotes its public schools. In 2008, residents passed a \$218-million bond measure for the building, refurbishment and modernization of school facilities across the district. On the AHS campus, Measure “I” included funding for a new Science building, Student Services building and Performing Arts complex. Every classroom on every campus in AUSD is being modernized into a “classroom of the future” with state of the art teaching technology. Measure “I” funds are also being used to upgrade athletic facilities, including a replacement of the aging stadium bleachers, press box, and stadium lights. The Performing Arts Center opened in October 2012, offering a 1200 seat theatre, a black box theatre, a dance room, and a performing stage that can accommodate 200 musicians. Although Arcadia High School is renowned for its academic achievement given its rigorous curriculum and academic teams, it also creates opportunities for students to become



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involved by offering them to participate in 48 varied clubs. Through the Career Center, students may hear college representatives, volunteer in local organizations, and browse through college information and scholarship opportunities.

There are a number of community groups that provide important support to the educational programs in the city including the Arcadia Educational Foundation (AEF), the Arcadia Rotary Club, and the Lions Club. These groups have teacher and student recognition programs and also provide financial and volunteer support throughout the year. The Arcadia Parent Teacher Student Association (PTSA) is very active with a large number of parents contributing countless hours of service as well as providing financial support to schools in Arcadia Unified School District. There are also numerous parent booster organizations providing support and assistance to our sports, music, and other co-curricular programs. Additionally, parent booster groups of diverse ethnic backgrounds provide a vital link between Arcadia schools and parents. These booster groups encourage all parents, especially those who are new to the U.S. and speak English as their second language, to be actively involved in supporting Arcadia schools and the education of all children.

School Accountability Report Card (SARC) can be located at: www.ausd.net

****No need to print the report. It is advised that you use the information included in the SARC as data to complete this Single Plan for Student Achievement.**



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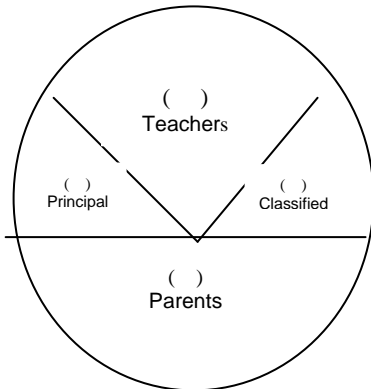
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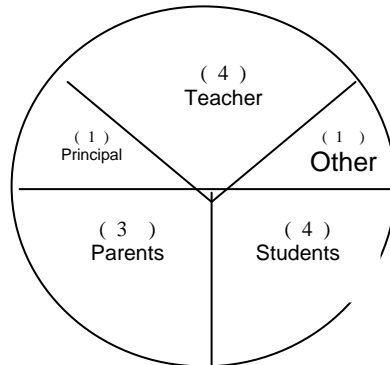
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SCHOOL SITE COUNCIL

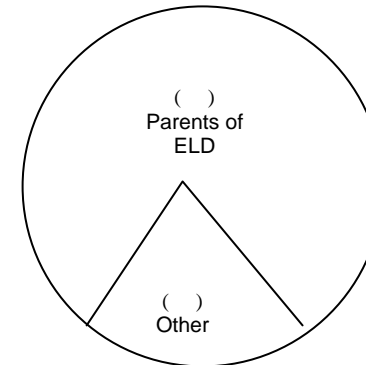
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)

List School Site Council members in the chart; indicate their membership affiliations

Members	School Site Council	English Language Advisory Council	Parent of student in school	Parent of Title I student	Parent of ELD student	Principal	Teacher	Classified Staff	Student (secondary only)	Other (specify)
Michael Pasqua	X						X			
Barbara Young	X						X			
Chris Marston	X						X			
Angela Dillman	X						X			
Jason Barclay	X						X			



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Members	School Site Council	English Language Advisory Council	Parent of student in school	Parent of Title I student	Parent of ELD student	Principal	Teacher	Classified Staff	Student (secondary only)	Other (specify)
Karen Acosta	X		X							
Maryann Stevens	X		X							
Francisca Kasama	X		X							
Alex Ye	X								X	
Vania Fong	X								X	
Katherine Chen	X								X	
Caroline Lefever	X								X	
Phuong An	X									Counselor X



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CENTRALIZED SERVICES

CURRICULUM COORDINATORS

Work with principals and teachers to develop and implement district curriculum. Oversee curriculum implementation at their level of responsibility (i.e. elementary, middle school, or high school). Conduct staff development sessions. Research and seek out experts to come to the district for further professional growth opportunities. Monitor instructional programs for TK-12 English Language Learners (ELL) at schools.

COORDINATOR OF CATEGORICAL PROGRAMS

Collect, organizes, and prepares data for state and federal reports and required evaluations. Maintains document files and records necessary for consolidated programs. Attends meetings regarding categorical programs and disseminates information as needed. Orders standardized tests for district and oversees distribution. Assists schools in the preparation, implementation, and evaluation of their school level plans.

SECRETARIES

Type and mail final forms, applications, etc. Organize materials for staff development sessions. Place orders for materials as needed. Prepare department communications.

