Holly Avenue Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Holly Avenue Elementary School
Street	360 West Duarte Rd.
City, State, Zip	Arcadia, CA 91007-3097
Phone Number	(626) 821-8355
Principal	Teresa Oakland
Email Address	toakland@ausd.net
Website	www.ha.ausd.net
County-District-School (CDS) Code	19642616011175

Entity	Contact Information
District Name	Arcadia Unified School District
Phone Number	(626) 821-8300
Superintendent	Dr. David Vannasdall
Email Address	dvannasdall@ausd.net
Website	www.ausd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

It is the mission of Holly Avenue and the Arcadia Unified School District to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more. Holly Avenue is an excellent place for a child to be educated. The school employs a highly dedicated teaching staff of outstanding quality and professionalism. The variety of talent among the teachers, as well as their commitment to excellence, provides an exciting learning atmosphere for the students at our school. We provide a high-quality, comprehensive educational program for all students in a safe but challenging environment. Teachers use Advancement Via Individual Determination (AVID) strategies to help students learn, differentiate instruction and prepare students for the future. Students are encouraged to develop socially, emotionally, physically, and intellectually. We are committed to preparing and motivating our students to become lifelong learners and productive citizens who can contribute to a global society. This is accomplished through the cooperative efforts of educators, support staff, parents, community members, and students. The staff at Holly Avenue Elementary School has created an excellent instructional program based on California Academic Standards. Our vision is to prepare students academically in a way that balances skill development with critical and complex thinking skills, encourages creative thinking, and maximizes individual student's strengths.

At Holly Avenue, teachers build capacity and strive to make a profound impact. We recognize and celebrate our differences. Our teachers work diligently to ensure that we instill growth mindsets in our students and that we provide all students with the best individualized instruction possible so that they are prepared to become contributing citizens in a global community. We believe in collective efficacy with embedded weekly collaboration time where we discuss student growth, visible learning, and impact through the lens of Multiple Tiered System of Support (MTSS). Under the umbrella of MTSS, teachers implement a number of Tier I and Tier II supports. The focus on effective classroom feedback (task, process, self-regulation, self) and visible learning have strengthened instruction and enhanced learning. We emphasize universally designed learning environments and support our classrooms with varying furniture and even different lighting depending upon needs. Through our many discussions on MTSS and Universal Design for Learning (UDL), we recognize the importance of inclusion and the need for Social-Emotional Learning (SEL). By looking at data and discussing best teaching practices, we defined our desired outcome - success for ALL students. As the curriculum intensifies, our new English Language Development (ELD) students and special education students, as well as some students not in special programs, sometimes struggle to perform at the proficient level. Teachers constantly reevaluate their instructional strategies to meet the needs of all students while working closely with families and collaborating together on a weekly basis. In addition to support within the classroom, our school has a Literacy for All program where general education students receive targeted instruction in English Language Arts. We also offer math camps and teach Number Talks to support students in math. Because having a safe environment for students to learn in is essential, we are committed to SEL. Teachers are trained on Restorative Practices, and community circles are used frequently. We established relaxation stations within our classrooms so that students have accessible and integrated spaces where they can go to reset. Our counselor teaches lessons such as Second Step and Kimochis. District transition counselors work with fifth graders as they transition to middle school. We strive to provide a natural setting that fosters positive relationships. Caring adults play an important role in building strong relationships with students and in facilitating student connection to school.

