The Single Plan for Student Achievement

Anaverde Hills Elementary
School Name

19-65102-0110098
CDS Code

Date of this revision: May 30th, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Westside Union Elementary School District
School District

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The District Governing Board approved this revision of the School Plan on June 5th, 2018.

II. School Vision and Mission

Mission

Anaverde Hills School will provide each student with equitable, relevant access to high academic achievement by equipping all students with the tools to become productive citizens in a global community.

Vision
Anaverde Hills is a community school that prepares our students for higher education and career readiness through innovative technology, relevant social and academic programming, and personalized learning so that all students discover the best version of themselves.

III. School Profile

As of August 2013, the school is permanently located in the Anaverde Hills Community. Anaverde Hills was named a California Distinguished School based on the outstanding academic achievement during the 2008-2009 school year.

Anaverde Hills has 26 general education classroom teachers, 1 elementary resource specialist, 1 middle school resource teacher, and 3 elementary SDC teachers/classrooms. Student enrollment is approximately 725 students. Student demographics are: 58% Hispanic; 17% African-American; 16% Caucasian; and 4% Filipino. For the 2017-2018 school year, grades include Transitional Kindergarten through 8th grade. Anaverde Hills is supported by a PTSA which helps to support assemblies and field trips.

Anaverde Hill is a thriving community school with an active PTSA support group. Anaverde Hills is working on the foundations of VIPER PRIDE which is a pillar of development at Anaverde Hills. These skills focus on teaching students to be positive, resilient, inquisitive, determined, and engaged citizens. The site offers enrichment opportunities through robotics programs, ballroom dancing, and a variety of other programs designed to meet the needs of learners at all levels while keeping students engaged in school. Anaverde Hills focuses on making school an enjoyable place for students to come and learn. We want students to wake up and say "I can't wait to get to school". Through the school-wide implementation of AVID students are taught essential success skills to engaged in a rigorous education and be college and career ready.   Anaverde Hills supports the Common Core State Standards, which include school and district Professional Development opportunities. Anaverde Hills offers the following sports: volleyball, basketball, cross-country, soccer, and track & field. Technology support programs such as ALEKS, BigBrainz and FastForWord are used to help provide students with individualized interventions.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

Anaverde Hills provides the following intervention to help with academic growth across subgroups:
~After school tutoring for 1st-8th grade
~ELL are supported by an EL Aide
~AVID strategies implemented school wide
~Fast ForWord Reading Intervention program
~AVID Tutors and Lunch Time Learning Lab
~Big Brainz Fluency building program
~ Computer based differentiation programs for student excelling or needing targeted interventions
~Small group instruction in the classroom as necessary
~A variety of parent workshops
~Guest speakers for stakeholder groups
~English classes for parents
~Supports for EL students, parents, and families

VI. 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 academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages)
Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intra-personal skills necessary to be successful in a global society.

Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
All Students and subgroups: All students K-8 Hispanic English Language Learners Socio-economically Disadvantaged African American	CAASP Data District Benchmark Data Fast Forward/Big Brainz indicators PD Agendas PSAT Scores 5x5 WASC findings

What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?
- Fast ForWord data for Hispanic/Latino subgroups (grades 1-6) 185 students assessed, currently 53% of students are reading in the proficient or advanced category. 2nd grade 32.5% are proficient in informative writing. And 43.3% are proficient in narrative writing according to grade level common assessments. 3rd grade 55.9% are proficient in narrative writing. 40% are proficient in Opinion writing according to grade level common assessments. 4th graders are currently 50.7% are proficient in opinion writing and 42.1% are proficient in informative writing according to grade level common assessments. 5th graders are currently 53.2% proficient in informative writing according to grade level common assessments. 6th graders are 44.5% proficient in narrative writing and 54.2% are proficient in explanatory writing according to grade level common assessments. - According to 2016/2017 SBAC ELA students in grades 3-8, 63% of students were in the "do not meet" and "nearly met" category. - According to 2016/2017 Summative SBAC results, 64% of 7th Grade Hispanic and Latino ELA students met or exceeded standards. - According to 2016/2017 Summative SBAC results, 45% of 7th Grade socio-economic disadvantaged students met or exceeded standards. - According to 2016/2017 Summative SBAC results, 31% of ELA students in grade 8 met or exceeded grade level standards. - According to 2016/2017 Summative SBAC results, HIspanic and Latino subgropus of ELA students in grade 7 showed a 27% increase in the number of students meeting or exceeding standards. - According to 2016/2017 Summative SBAC results, socio-economic disadvantaged subgropus of ELA students in grade 7 showed a 21% increase in the number of students meeting or exceeding standards. - Inadequate math data to determine next steps - Professional Development attendance - Coaching and Observation Feedback systems need to be established - WASC findings concluded a need to increase rigor - PLC calibration and systems need to be aligned to student work and data	A monthly cycle aligned to a year-long cycle of continuous improvement in which professional development drives both coaching/feedback cycles and then drives PLC analysis of student work. PLCs work perform data analysis aligned to both marking periods and assessment calendars.

