

**2012-
2016***

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

HOLLY AVENUE ELEMENTARY



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

Plan spans: 2008-2011 Current year: 2010-11

School: Holly Avenue Elementary

CDS Code: 19-64261-6011175

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:

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School: Holly Avenue Elementary

Address: 360 W. Duarte Avenue Arcadia, California 91007

District: Arcadia Unified School District

County: Los Angeles

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Date approved by the Arcadia Unified School District Governing Board: January 2011



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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:

The Holly Avenue Elementary School Community is dedicated to preparing students to be reflective and critical thinkers in order to apply knowledge and skills to become life long learners. We strive toward a strong collaboration between school and home, one which will serve as the foundation for a mutually trusting educational team, focusing on the growth and development of all of our students while fostering respect and social responsibility. Ongoing analysis of data informs instruction in order to support all students learning.

School Profile:

Holly Avenue Elementary School is one of ten schools in the Arcadia Unified School District and is a six-year comprehensive elementary school for students in grades K through 5, located within the city of Arcadia, California. Holly Avenue is the second oldest school in Arcadia, built in 1926. Selected as a California Distinguished and National Blue Ribbon School, Holly Avenue has developed programs which are rich in content, educate the whole child, and provide tools for the lifelong pursuit of learning. The school is consistently rated in the top ten percent of public schools based on students' state scores as well as other outstanding factors. Students are motivated to seek knowledge and develop critical thinking skills.

Holly Avenue welcomes a diversified community of about 650 students. Parents value the education and are supportive of the schools efforts. Holly Avenue has 34 full time teachers whom teach an average of 24 students per class. The regular teaching staff's average experience is 16 years and 100% of the teachers are full credential holders, many with advanced degrees. Instruction is rigorous and based on California State standards. Holly offers programs for GATE, a full time teacher for English Language Learners and four Special Education teachers. Additional service providers are a counselor, school psychologist, speech and language pathologists as well as adapted physical education teacher and other itinerant specialists when a student requires additional support. A teacher on special assignment coordinates many of the Title One and intervention services. Title One tutoring is available before and after school. Instrumental music classes are taught four days a week to interested students in the fourth and fifth grade.

In November 2006, the Arcadia Neighborhood Schools Health, Safety and Repair Measure (Measure I) was passed by the community. Holly has recently undergone renovation and every classroom was retrofitted to include high level "classroom of the future" technology. At present all classrooms are using state of the art technology. All classrooms and offices are wired for internet, most wireless, and include a number of computers. Robotics is one theme of the science curriculum at the fourth and fifth grade where students program actual robots, using lap top computers from three rotating laptop carts. All students use web based reading and math programs on a regular basis. Students leave Holly Avenue with an outstanding and well rounded education.



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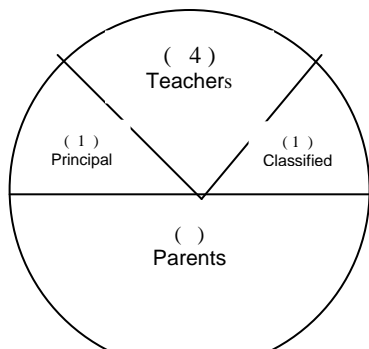
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School Accountability Report Card (SARC) can be located at: www.ausd.net

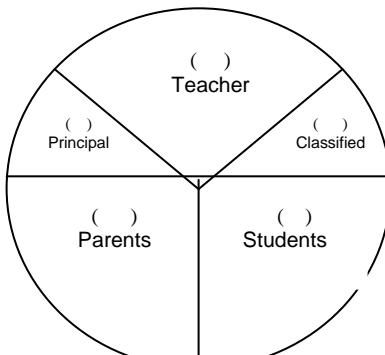
**No need to print the report. It is advised that you use the information included in the SARC as data to complete this Single Plan for Student Achievement.

SCHOOL SITE COUNCIL

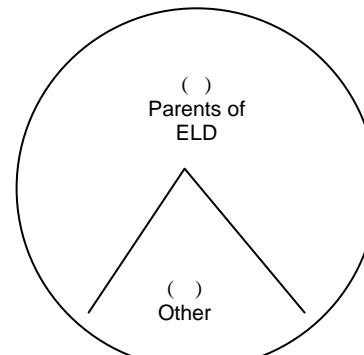
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)



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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)
Christine Blackstock	x					x				
Teresa Oakland							x			
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)



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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 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,



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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.