As a community, we work diligently to be proactive and have consequently seen growth in our students, both socially and emotionally. Additionally, we teach students the importance of leadership and of contributing to their community. Through the implementation of the Leader in Me Habits and AVID strategies, we nurture student leaders. All students have the opportunity to take on leadership roles, and we have many student-created clubs. Students are also mentors. General education students often help students with moderate disabilities in our special education classes. Primary students are paired with upper grade level students in special buddy classes. It is not unusual to find fifth grade students reading to kindergartners or helping them create writing projects on their 1:1 Chromebooks. We also have high school buddies that come to our school for cross-age reading and P.E. We recognize that not every family has the same financial resources, so we have developed many programs that provide exposure to our students. Through a grant from the United States Tennis Association, we teach our 5th graders how to play tennis and we built an outside exercise area. We offer instrumental music for all upper graders, and we work with a nonprofit organization to provide visual arts. The use of 1:1 devices within all classrooms also supports student learning. After school, students have additional opportunities, such as being part of drama and garden club and learning Kung Fu or Mandarin. Community support plays an important role in the success of our students. The Parent Teacher Association (PTA) is supportive and helps with outreach. Every month they offer free family activities, such as STEAM night. Our PTA meetings include guest speakers to help educate and support families. We offer Latino Literacy and parenting support. Our ELD teacher offers newcomers' meetings to families just arriving in the United States. Our Academic Program Coach (APC) and Math Specialist offer trainings focusing on reading, writing, and math support. Our Transitional Kindergarten teacher reaches out to families and trains them on how to support our youngest scholars at home. We see this community as an extended family, and our dedicated staff wants the best for every child. Holly Avenue is a caring and academically-enriched school. We are so fortunate to have a staff and community that works so well with each other. We not only educate our students to ensure that they are meeting academic standards, but we focus on the whole child. We encourage students to explore, work together, ask questions, and be engaged in their own learning. Our goal is to create strong leaders who are prepared to work in a global society. Holly Avenue has been recognized with several awards, including: California Distinguished School Award, the AVID Teacher Advocacy Award, and a Leader in Me Leadership Award. We are proud of all our students and accomplishments.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	127
Grade 1	118
Grade 2	128
Grade 3	85
Grade 4	100
Grade 5	134
Total Enrollment	692

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	63.6
Filipino	2.9
Hispanic or Latino	19.4
White	9.4
Two or More Races	2.7
Socioeconomically Disadvantaged	35
English Learners	22.4
Students with Disabilities	9.1
Foster Youth	0.1
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	33	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys (K-5) / 2017 / 2017-2018	Yes	0
Mathematics	Pearson Education: enVision MATH California Common Core 2015 / 2015	Yes	0
Science	Pearson Scott-Foresman, Inc: California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0
Health	Macmillan/McGraw-Hill: Health & Wellness 2005 / 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

In recent years Holly completed major improvements and construction including a new three-classroom building, reconstruction of student-support offices, updated classrooms, and fencing surrounding the school buildings and fields. Air conditioning was added to the cafeteria and auditorium. Upgrades are thanks to a large bond issue passed by the City of Arcadia. Summer of 2017 deferred maintenance projects consisting of roofing maintenance to several buildings and exterior painting were completed. In 2018, a fitness equipment playground area was installed, along with an artificial turf surface; the carpet flooring in Room 20 was replaced; and several window panes were replaced.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Small cosmetic patch and painting needed due to normal wear and tear. Work orders have been submitted and the work is scheduled to be completed by the end of April 2020.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Lamps out and/or light covers found hanging in a few areas. Custodians were notified to close covers completely and to replace burnt lamps. Electrical wall plates found broken or missing in a few areas. Work orders have been submitted and the work is scheduled to be completed by the end of April 2020.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	80	76	78	50	50
Mathematics (grades 3-8 and 11)	78	77	75	76	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	303	98.06	1.94	80.20
Male	164	161	98.17	1.83	78.26
Female	145	142	97.93	2.07	82.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	202	197	97.52	2.48	83.25
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	64.15
Native Hawaiian or Pacific Islander					
White	38	38	100.00	0.00	89.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.00	0.00	70.48
English Learners	96	92	95.83	4.17	68.48
Students with Disabilities	31	31	100.00	0.00	25.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	308	99.68	0.32	76.95
Male	164	163	99.39	0.61	78.53
Female	145	145	100.00	0.00	75.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	202	201	99.50	0.50	85.07
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	59.26
Native Hawaiian or Pacific Islander					
White	38	38	100.00	0.00	65.79
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.00	0.00	70.48
English Learners	96	96	100.00	0.00	68.75
Students with Disabilities	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.5	33.1	35.3

