

SPSA Year 2017–18 X 2018–19 2019–20



School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Anna Hause Elementary		
Contact Name and Title	Mari Ryan Principal	Email and Phone	mryan@beaumontusd.k12.ca.us (951) 769-1674

THE STORY: Briefly describe the students and community and how the school serves them

Our Vision: Anna Hause Elementary is committed to our district's vision that through home, school and community, our students can be successful, engaged, lifelong learners. We provide our students with the highest quality education in a safe and respectful environment recognizing the value of building rigor, relevance and relationships to accomplish our goals.

Our Mission: At Anna Hause we are committed to providing a positive school culture, high quality instruction, and student leadership opportunities. We will reach these goals through evidence of high impact, evidence-based teaching strategies, universal access to differentiated instruction, and PBIS school wide management systems that foster respectful relationships.

Anna Hause opened its doors in the 2008-09 school year and is one of seven elementary schools located in the Beaumont Unified School District. It is located at 1015 Carnation Lane in the Sundance housing development in Beaumont, California. It is home to a TK-5 traditional academic program. Our student enrollment is 895 students with 35 teachers, 21 support personnel, a six hour library technician, one speech and language therapist, and two full-time Specialized Academic Instructors. We have 33 classrooms, a multipurpose room, cafeteria, library, staff lounge, and band room. There is a large grassy field area for students to play and to develop their strength and gross motor skills during physical education classes. All students in grades TK-5th have access to 1:1 Chromebook devices. Other youth services and clubs include Early Act, Running Club, Before School Tutoring Academies, Choir, Art Club, PBIS Club, AVID Club and Friday Night Live. Our facilities are maintained by two full time custodians and one four hour custodian. Students are kept safe on our school grounds by being supervised at all times by certificated and/or classified staff. Before and after school care is provided on site by our district provided After School Education and Safety Program (ASES) and Boys and Girls Club. Anna Hause Elementary greatly benefits from its supportive parents who dedicate a number of volunteer hours for the benefit of all students and staff members by assisting in classrooms, study trips,

fundraiser events, and other school involvement activities. Anna Hause Elementary was recognized with the California Gold Ribbon Schools Award in 2016-2017 for our outstanding practices in creating a more safe, positive school culture through our Positive Behavior Intervention and Supports (PBIS) program.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

This school plan for student achievement features a focus on equity through a number of initiatives designed to reduce and eliminate barriers to student success. These initiatives are driven from a comprehensive needs analysis of district and school site assessment data, as well as stakeholder input. Some of the actions and services to meet the identified needs of our students include: Parent Involvement and Engagement Opportunities, Positive Behavior Interventions and Supports (PBIS), Focus on Student Attendance Rates, School Climate and Culture, Social Emotional Learning (SEL), Advancement Via Individual Determination (AVID), and Academic Achievement through California State Standards.

At Anna Hause Elementary, we believe that every child can learn and deserves to be educated in a way that prepares him or her for college and/or a career. We aim to ensure that all students and staff members experience a positive school climate and culture through positive relationships. We focus on high quality instruction that is individualized and centered around 21st century learning experiences. We have and continue to build systems that provide access to a rigorous curriculum based on the California Standards to prepare students to be college and career ready. Our students are the focal point for all decision making. We provide student leadership experiences that enhance the social emotional learning of our students.

This year's SPSA continues to support the district's LCAP goals and district initiatives. In order to develop a school culture that is built on equity and foster positive relationships we have adopted three school-wide goals: 1) Maintaining a Positive School Culture 2) High Quality Instruction with a focus on becoming college and career ready by implementing rigorous standards based instruction and AVID strategies school-wide 3) Hiring and maintaining employees by providing effective professional development.

NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Our ongoing accomplishments and progress include:

- 1) Improving English Learner Progress- The California School Dashboard Performance Indicator for English Learner Progress is Blue.
- 2) Maintaining a low suspension rate- The California School Dashboard Performance Indicator for Suspension Rate is Green.
- 3) Maintaining a low chronic absenteeism rate- The California School Dashboard Performance indicator or Chronic Absenteeism is under 10%.

We plan on continuing to build on our achievement by providing additional staff development on high impact instructional strategies for English learners, adopting a new K-5 English Language Arts curriculum (McGraw Hill Wonders), providing comprehensive professional development on high impact instructional practices and social emotional learning. We also plan to use evidence based diagnostic measurements in ELA and Math (i-Ready) and implementing effective Tier II interventions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

While progress was made in some areas, there are areas of need:

Our Academic Achievement School-Wide Dashboard Performance Level in both English Language Arts and Math is Orange.

Our Students with Disabilities Dashboard Performance Level in both English Language Arts and Math is Red.

Our English Learner and Hispanic student groups Dashboard Performance Level in both English Language Arts and Math is Orange.

Our African American student group Dashboard Status is Low in ELA and Math and has Declined Significantly; -23.4 points in ELA and -37 points in Math.