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.	\$
X	School Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 47,000.00
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
	Gifted and Talented Education <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	
	List and Describe Other State or Local funds	
	Total amount of state categorical funds allocated to this school	\$



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Check as needed	Federal Programs	Allocation
X	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$50,000.00
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.	\$ 25,000.00
	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.	\$
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	
	Total amount of state and federal categorical funds allocated to this school	



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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.

2010-2011		Current Number of Students									
		Grade Levels									
		K	1	2	3	4	5	6	7	8	TOTAL
School Enrollment (total)		96	102	129	112	117	127				683
LEP Enrollment		12	17	22	20	22	24				
Title I Identified		30	58	61	33	35	36				253
Special Education	SDC			2	3	5	6	Joan			16
	RSP	1	0	3	5	6	6				21

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.



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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 2012 Data Profile from California Department of Education.**

Academic Performance by Ethnicity/sub-group

ELA-2012 %iles

427 (valid) students tested	Asian (244)	SED (118)	English Learner (99)	Special Ed (58)
Proficient/Adv	89.8% ()	73.7% ()	67.7% ()	62.1% ()
Basic				
Below Basic/Far BB				

Conclusions indicated by ELA Data: Although there has been a steady rise in test scores, some students continue to fall below the proficient level. The overall scores rose. Specific subgroups need continued interventions that meet their unique needs.

Identified special education students may not be prepared for the difficult standards of the grade level although over 12% improved partially in response to the CMA test. ELD students has more that previous years. More students were identified at the higher grade levels where academic material requires higher level thinking and comprehension in English.

Academic Performance by Ethnicity/sub-group

MATH-2012 %iles

Students (#s) 447	Asian (244)	SED (118)	English Learner (99)	Special Ed (58) Students w/ Disab?
Proficient/Adv	94.3%()	73.7% ()	79.8% ()	62.1% ()
Basic				
Below Basic/FBB				

Conclusions indicated by MATH Data:



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*All proficient scores rose except for ELA students which fell about 2 %iles. Classroom teachers are concentrating on using strategies to reach English learners. More resources are needed. Special education students are using unique curriculum based on standards but often not at the grade level where they are tested on **CST**.*

Academic Performance by Grade Level

English-Language Arts Adequate Yearly Progress (AYP)

Grade level	# Students Tested	Adv/Proficient	BB/FBB	BASIC
Grade 2	95	77%	9%	14%
Grade 3	95	71%	5%	23%
Grade 4	108	89%	3%	7%
Grade 5	110	86%	3%	11%
Overall	408	82% (333 students)	5% (20 students)	13% (55 students)

1% increase from 2011

ELA conclusions indicated by data

1. Students requiring interventions have been placed but need more time. A number of students are new to Arcadia
2. Special populations are unable to access the test (material too difficult to read)
3. Newer ELD students do not have the foundations and/or English skills
4. More students are scoring in the basic level and have moved from BB/FBB

Holly Avenue's enrollment fluctuates and student turnover is common. Concentration is focused at Basic students

Mathematics Adequate Yearly Progress (AYP)

Grade Level	# Students Tested	Adv/Proficient	BB/FBB	Basic
Grade 2	95	79%	9%	12%
Grade 3	92	88%	1%	11%
Grade 4	110	90%	3%	4%
Grade 5	110	86%	4%	11%
Overall	407	86% (439 students)	4% (17students)	10% (44 students)

1% decrease from 2011



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Conclusions indicated by Math Data: Math showed a 1% loss. Socioeconomically Disadvantaged and Hispanic students did not make adequate yearly progress. Sub-skills that need to be addresses are **geometry, measurement, and number sense**.

Possible causes(**continue to be**):

- English may not be the primary language at home
- Need for additional support and training with special education students/limited help for students due to numbers
- Additional intervention opportunities after school needed for tutoring mathematics
- Additional teacher and parent training to serve specific needs
- New students to district needing foundation and instruction

1. Students identified for interventions need more time to show adequate growth.
2. Questions requiring reading, fractions, and geometry need additional instruction
3. Interventions need to be available and at risk students need to attend.

California English Language Development (CELDT) Data

CELDT Overall

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
Negative movement	0	1	0	2	2	5
No Movement	1	0	5	22	5	35
Positive Movement	12	8	38	30	0	87

Students by Grade level

K	2	7	5	12	8	34
1	1	1	5	19	20	46
2	3	1	6	11	11	32
3	3	1	3	19	12	38
4	3	0	2	6	9	20



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5	7	1	8	12	9	37
Total	19	11	29	79	69	207

**2012 CELDT Overall By Grade
California English Language Development Test (CELDT) Data**

Conclusions indicated by the data: Overall, 5 students showed negative movement, 35 showed no movement and 87 students showed positive movement. The highest category in sub categories of negative movement was in the area of listening (15 children, most level 5 students) and the highest positive movement was in the area of listening (76 children, level three had the most). Students in the middle levels had less movement than beginning when they CELDT required reading and writing and in the third grade when the CST tests require more independence. The data suggests students need to be given more opportunities to speak in class, structured activities that allow safe venues to encourage children to practice, read and write English, additional time with ELD teacher. More investigation will take place as to why level 5 students had negative movement in listening.