SCHOOL GOAL #1

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

SCHOOL GOAL #1

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
1) Anaverde Hills Elementary School students will demonstrate a growth of 15% to exceeds standards and 33% to meet standards in Language Arts measured by classroom and school wide assessments. a) Alignment of instruction with content standards b) Adherence to district curriculum map in all classrooms. c) Implementation of Professional Learning Communities (PLC's) to analyze data, review standards, curriculum map, curriculum and instructional strategies. The process for data analysis will include using multiple data points to triangulate data through pivot tables and identify areas of need and areas of strength for each student and per grade level. d) Professional development of instructional strategies and programs to help close the achievement gap--Westside Writing (ERWC), thinking maps, PD calendar for training and cross training e) Emphasis on consistent data collection (through Illuminate) f) Establish and maintain UA time for each student g) Conduct observation, feedback, and data cycles to inform both PD and progress towards mastery. h) Provide on-going training and coaching in best practices to increase writing and inquiry across the site including Westside Writing and WICOR alignment. i) All teachers will post essential questions to drive inquiry and increase rigor. j) Establish and maintain systems to support protected ELD/EL daily instruction/support.	School Year 2018-2019	a-b. Scholastic News for K-1, Site license of mystery science, supplemental resources c. Data Days for Teachers d. Professional Development Materials e-j. NC	a-b. $4,500 c. $9,000 d. $2,000 e-j. NC	a-b. Base Fund/Title 1 c. Title 1 d. Base Fund e-j. NC
2) Anaverde Hills Elementary School students will demonstrate a growth of 10% to exceed standards and 22% to meet standards in mathematics as measured by classroom and school wide assessments. a) Identity and backwards map priority standards from K-8 b) Identification of essential standards and development of pacing guides c) Continued use of data days for all teachers d) Determine the best days/times for MS teachers to collaborate e) Align reading/writing practices to math--note taking, unpacking the problems f) Determine the cycle of improvement and look at coaching options g) Implementation of Professional Learning Communities (PLC's) to analyze data, review standards, curriculum map, curriculum and instructional strategies. The process for data analysis will include using multiple data points to triangulate data through pivot tables and identify areas of need and areas of strength for each student and per grade level h) Establish and maintain UA time for each student i) Conduct observation, feedback, and data cycles to inform both PD and progress towards mastery.	School Year 2018-2019	a. NC b. - Instructional Support Materials c. - Data Days for Teachers d-i. NC	a. N/C b. $3000 c. $9,000 d-i. NC	a. NA b. Title 1 c. Title 1 d-i. NC

SCHOOL GOAL #1

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
3) Improving Student Achievement through Professional Development: All students will continue to be taught by highly qualified teachers who deliver effective, engaging, differentiated, standards-based instruction. Teachers will participate in site, district and outside staff development opportunities focused on improving student achievement. a) Teachers will participate in various sessions, including: • Standards based grading • AVID Writing and Inquiry Strands • Boys Town and Robotics • Technology: SmartBoard, Google Classroom • Thinking Maps • Time for Writing • Westside Writing • LACOE Offerings • Kikos Learning b) Provide site systemic, ongoing professional development in reading/ language arts, research based best practices, active student engagement, learning objectives and differentiated instruction, direct instruction, and core competency. c) Participate in training and regularly scheduled opportunities for collaboration on student achievement through data analysis in a PLC including Data/Collaboration day for teachers. d) Attend district offered professional development to strengthen standards-based reading, ELD instruction, writing instruction, data analysis and working with culturally diverse and targeted groups of students. e) Professional development for instructional aides to more effectively work with targeted students. f) Provide professional development opportunities including speakers and conferences to teachers, administrators, parents, students, and classified staff. g) Provide new teachers differentiated supports aligned to both District and Site initiatives through mentor teachers and site level professional development on various essential elements of the profession.	School Year 2018-2019	a. Supplemental materials, posters, training b. Staff Development / planning c. Staff development/data days d. Staff Development e. Professional Development Days f. Speakers g. Collaboration time/staff development	a. $12,500.00 b. NC c. NC d. NC e. $5000 f. $8,000 g. NC	a. Title 1 b. NC c. NC d. District Base Fund e. $2,500 base fund $2,500 title 1 f. Title 1 g. NC