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Holly Avenue encourages volunteering and our volunteers are highly valued. Many parents work in the classroom; they present and read with students, prepare material for teachers for use at school and for students at home, and they are also important chaperones on field trips. We have many ways for parents to participate in the daily activities at our school and we appreciate all their contribution. Parents are members of our School Site Council (SSC), an important committee that reviews student data and develops our school improvement plan for student achievement. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. We offer Latino Literacy classes to our Spanish speaking community and newcomers' meeting for families that are new to this country. Parents in the Holly Avenue community are engaged and well informed. They are interested in the school and are actively involved and proud of its accomplishments. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, holiday program, and student-led conferences in October and February. Parents are crucial partners in their children's education.

Our active PTA provides support for our school. Many parent and community volunteers help in the classrooms with special projects, serving on special committees like organizing our STEAM Night, Legislative Action, and helping with school activities and fundraising. Our PTA hosts many events for parents. Some events include: Donuts with Dads, Muffins with Mom, Father-Daughter Dance, Mother-Son Bowling, and Movie Nights. In addition, they help with meet and greet events such as the first day coffee, Kindergarten Round-up, and our Welcome Back Picnic. All parents are invited to attend monthly PTA meetings that include guest speakers to help inform and educate them. The Arcadia Educational Foundation consists of parents and community members and raises funds from the overall community to support selected instructional programs. It has provided funding for new technology, and several Holly Avenue teachers have been awarded mini-grants.

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

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.1	1.2	1.6	1.3	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets goals for the school to continually improve in 3 areas: School Climate (Students, Parents, and Programs), Emergency Preparedness (Disasters and Crisis), and School Environment (Facilities and Campus). The plan addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Comprehensive School Safety Plan is updated each year and approved by the School Site Council and the Board of Education. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held four times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training on a regular basis.

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		25		5		25		5	
1	24		3		24		5		22		5	
2	24		4		25		3		22	1	5	
3	23	1	5		24		4		26		3	
4	30		4		32		4		32		1	2
5	28	1	5		31		5		24	2	4	
Other**	12	1			10	3						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	692.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11357	3559	7798	99185
District	N/A	N/A	8152	$96,806.00
Percent Difference - School Site and District	N/A	N/A	-4.4	4.9
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	9.2	26.7

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,616	$49,084
Mid-Range Teacher Salary	$91,256	$76,091
Highest Teacher Salary	$118,205	$95,728
Average Principal Salary (Elementary)	$144,516	$118,990
Average Principal Salary (Middle)	$161,827	$125,674
Average Principal Salary (High)	$177,939	$137,589

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$291,700	$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Under the current Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students receive far less ongoing money to implement the California Academic Standards compared to neighboring districts with greater numbers of targeted or "unduplicated" students (low income, English Learners, or foster youth). These high unduplicated count districts receive supplemental and concentration grant monies to purchase materials, hire consultants, and pay for hours of professional development for their instructional and student support staffs.

In the Fall of 2013, the Arcadia Unified School District negotiated an interest-based solution for California Academic Standards implementation with its bargaining units to add three days to the school calendar for two years starting in the 2014-15 school year. Negotiations produced an agreement to spread the three days of additional paid time over seven early release days with development time of 2.5 hours per day built into the schedule. Since 2015, AUSD leadership has negotiated annual agreements with its bargaining units to continue the additional three days for professional development.

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

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

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

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

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

Full implementation of the Advancement Via Individual Determination (AVID) program continues to be a focus of professional development dollars over the past seven years.

Individual school sites have been tasked with working with the Instructional Coaches to conduct professional development around the themes of the California Academic Standards, including rigor, focus, coherence, instructional strategies, shifts in curriculum, pacing and instructional materials, writing instruction and problem-solving. Arcadia Instructional Coaches have become regional professional development leaders by presenting at conferences and through their instituting the San Gabriel Valley Instructional Coaches Consortium.

Staff development topics from 2012–2018 school years have included effective instruction and critical thinking, implementation of the electronic grade book, the California Academic Standards, identification, development and curation of online resources, pedagogical shifts, brain research and Universal Design for Learning (UDL) and Innovative Instruction.