Significant Sub-Groups (ELL, Special Populations)

**Academic Performance
ELA-2012 %iles**

522 students tested	SED	English Learner	Special Ed	Hispanic
Proficient/Adv	73.7%	67.7%		66.7%
Basic				
Below Basic/Far BB				

**Academic Performance
MATH-2012 %iles**

522 students tested	SED	English Learner	Special Ed	Hispanic
Proficient/Adv	73.7%	79.8%		62.8%
Basic				
Below Basic/FBB				



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Conclusions indicated by the data:

1. Students receiving special education services are making progress. Ethnic representation does not match school wide population.
2. EL students are making good progress. EL program not only supports the regular ed classrooms but small group tutoring and classes essential for progress of students.
3. SED students need additional help and tutoring. Teaching staff is unaware of which students are SED (confidential info). Title One students are eligible for assistance however, SED and Title One (based on assessment scores) students may possible not overlap.ss

Other Data Sources Healthy Kids Survey, Physical Fitness, School Survey

Conclusions indicated by the data: (survey)

1. Children sometimes do not feel safe on the playground due to potential bullying
Actions: Address issues through literature such as “Don’t Feed the Bully” and other non-bullying books, videos and programs. Support “Class Meetings”, positive reinforcement (assemblies and classroom activities), Acts of Kindness program, STAR program, Caught Being Good, Character Counts, John Wooden Agendas, counselor visits and group meetings. Continuing in 2009-2010
2. Families would like work and tests returned with feedback in a more timely manner.
Actions: Schedule parent meetings to address concerns, strategies and curriculum instruction. Staff meetings will revisit homework and classroom assignment policies.
3. Parents do not understand the Health and Nutrition Wellness Policy.
Actions: Make available more family education programs, Holly Horizon news articles, Health class/standards in classrooms, District menu and lunch policies. Provide explanations of any policy parents need.



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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 analysis:

The school staff and School Site Council met to discuss and review data beginning in **August 2012** and have continued to meet in large and small groups throughout the process. Data has included CST, CELDT, DIBELS, district reading and writing assessments as well as Healthy Kids and the Community Survey. Many other common assessments and sub-group assessments have been considered.

The three main goals to be addressed in the Holly Avenue SPSA are Reading Comprehension (ELA as well as across the disciplines), Written Language and Science.



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Written Language Student Performance

Grade Level	2012 Writing Proficiency levels	Written Expression Focus Areas	
Kindergarten	93%	All areas for K conventions	Assessment rubric is specific to Kindergarten only. Includes a performance drawing component
First	66%	Voice/sentence fluency	
Second	63%	Conventions/sentence fluency	
Third	79%	Conventions/ sentence fluency	
Fourth	73%	Conventions/ideas and context	
Fifth	48%	Conventions/ideas and context	
Overall score	73.60%		

Grade 4 and 5 take the test on demand .Conventions and sentence fluency continue to be areas of focus. Overall we are 2.40% improved from the 2011.????



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STUDENT PERFORMANCE GOALS

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:

<p>*SCHOOL GOAL # <u> 1 </u> : Writing By 2016, 80% of students will be proficiency as measured by the district writing assessment.</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>				
<p>Student groups and grade levels to participate in this goal: All Kindergarten through fifth grade students</p>		<p>Anticipated annual performance growth for each group: The # of students scoring proficient on the writing assessment will be 1.5%.</p>		
<p>Means of evaluating progress toward this goal: District Writing proficiency and CST writing test</p>		<p>Group data to be collected to measure academic gains: Spring (final of the year) writing proficiency assessments</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>



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Writing

2012

Grade K	93%
Grade 1	66%
Grade 2	63%
Grade 3	79%
Grade 4	73%
Grade 5	48%



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Grades K-1 No CST scores for comparison. Use of DIBELS and district assessments guide instruction

<p>*SCHOOL GOAL # <u>2</u> : English Language Arts By 2016, each grade level will achieve optimal growth in Language Arts. At least 85% of our students will meet growth targets as measured by the CST and AYP (2-5), and District Level Assessments (K-1).</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>				
<p>Student groups and grade levels to participate in this goal: All Kindergarten through fifth grade students</p>		<p>Anticipated performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal: ELA adopted theme and chapter tests, DIBELS, SRI, Accelerated Reading-Renaissance STAR, Read Naturally, teacher made common assessments, norm tests and observation, REACH, SRA, CELDT</p>		<p>Group data to be collected to measure academic gains: CST, District Assessments</p>		
<p align="center">Actions to be Taken to Reach This Goalⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
				<p align="center">School Improvement</p>

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



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school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards based on current student scores (cont for 3 years).