K-CAMP

A summer school program (four weeks, Monday through Thursday) designed to help students transition to AUSD Kindergarten. Curriculum includes themes, chosen specifically for K-Camp, designed to help the student develop: oral language; pre-reading skills; math concepts; interest in science, art, and music; independence; and social skills.

CURRICULUM DEVELOPMENT

Hourly pay for teachers to prepare curriculum and in-service materials for the benefit of students. Released (substitute) time for teachers to attend conferences and workshops related to student achievement.

COMMUNITY OUTREACH ASSISTANTS

Provide a communication link between the home and the school to improve the learning experience of students; communicate with parents about school programs and services; may serve as an interpreter; and support educational programs for parents.

FIXED CHARGES

Fringe benefits for centralized personnel paid from categorical funds.

MISCELLANEOUS

Conferences, travel, printing, supplies, and equipment for Centralized Services staff to provide planning, budget information, implementation, and consultation assistance to schools.



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FISCAL PROGRAMS

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter the amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Check as needed	State Programs	Allocation
	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
	School Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 29,408.00
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
	Gifted and Talented Education <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	\$ 11,000.00
	List and Describe Other State or Local funds School Site Discretionary Block Grant	\$ 18,382.77
	Total amount of state categorical funds allocated to this school	\$ 58,790.77



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Check as needed	Federal Programs	Allocation
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$ NA
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve teacher and principal quality through professional development and other activities including reduced class size.	\$ NA
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.	\$ NA
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$ NA
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$ NA
	Other Federal Funds (list and describe) Perkins	\$ 40,478.00
	Total amount of federal categorical funds allocated to this school	\$ 40,478.00
	Total amount of state and federal categorical funds allocated to this school	\$ 99,268.77



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SCHOOL DATA

Reflection is the key to growth. The act of stepping back and taking a fresh look at the data in order to make sense of it, learn from it, and develop new understandings. Candid stock taking and thoughtful examination requires honest self-analysis and open communication with colleagues and constituents. Use the information you have gathered from the data sources to reflect and set goals for learning for all students.

		Number of Students									
		Grade Levels									
		K	1	2	3	4	5	6	7	8	TOTAL
School Enrollment (total)											
LEP Enrollment											
Title I Identified											
Special Education	RSP										
	SDC										

		9	10	11	12	TOTAL
School Enrollment (total)		826	901	932	878	3537
LEP Enrollment		51	45	49	43	188
Title I Identified		NA	NA	NA	NA	NA
Special Education	RSP	46	37	52	33	168
	SDC	3	13	20	25	61



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ANALYSIS OF PREVIOUS GOALS (revision years only)

Annually the school site council must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

Conduct a reflective conversation regarding the current Single Plan for Student Achievement following criteria listed below.

In narrative form, respond to the following:

Review current Single Plan for Student Achievement goals to determine if the previous goals were met.

- Consider progress made toward achieving goals
- Reflect on progress
- Consider completion date, funding, and evaluation
- Support conclusions with data



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DEMOGRAPHIC DATA SUMMARY

The Single Plan for Student Achievement must be based on an analysis of verifiable data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Using such measures of student performance, identify significant low performance among all student groups. **Attach 2011.12 Data Profile from Key Data Systems.**

Academic Performance by Ethnicity

Conclusions indicated by the data:

1. The Asian subgroup's API went up 6 points to 930.
2. The Hispanic subgroup's API went down 6 points to 766.
3. The White subgroup's API went up to 861 (+26 points) after an 18 points decrease in 2010.

Academic Performance by Grade Level

Conclusions indicated by the data:

1. The API for grade 9 increased by 11 points to 887.
2. The API for grade 10 increased by 3 points to 921.
3. The API for grade 11 increased by 14 points to 857.

English-Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. AHS met 22 of 25 AYP criteria overall. Two subgroups did not meet their proficient criteria: The Hispanic subgroup and the Socio-Economically Disadvantaged (SED).
2. The proficiency rate of the SED sub-group is 62.5%
3. The proficiency rate of the Hispanic sub-group is 64.4%



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Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. The Hispanic subgroup did not meet its proficient criteria in English-Language Arts and therefore did not meet its AYP.
2. The Hispanic Mathematics proficient rate is 61%

California English Language Development (CELDT) Data

Conclusions indicated by the data:

1. 59.89% of English Learners had a positive movement on the CELDT.
2. This was a 3.1% drop compared to last year's movement and a slight increase over the 58.49% in 2010.

Significant Sub-Groups (ELL, Special Populations, etc)

Conclusions indicated by the data:

1. English Learners' API increased 10 points from 756 to 766.
2. The Students With Disabilities subgroup jumped from 581 to 652
3. The Hispanic subgroup's API went down 6 points to 766.



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Other Data Sources such as CAHSEE, Healthy Kids Survey, Physical Fitness, Local Assessments (list)

Conclusions indicated by the data:

1. 10th grade California High School Exit Exam (CAHSEE) increased last year. 96% of tenth grade students passed the English Language Arts on the first try and 97% of tenth grade students passed the Math section on their first try.