SCHOOL GOAL #1

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
4) Work with all stakeholders to clearly articulate mission, visions, and expectations in order to receive WASC accreditation. a. Communication with parents at regular intervals on student achievement and academic expectations in ELA through PowerSchool, parent conferences, teacher and school websites, e-mail, phone calls and parent workshops. b. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC. c. Post schools' parent involvement policies on web sites, in English and other primary languages d. Provide development opportunities for parents, students, and community members through speakers, AVID nights, and academic collaboration events. e. Partner with PTSA to support AVID parent nights, testing rallies, and informational curriculum nights including pairing events to provide relationship building with an academic focus for parents and students. f. Develop one page info-graphics to communicate with parents and the community areas to assist students in over breaks including upcoming content, essential standards, and foundational skills. This will also include resources for parents to access.	School Year 2018-2019	a. NC b. NC c. NC d. Materials/release time for planning of parent nights e. Assemblies, materials f. Duplicating	a. N/C b. N/C c. NC d. $3,000 e. $4,000 f. $500	a. NA b. NA c. NC d. Title 1 e. $2000 Base Fund $2000 Title 1 f. Base Fund
5. Focus on increasing academic proficiency for students with disabilities: a. Tiered interventions for students b. Targeted reteaching time c. Focus on hands on learning techniques including the use of manipulatives, phonics development, and writing in all content areas. d. Technology based interventions for instructional strategies and interventions	School Year 2018-2019	a. Kikos Learning Time, Time for Writing, UA Time b. Intervention Aide c-d. NC	a. Accounted for in previous sections b. $9000 c-d. NC	a. Accounted for in previous sections b. Title 1 c-d. NC

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
Goal 2: Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
All Students K-8 Hispanic English Language Learners Socio-economically Disadvantaged African American	All subgroups will have access to interventions and extension programs. SBAC Common Formative Assessments
What were the findings from the analysis of this data? Site Assessment Data, WUSD SBAC, Big Brainz data and grade level site assessment data.	**How will the school evaluate progress made toward achieving this goal?** Group data needed to measure academic gains: 2017-2018 WUSD CAASPP, Big Brainz or other interventions Grade level common assessments

SCHOOL GOAL #2				
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**
1) All students will continue to be taught by highly qualified teachers who deliver effective, engaging, differentiated, standards based instruction. Teachers will participate in site, district and outside staff development opportunities focused on improving student achievement.	School Year 2018-2019	None	N/C	NA
2. Implementation of Professional Learning Communities (PLC's) to analyze data, review standards, curriculum map, curriculum and instructional strategies. Meetings to be held on an ongoing, regular basis with a focus on using data to drive instruction, active student engagement and improving student achievement for all students. Use the DeFour PLC model as a guide for PLC implementation. PLC's will be held once per month by grade level, for a total of at least 7 PLC meetings, and will include targeted Data Days with release time for teachers which is included throughout the single site plan. The process for data analysis will include using multiple data points to triangulate data through pivot tables and identify areas of need and areas of strength for each student and per grade level.	School Year 2018-2019	a. Easy CBM, Common Formative Assessments	a.N/C	a. NA

SCHOOL GOAL #2				
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**
3. Effective Instruction: Focus on a number of district-wide research-based instructional strategies, (including student engagement, support for English Learners, focused direct instruction, delivery of a clear learning objective) and the use of common data analysis protocols in order to ensure highly effective instruction for all students using the core curriculum and support curriculum. Interventions: Provide training and support for the development of a Response to Intervention	School Year 2018-2019	a. material/supplies	a. $3,000	a.Title 1