Overall % proficient				
Special ed				
English learner				
SED				

Factors to consider:



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SCHOOL GOAL # 3 By 2016, all students will achieve optimal growth in Math. At least 85% of our students will meet growth targets as measured by the CST and AYP (2-5), and District Level Assessments (K-1).

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal: All Kindergarten through fifth grade students		Anticipated annual performance growth for each group:		
Means of evaluating progress toward this goal: CST Math Test (2-5) Benchmark Test (K-1)		Group data to be collected to measure academic gains:		
Actions to be Taken to Reach This Goalⁱⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source



STUDENT PERFORMANCE GOALS

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:

*SCHOOL GOAL # <u> 4 </u> : Respectful Relationships- To enhance respectful relationships between students, parents and staff. (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal: All Kindergarten through fifth grade students		Anticipated annual performance growth for each group:		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Fewer I slips, referrals, counseling referrals • Increased behavior awards 		Group data to be collected to measure academic gains:		
Actions to be Taken to Reach This Goal ^{iv} Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source



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Single Plan for Student Achievement**

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CDS Code: 19-64261-6011175

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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.	Student led conferences PTA School Site Council GATE Advisory ELAC AEF/SCRIP	2008-2011		Survey results Participation Observation
2. Involve parents at the school	School Site Council	2009-2011	SI	Parent Participation



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<p>site, with appropriate training, in instructional and support roles.</p>	<p>PTA Parent Volunteers on campus Room parents Green Circle Update school website Update class links, blogs Parent in-services via BREEZE Therapy dogs visitations Family Reading Nights Dolphin Tea Paired Reading Emergency committee Parent in-services Summer orientation for PTA Board Garden Club</p>	<p>ongoing</p>	<p>PTA</p>	<p>Observation Sign in sheets Parent Survey</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>Student-led Conferences Specialized meetings (sst, iep) Child Health Council PTA newsletter(both on line and hard copy) Home-School Connection newsletter Email Connect-ed/Phone Blaster Counselor Translation services Orientations/K Camp List-Serve Back-to-School/Open House Marquis Graded Work Folders Menu</p>		<p>SI PTA Community AEF District SI PTA</p>	<p>Survey Counselor Sign-in Sheets observation</p>
<p>4. Provide access to community and support services for parents and students needing services.</p>	<p>School Newspaper Community Outreach Assistants The Little Book of Big Issues Community Service Organizations English Adult Classes Save at School(Foothill Federal)</p>			<p>Survey Counselors Communication from parents</p>
<p>5. Establish and develop programs and practices which enhance student involvement and which reflect the specific</p>	<p>Student Council Character Counts/Student of the Month Student-led Conferences Safety</p>	<p>Monthly Tri-mesters</p>	<p>Student Council</p>	<p>Survey Parent Participation Attendance /Sign in Sheets Pictures/awards list</p>



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needs of students and families.	Red Ribbon PTA events (book fair, mathmagic) Lunch bunch ELAC Family Reading Night Summer Postcard Skill Building/Title one Summer sch Family Fun Night	Annual Weekly annual	PTA	
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	in-services for parents Internet Safety meeting/Parent pamphlets BREEZE Paired Reading Student Study Team Community Liaisons Love and Logic/Develop Capable People Health Assistants Family Reading and Family Fun Nights	October/yearly Annual mtg Annual Annual As needed	SI	Attendance sheets Survey Observation
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments. Whole School/Parent Assemblies	In-service on Homework/Technology Homework Live SST/conferences PTA Train Parents-Trainer of Trainer Back to School Envelope/Dolphin Days Newsletters-Home School Connection		SI PTA	Parent Participation Observation Sign in Sheets Volunteer Forms

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.)



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English Learner Advisory Committee

Gifted and Talented Education Program 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 : **January 15, 2013**

School Site Council Chair

Signature of School Site Council Chair

Date: January 15, 2013

Christine M. Blackstock
Name of Principal

Signature of Principal

Date: January 18, 2013