



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

Plan spans: 2012-2015 Current year: 2012-13

School: Camino Grove Elementary

CDS Code: 19-64261-6011159

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: Danae Popovich

School: Camino Grove

Address: 700 Camino Grove Avenue Arcadia, Ca 91006

District: Arcadia Unified School District

County: Los Angeles

Phone: (626) 821-8353

Email Address: dpopovich@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:

Camino Grove School is committed to working together to provide a quality education for all students through a positive learning environment that will foster responsible, ethical individuals who:

- *Have a strong sense of self-worth*
- *Can contribute positively to a changing society, and*
- *Who have a continuing love of learning*

We believe this to be the shared responsibility of faculty, students, family and community.

School/ District Vision and Beliefs:

Vision:

With families and community as partners for student success, the policies, personnel and resources of the Arcadia Unified School District are committed to ensuring that all students are provided engaging, meaningful schoolwork that challenges them to think

Beliefs:

The purpose of education is to ensure that every student can think, reason, and use his/her mind well. Therefore our beliefs about school are the following:

The school's obligation is to provide a standards based education which is engaging, results in students learning meaningful content, and challenges every student to learn more.

1. *Students are clients of the school district entitled to quality work.*
2. *Teachers are leaders entrusted to create quality work for students.*
3. *Principals are leaders of leaders, accountable for the success of the school.*
4. *District-level staff work with the school's effort to design quality work for students.*



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5. *All support staff work to provide 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 Governing Board is responsible for setting policies that are consistent with the district's beliefs 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.

6. *The resources of the district must be organized to support the school's obligation to provide quality work.*
7. *Schools and families must work as partners to help students develop a sense of ownership for their learning.*
8. *The school district must enlist family and community resources necessary to support students' school success.*



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School Profile (2012-2013)

School Profile:

School Profile: Camino Grove Elementary School

Type of School	Elementary
Grade Levels	K-5
Year Calendar	September-June
Total Enrollment	654
Population Status	Mid-size City

Enrollment by Grade	
Kindergarten	91
Grade 1	78
Grade 2	111
Grade 3	121
Grade 4	126
Grade 5	127
Total	654

Camino Grove Elementary School (built 1953) is located in the southwest section of Arcadia. Currently Camino Grove has a staff of 27 teachers and 654 students enrolled in grades kindergarten through five. Camino Grove is committed to providing quality education that adds value to every student. Together staff, students, and parents continue to improve and expand research based programs to meet the needs of all students. Programs include: Core plus instruction, Wednesday Staff Collaboration/Early Release Days, Before, During, and After School Intervention, ELD, Family Reading Night, Accelerated Reader Incentive Program, GATE within the classroom and afterschool enrichment, Special Education Classes (RSP/SDC), Character Recognition Program, School Counseling Program, Student Council, Noon League, Video Club, and Drama Club.

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



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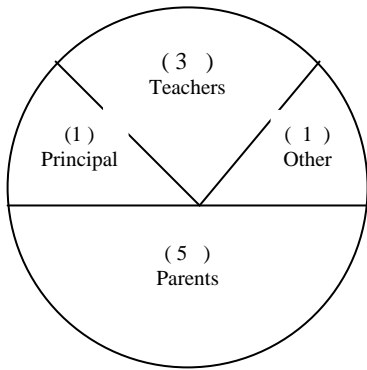
CDS Code: 19-64261-6011159

SCHOOL SITE COUNCILS OR COMMITTEES

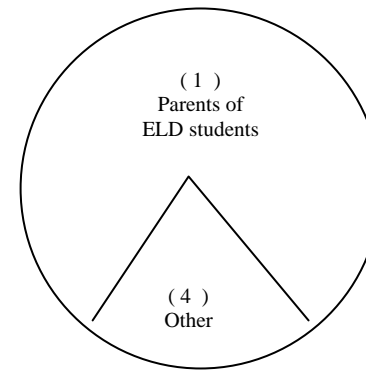
Instructions: Enter the number of members of each in the appropriate diagram