SCHOOL GOAL #2

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
4. Provide all ELD students access to the curriculum through the use of highly engaging SDAIE strategies. All ELD students must receive 30 minutes of ELD instruction at their proficiency level by a teacher. Improve student achievement for English Language Learners to 30% of students classified as English Learners will be reclassified as English proficient. The English Learner sub group will increase their CAASP scores to 24% meeting standards and 27% exceeding standards. a. Support for all ELD students and particularly LTEL's through provision of best first instruction that is taught through SDAIE strategies, development of academic language and interventions, as needed. b. English Learners Advisory Council (ELAC) meets regularly per year to learn about District programs, provide parent input, and sponsor various education involvement activities. c. Offer participation in Back to School, Evening Parent Nights, Parent-Teacher conferences, Family Math Night, and ELAC. Provide school-to-home communication with translated messages regarding school events. Post translated message on school web site. The parent involvement policies of all schools are posted on their websites in English and other primary language groups that meet the 15% and above translation needs. d. English Learners Advisory Council (ELAC) meets regularly per year to learn about District programs, provide parent input, and sponsor various education involvement activities. e. Offer participation in Back to School, Evening Parent Nights, Parent-Teacher conferences, Family Math Night, and ELAC. f. Provide opportunities for staff development at the district, site, or outside workshops and inservices focused on ELD instruction. g. Review student performance data for EL's during grade level PLC data meetings. Provide school-to-home communication with translated messages regarding school events. Post translated message on school web site. The parent involvement policies of all schools are posted on their websites in English and other primary language groups that meet the 15% and above translation needs.	School Year 2018-2019	a-e. None f. Training, professional development	a-e. N/C f. $3000	a-e.NA f. Base Fund

SCHOOL GOAL #2				
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**
5. Involvement of staff, parents, and community: a. Communicate with parents at regular intervals on student achievement and academic expectations in mathematics through PowerSchool, parent conferences, teacher and school websites, email, phone calls, and workshop sessions. b. Build parents' capacity to advocate for and support their students' education experience through training, workshops, AVID nights, Back-to-School night, and conferences. c. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC d. Post schools' parent involvement policies on web sites, in English and other primary languages for those groups which meet the 15% and above language requirements. e. Partner with PTSA to support AVID parent nights, testing rallies, and informational curriculum nights including pairing events to provide relationship building with an academic focus for parents and students. f. Develop one page info-graphics to communicate with parents and the community areas to assist students in over breaks including upcoming content, essential standards, and foundational skills. This will also include resources for parents to access. g. Parents are informed of and invited to school assemblies, programs and workshops. h. Parents receive a copy of the district/school policies, regulations and rules when enrolling their student. i. PTSA may provide funds for a number of projects: book fairs, field trips, assemblies, Family Fun Night, and student incentives for behavior j. Parents are invited and encouraged to participate on the School Site Council, Safety Committee or ELAC. k. Parent workshops to facilitate positive home to school communication and building of a collaborative school culture for parents, students, and staff. l. Parents encouraged to participate with PTSA/ ELAC and classroom volunteer opportunities.	School Year 2018-2019	a-l. Parent training / flyers /conferences/materials	a. $1,000 and accounted for in other areas of the site plan	a. Base Fund
6. Auxiliary services for students and parents (including transition from elementary to 6th, 7th and 8th grade): a. Kindergarten parent information day is offered at KinderCamp. Parents will receive transitional support.	School Year 2018-2019	a. Salaries and Materials	a. N/C	a. District Supplemental Funds

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	
(Based on conclusions from Analysis of Program Components and Student Data pages) Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	
Student groups and grade levels to participate in this goal: All Students African American EL Socio-economically Disadvantaged Disabled GATE Foster	**What data did you use to develop this goal.?** Average daily attendance, discipline data, and the California Healthy Kids Survey results were used to develop this goal. Improved student achievement as stated in Goals #1 and #2. A. A 1% increase in ADA as compared to 2016-2017 ADA. B. Maintain a reasonable number of days of suspension from 2016-2017. C. 2% decrease in the number of days of detention served and 3% increase in the number of structured activities implemented during recess from the 2016-2017 school year.
What were the findings from the analysis of this data? Students continue to struggle with attendance. 3-5% of students are still in the attendance categories of chronic or severe. Over 1,000 detentions and 26 suspensions were assigned in the 2016-2017 school year. Informal assessment data, Kindergarten/1st grade assessment data, Power School Discipline Report and ADA reports.	**How will the school evaluate progress made toward achieving this goal?** Group data needed to measure academic gains: Site Assessment Data Attendance and Discipline reports from Power School CA Healthy Kids Survey Surveys