Academic Grades (Middle and High School)

Conclusions indicated by the data:

1. At the end of the second semester of 2011-2012, Arcadia High School D/F rate was 7.4% compared to 7.5% at the end of semester1, 2010.

2. A review of the data during our WASC showed that both GPA and API achievement for students who enter Arcadia Unified School District after the fifth grade are lower than students who began in elementary school. Remediation and intervention are called for to help these later arriving students improve their academic performance.

3. Over half (53%) of all Arcadia High School students are involved in a Co-curricular activity and data show that these students earn both higher GPAs and API scores than students not involved (2009-2010 WASC Report).



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CURRENT INSTRUCTIONAL PROGRAM ANALYSIS

Consider the relationship between the current instructional program and conclusions reached from analysis of student data. Determine those program areas that need to be addressed to raise performance of all student groups with emphasis on those groups not meeting academic standards. Use information from a variety of sources such as:

- Local Assessments (writing, DIBELS, benchmarks)
- California Healthy Kids Survey, school or district data
- Physical Fitness Testing
- Library Plan
- Technology Plan
- School Accountability Report Card (does not need to be attached to SPSA)
- Accountability Rubric
- Local Educational Agency Plan
- Structured discussions with school and district staff
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion should result in succinct and focused findings based on verifiable facts.

Conclusions indicated by the 2010 WASC analysis and part of our current WASC Action Plan:

1. Improve existing programs and/or policies, or create new ones, to address the academic achievement needs of Arcadia High School students who entered the Arcadia Unified School District after the fifth grade.

Rationale: Review of school data indicates a decrease in student achievement when measured by GPA and CST scores of those students who entered AUSD after the fifth grade.

2. Implement strategies to improve or expand current practices addressing the needs of students who are earning D's and F's in order to improve student performance and decrease the number of D's and F's earned each semester.

Rationale: Review of school data indicates that a small but significant number of D and F grades are earned by AHS students each semester. Although there are existing interventions, it remains a persistent problem.



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3. Examine current policies, procedures, programs, and practices designed to help students develop a balanced school/personal life and make positive connections to AHS. Improve existing services available to students or create and implement new ones as necessary and appropriate.

Rationale: Review of school data indicates that students without a clear connection to the school community, as measured by involvement with Co-curricular activities, show a lower level of achievement. Review of school programs and policies, along with feedback from Student Support Services personnel, counselors, and teachers indicate that some students with a high number of honors and/or Advanced Placement classes show high levels of stress.



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STUDENT PERFORMANCE GOALS

See updated WASC Action Plan 2012-2013



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PARENT INVOLVEMENT PLAN

Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
1. Support the involvement of parents as partners in the decision-making processes of the school.	Parents will have an opportunity to participate in the decision-making process through their representation on SSC and SSLT.	August 2012-June 2013	None	Monthly meetings participation
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Through the PTSA, parents will have the opportunity to understand the roles that the different organizations take on campus and how they are involved in the decision-making process.	August 2012-June 2013	None	Monthly meeting feedback District Annual parent survey
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	The PTSA electronic newsletter will be posted on the school website and distributed on a ListServe. Counseling information will be available in Mandarin, Korean, and Spanish on the website. Fall Preview and Spring Freshmen Orientation will provide parents with pertinent information about AHS. Freshmen Orientation organized by Link Crew before Apache Days will help incoming Freshmen and their parents connect with the school and facilitate their integration.	Quarterly electronic PTSA newsletter	General Budget	Meeting before school starts for parents new to the school district. Number of parents on ListServe receiving the newsletter. Power School student and parent portal are now available. All teachers have to use Power School as their electronic grade book starting in Fall 2012.
4. Provide access to community and support services for parents and students needing services.	The counseling department will have a list of resources for parents available at the time of counseling, AB 1802 meetings, or on request through their office.	On-going	General Budget	Number of referrals made during the year.
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	The House of Representatives will allow for students to bring concerns to the ASB and the school administration.	Monthly	None	Attendance at House of Representatives meetings
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	Utilizing the resources of PTSA. Information available electronically from the PTA newsletter.	Oct-Nov	PTSA	Attendance at workshops
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	Offer information on study skill resources and other coping skills to parents through the counseling website as well as in the College/Career Center.	On-going	SB813	"Skills for Success" class available for all grade students. Student and parent portal are now available. "Academic Success" flyer emailed to parents with student with a D/F at the quarter.



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RECOMMENDATIONS and ASSURANCES

The School Site Council recommends this school plan and proposed expenditures to the District governing board for approval and assures the board the following:

- 1 The School Site Council is correctly constituted and was formed in accordance with District governing board policy and state law.
- 2 The School Site Council reviewed its responsibilities under state law and district governing board policies, including those District and board policies relating to material changes in the school plan requiring board approval.
- 3 The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. (Check all that apply.)

___ English Learner Advisory Committee

___ Other (list)

- 4 The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in District governing board policies and in the LEA Plan.
- 5 This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6 This school plan was adopted by the School Site Council at a public meeting on: _____.

Typed Name of School Site Council Chair

Michael Pasqua

Signature of School Site Council Chair

Date

December 7, 2012

Typed Name of Principal

Dr. Brent Forsee

Signature of Principal

Date

December 7, 2012