SCHOOL SITE COUNCILS OR COMMITTEES

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



School Site Council (SSC)
Elementary



School English Learner Advisory Council

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	Other Staff	Other (specify)
Danae Popovich	X	X				X			
Scott Lopez	X						X		
Robin Giammalva	X						X		
Christine Lin	X	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	Other Staff	Other (specify)
May De Soto	X							X	
Almog Shanun	X		X						
Michael Lee	X		X						
Jacklyn Kim	X		X						
Lucy Deng	X		X						
(Shu Li Chen)	X		X		X				



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DESCRIPTION OF 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 K-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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Programs Included in this Plan

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.	\$ 0
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ 0
X	School Library/ Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 43,082
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 0
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ 0
	Gifted and Talented Education <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	\$ 0
	List and Describe Other State or Local funds	\$ 0
	Total amount of state categorical funds allocated to this school	\$ 43,082



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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.	\$ 0
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$ 25,000
	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.	\$ 0
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$ 0
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$ 0
	Other Federal Funds (list and describe)	\$ 0
	Total amount of federal categorical funds allocated to this school	\$ 25,000
	Total amount of state and federal categorical funds allocated to this school	\$ 68,082



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SCHOOL DATA PAGE

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.

		K	1	2	3	4	5	TOTAL
School Enrollment (total)		91	78	111	121	126	127	654
LEP Enrollment		10	11	20	24	27	19	111
Title I Identified		0	0	0	0	0	0	0
Special Education	RSP	0	0	3	0	4	13	20
	SDC	0	0	0	4	2	4	10



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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.

Academic Performance by Ethnicity (See Appendix A and B from Key Quest Data)

Conclusions indicated by the data:

1. The achievement gap between the subgroups Asian and White students closed by 35 API points.
2. All subgroups except English Language Learners and Hispanics made or exceed their targeted growth on the overall API scores.
3. Hispanic group scores remained the same 833. There is a significant gap between the Hispanic and White Group of 101 points.
The gap is even more significant between Asian and Hispanic students at 140 points.

Academic Performance by Subgroups (See Appendix A)

1. Overall API summary growth of 7 points (940-947).
2. Socioeconomically disadvantage group increased by 34 points on their overall API score (858-892).
3. English Language Learners group decreased by 5 points on their overall API score (906-901)
4. Student with disabilities group increased 48 points on their overall API score (699-747).

Academic Performance by Grade Level (See Appendix B)

Conclusions indicated by the data:

1. 88.4 % of second graders scored advanced or proficient on the Language Arts CST
91.2 % of second graders scored advanced or proficient on the Math CST
2. 76.6 % of third graders scored advanced or proficient on the Language Arts CST
91.9 % of third graders scored advanced or proficient on the Math CST
3. 96.7 % of fourth graders scored advanced or proficient on the Language Arts CST
90.2 % of fourth graders scored advanced or proficient on the Math CST



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4. 93.0 % of fifth graders scored advanced or proficient on the Language Arts CST
91.5 % of fifth graders scored advanced or proficient on the Math CST
89.9 % of fifth graders scored advanced or proficient on the Science CST

English-Language Arts Adequate Yearly Progress (AYP) (See Appendix C)

Conclusions indicated by the data:

1. Overall 86.5 % ELA (410 out of 474 students) of students performed at or above the proficient level
2. 76.5 % ELA (62 out of 81 students) of Socio-Economic Disadvantaged (SED) students performed at or above the proficient level
3. 74.2 % ELA (72 out of 97 students) of English Language Learners (ELL) performed at or above the proficient level
4. 57.6 % (19 out of 33 students) of Students with Disabilities (SWD) performed at or above the proficient level

Mathematics Adequate Yearly Progress (AYP) (See Appendix C)

Conclusions indicated by the data:

1. Overall 88.1 % (418 out of 474) of students performed at or above the proficient level
2. 79.0 % Math (64 out of 81 students) of SED students performed at or above the proficient level
3. 85.6 % Math (83 out of 97 students) of English Language Learners performed at or above the proficient level
4. 45.5 % (15 out of 33 students) of SWD students performed at or above the proficient level.