SCHOOL GOAL #3				
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**

SCHOOL GOAL #3

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
1. Alignment of instruction with content standards and promotion of caring, supportive relationships between all stakeholders: a. Implementation of a schoolwide Character Development Programs with a focus on building leadership skills. b. Continuation of a schoolwide focus on character traits through the implementation of Boys Town. c. Recognition of student achievement accomplishments through classroom and schoolwide ceremonies such as attendance awards, semester awards, ACE Awards and behavior awards. d. Recognition of Perfect Attendance - semester and yearlong e. GATE engage in long-term project to be presented to community at the end of the school year f. Testing rallies and a focus on creating a positive culture around testing. This will include a partnership with PTSA to develop and implement events for students and parents. g. Development of Viper Pride including a set way of norms and expectations for students. This will be communicated through weekly dialers, postings throughout campus, and modeled expectations.	School Year 2018-2019	a-d. Awards, Posters, Materials e. Materials f. Materials and Assemblies g. Assemblies, posters	a-d. $4000 and Accounted for in previous goals and District Funded e. $2000 f. $1000 g. $1000	a-d. Title 1 e. Base Fund f. Base Funds g. Base Funds
2. Focus on increasing student attendance by 1% over the 2017-2018 school year. This would take us to 96% average daily attendance. a) Attendance/No Tardy incentives 1. Monitoring of student attendance data in relationship to academic achievement during quarterly data days.	School Year 2018-2019	a-b. materials	a. $500	a. Base Funds

VI Planned Improvements in Student Performance (continued)

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SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)
Goal #4 for Improving Student Achivement in a safe and secure environment: Anaverde Hills students, staff, and community will make a joint effort to create and maintain a positive. motivating, and nurturing environment that is conducive to learning for all students and that promotes a positive school culture.
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Student groups and grade levels to participate in this goal:
All Students
African American
EL
Socio-economically Disadvantaged
Disabled
GATE
Foster
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What data did you use to develop this goal.?
Average daily attendance, discipline data, and the California Healthy Kids Survey results were used to develop this goal.
Improved student achievement as stated in Goals #1 and #2.

A. A 1% increase in ADA as compared to 2016-2017 ADA.

B. Maintain a reasonable number of days of suspension from 2016-2017.

C. 2% decrease in the number of days of detention served and 3% increase in the number of structured activities implemented during recess from the 2016-2017 school year.
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What were the findings from the analysis of this data?
Students continue to struggle with attendance. 3-5% of students are still in the attendance categories of chronic or severe.   Over 1,000 detentions and 26 suspensions were assigned in the 2016-2017 school year.

Informal assessment data, Kindergarten/1st grade assessment data, Power School Discipline Report and ADA reports.
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How will the school evaluate progress made toward achieving this goal?
Group data needed to measure academic gains:
Site Assessment Data
Attendance and Discipline reports from Power School
CA Healthy Kids Survey
Surveys
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<td colspan="5">SCHOOL GOAL #4</td>
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<td>Actions to be Taken to Reach This Goal
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</td>
<td>Start Date
Completion Date</td>
<td>Proposed
Expenditures</td>
<td>Estimated
Cost</td>
<td>Funding
Source</td>
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SCHOOL GOAL #4

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
1. To communicate to students, parents, staff and community members clear academic expectations and standards for student behavior : a. School and district policies are communicated annually to all parents and students through the student handbook. b.Discipline assemblies are held for students in grades K-8 at the beginning of each school year. Students are provided reinforcement and a review of the school rules as needed. c. 3rd – 8th grade students maintain a Binder Reminder, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines. d. Semester Awards are held at the end of each semester to honor academic achievement. Monthly awards are held in grade K-4 to recognize academics, citizenship, and effort. e. The school safety plan is updated annually and drills are conducted. Our procedures are outlined in the schoolwide disaster plan which is updated annually. f. Red Ribbon Week activities will reinforce making healthy choices. g. Development of VIPER culture including a set way of norms and expectations for students. This will be communicated through weekly dialers, postings throughout campus, and modeled expectations.	School Year 2018-2019	a. Duplicating costs b. None c. Planners d. Awards / certificates e. Supplies f. Supplies	a. $300 b. NC c. $2,000 d. $200 e. NC f. $200 g. NC	a. Base Fund b. NA c. PTSA d. Base Fund e. NC f. PTSA g. NC
2. To establish a safe environment during the school day and during student arrival and dismissal: a. Policies are outlined in the student handbook for review by parents, students and staff. b. Policies are updated and reviewed by the safety committee with updates to policies shared with staff and parents. c. Monthly fire, earthquake and disaster drills are conducted with process / results reviewed by the safety committee, d. A schoolwide disaster plan is reviewed and updated annaully. e. The School Messenger system is used to communicate with parents any information necessary in the event of an emergency. f. Schoolwide disaster supplies are inventoried and updated to maintain readiness in the event of an emergency.	School Year 2018-2019	a.-e. None f. Purchase needed supplies	a.-e. N/C f. District Funded	a.-e. NA f. District Funded

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?