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California English Language Development (CELDT) Data (Appendix D)

Conclusions indicated by the data:

1. 8% of ELD students had a negative movement on the CELDT assessment overall.
2. 60% (54 out of 90) ELD students scored the early advanced or advanced level on the CELDT assessment overall.
3. 20% (18 out of 90) ELD students scored the intermediate level on the CELDT assessment overall.
4. 3% (3 out of 90) ELD students scored the early intermediate level on the CELDT assessment overall.
5. 3% (3 out of 90) ELD students scored the beginning level on the CELDT assessment overall.

Subgroup Data (Appendix E)

The data also shows that since 2008 all subgroups have demonstrated progress with the exception of ELD. ELD continues to score far above the 800 mark. However, the progress remains relatively the same or shows peaks and valleys over time. The ELD group is a dynamic group. New students enter the program at various times of the year with diverse language abilities. As their language acquisition increases they are exited from the ELD program. Data shows that once students are exited from our ELD program they are able to maintain their proficiency levels and perform at or above the level of students in the white subgroup.

Students with socioeconomic disadvantages have continued to increase their scores by 29 points since 2008, however the achievement gap compared to white students, who have gained 57 points since 2008, has increased by 28 points. This data suggests that while both groups continue to increase, socioeconomically disadvantaged students growth is half the rate of the white subgroup.

Language Arts Data (Appendix F)

This data is based the average percent correct. Any strand that falls below 85% is reported in this section. The data shows that our students across grade levels need to improve in the following areas: Reading Comprehension, Literary Response and Analysis, Written and Oral Conventions, and Writing Strategies.

Math Data (Appendix F)



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This data is based the average percent correct. Any strand that falls below 85% is reported in this section. The only area below 85% was in the 4th grade strand of Measurement and Geometry.

Science- Is only tested at 5th grade (Appendix F)

This data is based the average percent correct. Any strand that falls below 85% is reported in this section. The areas that were below 85% were 5th grade Life Science and 5th grade Earth Science.

Writing Data (Appendix F)

75% of students school wide score proficient or advanced on the district writing assessment. The data shows that main areas of concern across grade levels are sentence fluency and convention.



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ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

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.



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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:



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<p>*SCHOOL GOAL # 1 – Writing Goal</p> <p>95% of all Kindergarten students will be proficient on District LA Writing Assessments by the end of the year. All Students 1st – 5th grade will increase 3 points on the District Writing Assessment using fall and spring writing results to determine growth.</p>				
<p>Student groups and grade levels to participate in this goal: School-wide/ All students</p>		<p>Anticipated annual performance growth for each group: 3 points per year as measured on the district’s end of the year writing assessment.</p>		
<p>Means of evaluating progress toward this goal: Beginning, Middle, and End of the year District Writing Assessments</p>		<p>Group data to be collected to measure academic gains: Writing Assessment Scores</p>		
<p>Actions to be Taken to Reach This Goalⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>School-wide implementation of Write From The Beginning</p> <p>Grade levels will collaborate to make instructional decisions regarding writing specifically in the areas of improving Sentence Fluency and Conventions,</p> <p>Increase writing opportunities for all students across the curriculum through grade level articulation.</p> <p>Continue to implement Thinking Maps, Icons, and 6 Trait writing strategies through out the curriculum.</p> <p>Continue to implement My Access in grades 4-5.</p> <p>Increase opportunities for authentic writing (ie pen pals, web/wikis/blogs/letters.</p>	<p>9/2012-6/2015</p>	<p>Scoring and collaboration time</p>	<p>\$3300</p>	<p>District</p>



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What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Continue My Access training, and support materials. Train teachers in the Write from the Beginning.	11/2012-6/2015	Training for Trainers of Trainers to establish a critical mass and sustain implementation	\$20,000	District, SI,



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***SCHOOL GOAL # 2 – Reading Comprehension Goal**

95% of kindergarten students will score proficient on all sections of the District Language Arts assessment. Students in 1st grade will demonstrate mastery of phonics by scoring 50 phonemes or greater on “Phoneme Segmentation Fluency” assessment, 65 correct letter sounds or greater on “Nonsense Fluency Word Score”, and read 20 “Whole Words Read” on nonsense fluency word score as measured by DIBELS. Students in 2nd grade will increase their fluency rate by 50 points as measured by DIBELS and increase their reading comprehension scores by 85 points as measured on SRI. All 3rd-5th grade students will increase their reading comprehension scores by 85 points as measured by SRI. All students grades K-5 who score above grade level will maintain or increase their scores.