SCHOOL GOAL #5				
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**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Overall Participation for All Students												
Grade 3	63		84	62		83	62		83	98.4		98.8
Grade 4	56		91	54		90	54		90	96.4		98.9
Grade 5	78		75	78		75	77		75	100.0		100
Grade 6	60		74	58		74	58		74	96.7		100
Grade 7	66		78	65		78	65		78	98.5		100
Grade 8	53		62	49		59	49		59	92.5		95.2
All Grades	376		464	366		459	365		459	97.3		98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2387.6		2394.0	13		9.64	16		24.10	29		28.92	42		37.35
Grade 4	2451.9		2433.0	15		12.22	26		14.44	30		28.89	30		44.44
Grade 5	2483.9		2477.3	14		12.00	31		29.33	21		24.00	33		34.67
Grade 6	2518.1		2503.2	7		4.05	41		33.78	31		35.14	21		27.03
Grade 7	2497.0		2546.2	5		11.54	26		43.59	28		20.51	42		24.36
Grade 8	2558.7		2525.6	8		6.78	39		25.42	31		28.81	22		38.98
All Grades	N/A	N/A	N/A	10		9.59	30		28.10	28		27.67	32		34.64

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19		13.25	29		43.37	52		43.37
Grade 4	9		12.22	59		45.56	31		42.22
Grade 5	19		12.00	47		48.00	34		40.00
Grade 6	12		13.51	62		55.41	26		31.08
Grade 7	12		17.95	32		51.28	55		30.77
Grade 8	18		13.56	49		45.76	33		40.68
All Grades	15		13.73	46		48.15	39		38.13

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		12.05	47		46.99	42		40.96
Grade 4	13		14.44	61		47.78	26		37.78
Grade 5	17		25.33	51		46.67	31		28.00
Grade 6	22		12.16	52		54.05	26		33.78
Grade 7	9		28.21	54		47.44	37		24.36
Grade 8	14		10.17	67		47.46	18		42.37
All Grades	15		17.21	55		48.37	31		34.42

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		9.64	60		67.47	29		22.89
Grade 4	6		4.44	72		64.44	22		31.11
Grade 5	9		13.33	66		64.00	25		22.67
Grade 6	14		4.05	74		75.68	12		20.27
Grade 7	8		10.26	58		70.51	34		19.23
Grade 8	10		6.78	73		67.80	16		25.42
All Grades	10		8.06	67		68.19	24		23.75

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		16.87	45		59.04	44		24.10
Grade 4	15		13.33	50		57.78	15		28.89
Grade 5	26		22.67	51		52.00	23		25.33
Grade 6	19		13.51	64		62.16	17		24.32
Grade 7	8		29.49	54		53.85	38		16.67
Grade 8	18		22.03	67		38.98	14		38.98
All Grades	16		19.39	55		54.68	26		25.93

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63		84	63		83	63		83	100.0		98.8
Grade 4	56		91	54		90	54		90	96.4		98.9
Grade 5	78		75	78		75	76		75	100.0		100
Grade 6	60		74	58		74	58		74	96.7		100
Grade 7	66		78	65		78	65		78	98.5		100
Grade 8	53		62	50		59	50		59	94.3		95.2
All Grades	376		464	368		459	366		459	97.9		98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.5		2399.0	5		0.00	14		28.92	27		33.73	54		37.35
Grade 4	2442.2		2441.2	2		10.00	20		14.44	54		38.89	24		36.67
Grade 5	2451.1		2456.0	4		5.33	12		12.00	31		30.67	51		52.00
Grade 6	2492.9		2480.5	2		2.70	19		14.86	47		40.54	33		41.89
Grade 7	2458.0		2495.0	2		5.13	11		17.95	22		32.05	66		44.87
Grade 8	2487.6		2492.2	2		6.78	10		8.47	38		32.20	50		52.54
All Grades	N/A	N/A	N/A	3		5.01	14		16.56	35		34.86	47		43.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8		14.46	29		43.37	63		42.17
Grade 4	9		15.56	48		30.00	43		54.44
Grade 5	8		10.67	20		30.67	72		58.67
Grade 6	7		5.41	48		40.54	45		54.05
Grade 7	8		10.26	22		34.62	71		55.13
Grade 8	0		8.47	40		27.12	60		64.41
All Grades	7		11.11	33		34.64	60		54.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5		14.46	38		45.78	57		39.76
Grade 4	7		13.33	50		42.22	43		44.44
Grade 5	11		8.00	30		29.33	59		62.67
Grade 6	7		9.46	55		47.30	38		43.24
Grade 7	5		7.69	28		47.44	68		44.87
Grade 8	4		6.78	64		44.07	32		49.15
All Grades	7		10.24	43		42.70	51		47.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10		7.23	41		61.45	49		31.33
Grade 4	6		13.33	48		45.56	46		41.11
Grade 5	9		6.67	30		40.00	61		53.33
Grade 6	3		4.05	55		45.95	41		50.00
Grade 7	3		6.41	60		57.69	37		35.90
Grade 8	8		10.17	50		44.07	42		45.76
All Grades	7		8.06	47		49.46	47		42.48