Student groups and grade levels to participate in this goal:

All Students

Anticipated annual performance growth for each group:

K- 95% of students will score proficient on District Language Arts Assessments.

1st grade will demonstrate mastery of phonics by scoring 50 phonemes or greater on “Phoneme Segmentation Fluency” assessment, 65 correct letter sounds or greater on “Nonsense Fluency Word Score”, and read 20 “Whole Words Read” on nonsense fluency word score as measured by DIBELS.

2nd grade will increase their fluency rate by 50 points as measured by DIBELS and increase their reading comprehension scores by 85 points as measured on SRI.

3-5 students will increase reading scores annually as measured by SRI by 85 points.

Means of evaluating progress toward this goal:

Core Plus Reading program, Benchmark Assessments, DIBELS, SRI

Group data to be collected to measure academic gains:

District Language Arts Assessments, SRI, Dibels, CST

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Target instruction in the area of reading comprehension.	9/2012-9/2015			



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<p>Reduce class size through Title II Intervention program.</p> <p>Continue to implement differentiated instruction to meet the needs of individual learning.</p> <p>TOSA and intervention teachers will provide small intervention groups for struggling students.</p> <p>ELD Teacher will continue to work with small groups to provide vocabulary development, instruction in reading comprehension, and support in the content areas.</p> <p>ELD, RSP, and TOSA teachers will continue to monitor the growth and success of all identified students.</p> <p>ELD, RSP, and TOSA will continue to collaborate with teachers to meet the needs of students.</p>		Intervention Teachers	\$28,000	Title II funding, and SI
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p>	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Guided Reading Instruction</p> <p>Differentiation</p> <p>Increase low level high interest text in classroom libraries</p> <p>Books on tape</p> <p>Read Naturally support</p>	9/20012-9/2015	<p>Staff, materials, and training</p> <p>License for A-Z readers</p>	<p>\$6300</p> <p>\$100 per grade level/ per year as needed.</p> <p>\$1.00 per student per year</p>	<p>Title II funding, and SI</p> <p>District</p>



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English in a Flash for ELD 1		License for English in a Flash		Funding
Textbook on CD (part of adoption materials)				
Textbook with reading support (access at home via publisher's website)				



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<p>*SCHOOL GOAL # 3 – Special Population Goal</p> <p>All ELD students will advance at least one band per year. All intervention students will master one level of a research based intervention program per year without repeating the curriculum. Teachers and support staff will provide small group instruction 4 days per week in reading, decoding and comprehension.</p>				
<p>Student groups and grade levels to participate in this goal: All students/ All grade levels</p>		<p>Anticipated annual performance growth for each group: All ELD students will advance at least one band per year. All intervention students will master one level of a research based intervention program per year without repeating the curriculum.</p>		
<p>Means of evaluating progress toward this goal: CELT, Dibels, SRI, Qualitative Reading Inventory, Rewards, DAZE, Six Minute Solution Assessment, Writing Assessment, SRA Reach</p>		<p>Group data to be collected to measure academic gains: CELT, Dibels, SRI, Qualitative Reading Inventory, Rewards, DAZE, Six Minute Solution Assessment, Writing Assessment, SRA Reach</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Continue Collaboration</p> <p>Continue Grade-level and vertical planning for student success.</p> <p>Develop and implement ELD parent support group and parent workshops.</p> <p>Continue with ELAC and DELAC meetings</p> <p>Continue parent-child reading, writing, and math workshops</p> <p>Implement homework workshop for parents.</p> <p>Implement Write From The Beginning</p>	<p>9/2012-9/2015</p>	<p>.</p>	<p>.</p>	<p>.</p>