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***		25	***	***	75						
1				***	67	13	***		75		33	13			
2				20	60	14	20	40	43	30		43	30		
3	8		17	33	23	17	42	31	67	17	23			23	
4		27	10	71	27	30	29	45	50			10			
5		13		44	75	71	44	13	14			14	11		
6	17			17	17	***	33	67	***	17	17	***	17		
7		20		20	40	60	60	40	20	20		20			
8				***	100										
Total	4	8	4	38	46	32	38	31	48	13	10	16	9	5	

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following statements characterize educational practice at Anaverde Hills School
1. Alignment of curriculum, instruction and materials to content and performance standards:

Math, Language Arts, Science, and History/Social Studies curriculum, instruction and materials are directly aligned to district and state content and performance standards at the elementary level. Teachers are also provided professional development in the CCSS. Teachers work with their peers to implement year-long pacing plans to ensure that instruction in the core academic areas address the standards. Site Administrators receive training on the content standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. The staff continues to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in GATE, ELL and special education. Staff ensures that all students receiving these services have goals and objectives aligned with grade level appropriate content standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

Math, Language Arts, Science and History/Social Studies curriculum, instruction and materials are directly aligned to district and state content and performance standards. Students are provided with district adopted textbooks that are aligned with the content standards. Limited supplemental materials are used to support core instruction. The increased availability of standards-based materials for ELL, GATE and special education students strengthen the instructional program.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the option to attend district and site sponsored staff development opportunities that are based on the alignment of standards, assessing student performance and professional needs. The Beginning Teacher Support and Assessment Induction Program (BTSA), provides support and instruction for teachers who are new to the profession. School site meeting time is used to analyze specific site and grade level issues. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

4. Services provided by the regular program to enable Underperforming students to meet standards:

Those students identified as underperforming on the standards are offered remedial programs to ensure future success. We offer as remediation to all our underperforming students the option to take advantage of tutoring offered after school hours. In addition since school offers a "push-in" service delivery model for our students identified as RSP, the underperforming students not identified and qualified as RSP students in that same classroom, also have the advantage of the expertise of the RSP teacher while he/she is servicing those students identified for special education resource services.

5. Services provided by categorical funds to enable Underperforming students to meet standards:
Services provided by categorical funding to enable underperforming students to meet the standards include instructional assistant time for direct assistance to underperforming students in the classroom, after school tutoring, intersession school, release time for teachers to attend professional development opportunities, and use of the district psychologist to provide data which drive the school's testing analysis for improvement. Additional resources available include the Fast Forword intervention program.

6. Use of state and local assessments to modify instruction and improve student achievement:

Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.

7. Number and percentage of teachers in academic areas experiencing low student performance:

62% of students nearly met or did not meet the standards for their grade level on the Language Arts portion of the CAASP assessment. 78.43% of student nearly met or did not meet the standards for their grade level on the Mathematics portion of the CAASP assessment.   Students are placed in mixed ability classes, therefor all classes may have students who are struggling to meet the standards for their grade level. An improvement plan will be developed each year based on the previous year's test data. Plans will be monitored throughout the year.

8. Family, school, district and community resources available to assist these students:

Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges the schools faces is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a portion of our schools' population that faces economic barriers. Some school sites have a country population and there are some of the students who do not have the normal amenities such as running water and electricity. In the schools within the city limits, there are also those who face the typical issues surrounding poverty. One of the schools also draws part of its population from a local shelter for battered women, which brings with it the conflict of Maslow's hierarchy of need to the student. This means that there are bigger concerns on their mind than the educational process. Also, this lends itself to a great deal of transience, which makes the educational process spotty at best. Some schools in the district are small and extremely rural in nature and this brings with it a lack of resources at these school sites, which makes it challenging to meet the need of the under performing student. The following resources are available; after school and Saturday School tutoring, YMCA child care available for a fee and free and reduced lunch program, and the Boys & Girls Club.

9. School, district and community barriers to improvements in student achievement:

In our community, some of the challenges our school faces include: Low socio-economic barriers and rising numbers of foster youth

10. Limitations of the current program to enable Under performing students to meet standards:

The effectiveness of the current instructional program would be enhanced by:
- On-going staff development in the areas of
  o Knowledge of the state-adopted frameworks and content standards
  o Use of assessment data to guide and inform instruction
  o Differentiation of instruction, particularly for ELL, special needs and at-risk students
  o Inclusion of special needs students into the general education environment
- Vertical articulation of curriculum from one grade level to the next
- Well developed parent education program that familiarizes parents with the content standards, STAR testing program, requirements of No Child Left Behind (NCLB) and provides ways that parents can support the instructional program
- Effective use of technology to support the instructional program and to facilitate the analysis of assessment data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

Teachers work in PLC collaborative groups based on grade level on a monthly basis.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    Opportunities for increased learning time have been noted within each goal. Some are as follows:
    Academic Recovery Saturday School
    After school tutoring
    Kinder Camp
    Extensive professional development in lesson design and district initiatives

17. Transition from preschool to kindergarten (Title I SWP)

    A pre-school program for general education students is not available in the District. Kinder Camp is a 3 day program
    to assist incoming students into Kindergarten and Transitional Kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

    Documented within goals.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

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

State Programs		Allocation
X	LCFF-Base	$26,765.00
	LCFF-Supplemental	$0.00
	List and Describe Other State or Local funds:	$0.00
	Total amount of state categorical funds allocated to this school:	$26,765.00

Federal Programs		Allocation
X	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$67,296.00
	Title I, Part A: Schoolwide Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
	Title I, Part A: Parent Improvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$
	Other Federal Funds (list and describe(42)	$
	Total amount of federal categorical funds allocated to this school:	$67,296.00

Total amount of state and federal categorical funds allocated to this school:	$94,061.00

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Anaverde Hills Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	
		Signature
	Compensatory Education Advisory Committee	
		Signature
X	Other committees established by the school or district (list):	
	Teacher Leadership Committee	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on: May 30th, 2018

Attested:

Jacob Briggs & Shannon Rossall

Typed Name of School Principal	Signature of School Principal	Date

Tinisha Hamberlin

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Anaverde Hills Elementary's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to positively engage parents/guardians in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent progress reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year, as needed, with parents/guardians of elementary school students.

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.

4. Develop mechanisms to encourage parent/guardian input on school issues and programs.

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.

7. Build the capacity of the school and parents/guardians for strong parent involvement by:

- assisting parents/guardians in understanding such topics as the state's academic content standard, board adopted curriculum, and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:

- providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11.   The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

Educate staff, with the assistance of parents, on how to reach out to , communicate with, and work with parents as equal partners.

12.   Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13.   Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14.   If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15.   The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Principal Pledge:

Appendix H - School Site Council Membership (Anaverde Hills Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shannon Rossall	X				
Renee Collard				X	
Cameo Bruckner				X	
Tinisha Hamberlin				X	
Leola Johnson				X	
Kristy Nevarez Ayllon				X	
Noelle Zuaro		X			
Brittany Tallosi		X			
Andrea Blua Contreras		X			
Heidi Thompson			X		
Numbers of members of each category	**1**	**3**	**1**	**5**	**0**

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
1. Improvement of math CAASP Scores and student achievement in math
2. Improvement of all academic score for students with disabilities
3. Improvement of school culture including parent involvement

Identify the major expenditures supporting these priorities.
1. Professional development
2. Collaborative planning days
3. Supplemental programs and resources

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

      Lack of timely implementation

      Limited or ineffective professional development to support implementation

      Lack of effective follow-up or coaching to support implementation

      Not implemented with fidelity

      Not appropriately matched to student needs/student population

      Other:

Based on the analysis of this practice, would you recommend:

      Eliminating it from next year's plan

      Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?
The SSC engaged in the cycle of continuous improvement including a discussion of data and barriers. These information was used to revise the plan for the 2018-2019 school year.

How were advisory committees involved in providing advice to the SSC?
Advisory committees provided a variety of data to the SSC to assist in their cycle of continuous improvement.

How was the plan monitored during the school year?
Goals were monitored through SSC meetings but data was lacking to assess progress towards the goals.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Changes for the 2018-2019 school year include:
1. Guiding questions for each meeting
2. Data to help answer guiding questions at each meeting
3. Alignment of plans including LCAP, AVID certification plan, and WASC documentation

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?