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<p>Continue a deep implementation of Thinking Maps Provide written communication in Spanish as well as Mandarin</p>				
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal? In-depth training in illuminate Pilot Math Moby Math with intervention students Math facts training using Otter Creek materials Implementation of Write from the Beginning Pilot Imagine Learning with ELD students Pathway to Proficiency for ELD teacher</p>	<p>Start Date Completion Date 9/2011-9/2015</p>	<p>Proposed Expenditures Moby Math- per class per year. School wide per year Site License Site License Cost per teacher</p>	<p>Estimated Cost \$59.00 \$299.00 \$800.00 \$2,000.00 \$1,500.00</p>	<p>Funding Source PTA Grant SI, General, Lottery District, SI, General, Lottery District, SI, General, Lottery</p>



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<p>*SCHOOL GOAL # 4 – Affective Goal All students will have no more than 2 checks by the final trimester report card in the Life Skills section.</p>				
<p>Student groups and grade levels to participate in this goal: All Students</p>		<p>Anticipated annual performance growth for each group: Improvement in 1-2 areas each trimester in the area of Life Skills and a decrease in referrals to the office as well and notes or phone calls home regarding behavior.</p>		
<p>Means of evaluating progress toward this goal: Report Card Life Skills, documentation of teacher notes or calls home, referrals to the office.</p>		<p>Group data to be collected to measure academic gains: Life Skills (checks), referrals to office, and notes/ phone calls home</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Create a school wide discipline leadership committee Create a school wide discipline (teach-to's) plan Research and implement a school wide character education program Research and implement parent and community trainings regarding character education.</p>	<p>9/2012-9/2015</p>	<p>Time to Teach Book for each teacher. Each book is \$35.95 Cost of program and materials Cost of program, training, and materials</p>	<p>\$1,100.00</p>	<p>Title II, Title III, Lottery, SIP, and General Fund,</p>
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal? Professional Development and training will depend upon what program is adopted.</p>	<p>Start Date Completion Date 9/2011-9/2015</p>	<p>Proposed Expenditures unknown</p>	<p>Estimated Cost</p>	<p>Funding Source Title II, Title III, Lottery, SIP, and General Fund</p>



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PARENT INVOLVEMENT PLAN

Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
<p>1. Support the involvement of parents as partners in the decision-making processes of the school.</p>	<p align="center">School Site Council PTA Parent Surveys ELD advisory Committee GATE Advisory Committee</p>	<p align="center">On-Going On-Going June</p>	<p align="center">N/A</p>	<p align="center">Parent Survey School Improvement Plan Participation Weekly meeting with PTA President Agendas Tea with Dr. Reynolds</p>
<p>2. Involve parents at the school site, with appropriate training, in instructional and support roles.</p>	<p align="center">Art Docent Classroom Volunteers LMC Aides Copy Center Assistant Special Event Volunteers School Site Council</p>	<p align="center">On-Going</p>	<p align="center">N/A</p>	<p align="center">PTA hours log/sign-in Participation at events Agendas</p>
<p>3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.</p>	<p align="center">School and classroom news letter Student led conference Teachers notes in assignment books e-mail and web-pages Parent-teacher meetings Community Phone Messages/Phone Blasts</p>	<p align="center">On-Going</p>	<p align="center">N/A</p>	<p align="center">Parent Survey Participation Automated Message results report</p>



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Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	Title I, Math intervention, PTA functions, Family fun nights, student safety program, and student counselor. Watch Dog program	On-Going	N/A	Participation Parent Survey Agenda and Schedules
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	Parenting Classes, Operation School Bell, Campership program, Teacher-Parent conferences, and Back-to-School night.	On-Going	N/A	Attendance Parent Survey Agenda and Schedules
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	Back-to-School Night, Parent pages in the textbooks, translated parent pages.	On-Going	N/A	Parent Survey Agenda and Schedules



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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 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) Grade-level and Individual Staff
- 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: December 19, 2012.

_____, School Site Council Chair

Signature _____ Date _____

Danae S. Popovich, Principal

Signature of Principal _____ Date _____



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Appendix



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**Appendix A
Academic Performance Index Summary**



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**Appendix B
API Performance by Subgroups**



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**Appendix C
AYP English-Language Arts and Math Summary**



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**Appendix D
CELTD Summary**



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**Appendix E
API Gap Analysis**



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**Appendix F
ELA, Math, Science, and Writing Data by Strands**