To respond to ELA and Math needs, the Intervention teacher collaborates with teachers and uses data to identify students who need academic support through small group instruction. Groups are created every six weeks. Classroom teachers also provide daily universal access and differentiate instruction in order to meet the needs of all students. Academic EMT meetings are held for students needing additional classroom and Tier II interventions.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

We will continue to work to increase our ELA and Math performance levels for our Students with Disabilities, Socio-Economically Disadvantaged, Hispanic, and African America student groups. In response to ELA and Math needs, an Intervention teacher will collaborate with teachers and use data to identify students who need academic support in a small group environment. Classroom teachers will also provide daily universal access lessons to differentiate instruction in order to meet the needs of all student groups. High impact instructional strategies, AVID WICOR strategies, learning targets, and success criteria will be used daily in all classrooms. All classrooms will implement EL strategies (including strategies learned at BELIEF professional development training). ELs will be closely monitored using the ELlevation software program. Early literacy will continue to be a focus in all K-2 classrooms to ensure all students are reading by 3rd grade. SAI teachers work closely with students and their teachers to ensure IEP goals are addressed daily. Teachers will continue to collaborate weekly to discuss learning targets, success criteria, best practices, and align curriculum planning. Participation in the Equity Conference and AVID Summer Institute will prompt staff discussion to better address gaps in learning and behavior.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Anna Hause Elementary is committed to providing a comprehensive approach to improving outcomes for all students by providing ongoing training for staff. By building on our current initiatives of AVID implementation, PBIS, Social Emotional Learning (SEL), and additional training on high impact instructional practices for English Language Learners, our team will strategically remove barriers to students' success.

Annual Update 2017-18 **SPSA Year Reviewed: 2017-18**

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:
 Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:
 Anna Hause Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

1	2	3	4	5	6	7	8
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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

- a. Increase Parental Involvement
- b. Improve Positive Behavior Interventions and Supports
- c. Increase student attendance rates
- d. Continue activities to improve school climate and culture

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Increase Parental Involvement

ACTUAL
Anna Hause Elementary School has increased parental involvement by providing resources to parents. The site has provided resources and supports through technology and informational nights for parents.

Expenditures

BUDGETED
Communication 3010 Title I 500

Support District Parent Academies 3010 Title I 800
Parent Information Nights 3010 Title I 200
Coffee with the Principal 0000 LCFF Base 500

ESTIMATED ACTUAL
Site communication has been done electronically via Blackboard, PeachJar, Facebook, and the school website. 3010 Title I 0
Parent Academies were not held 0
Back-to-School Night/Science Fair Night 3010 Title I 300
Met with parents bi-monthly to discuss current events and site concerns. 0000 LCFF Base 500

Action **2**

Actions/Services

PLANNED
Increase PBIS- Positive Behavior Interventions and Supports

ACTUAL
Anna Hause Elementary School has increased their Positive Behavior Interventions and Supports school wide. The site has made PBIS a focus throughout the campus where students can access and reference the skills in and out of the classrooms. All classified and certificated staff have been Boys Town and CPI trained.

Expenditures

BUDGETED
Incentives for students 3010 Title I 1000

Training-Teachers (Boys Town/CPI) 3010 Title I 500
Training-Classified (Boys Town/CPI) 3010 Title I 500

ESTIMATED ACTUAL
Students were provided prizes for positive behaviors. LEAD Banners and shirts were posted to increase student awareness of the expectations by location for PBIS. 0707 LCFF S/C 3800
Teachers attended Boys Town/CPI 0
Classified Staff attended Boys Town/CPI 0

Action **3**

Actions/Services

PLANNED
Increase Student Attendance Rates

ACTUAL
Anna Hause Elementary School focused on student attendance and provided incentives for students that came to school. This has helped the site maintain their attendance rates for the school year.

Expenditures

BUDGETED
Student Incentives 3010 Title I 500

ESTIMATED ACTUAL
Monthly attendance awards, trophies, and DJ Party 3010 Title I 800

Action **4**

<p>Actions/Services</p>	<p>PLANNED Improve School Climate and Culture</p>	<p>ACTUAL Anna Hause Elementary School has improved the school culture by providing professional learning opportunities for the staff and programs for students to deepen the campus climate for all stakeholders.</p>
<p>Expenditures</p>	<p>BUDGETED Equity Conference 0707 LCFF S/C 2000 ACSA Conference 3010 Title I 2000 SEAL Boot Camp 0707 LCFF S/C 12000 SEAL Fitness Equipment 3010 Title I 2500 Sports for Learning 0707 LCFF S/C 12000</p>	<p>ESTIMATED ACTUAL 7 Staff members attended the RCOE Excellence through Equity Conference 0707 LCFF S/C 3470 No staff attended the ACSA Conference 0 School site has implemented SEAL Boot Camp in grades 1-5 0707 LCFF S/C 7440 School purchased PE Equipment to implement the SEAL Fitness Program 3010 Title I 2500 Provided a co-ed Soccer/STEM based program that provides structured outdoor activity, team building and social skills for students. 0707 LCFF S/C 12343</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented except the implementation of parent academies and the continuation of Boys Town/CPI training for classified and certificated staff. A team of teachers attended the ROCE Equity Conference to gather information and resources needed to address issues of equity in everyday practice. SEAL Fitness was purchased to ensure all students had a structured curriculum allowing students to effectively meet PE expectations. Our stand out success of implementation is the increase of supports for positive behavior and school culture. There is an increase of relationship-building through structured recess activities, rewards for good behavior, and the focus on student leadership opportunities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Stakeholders rated all of the actions as effective. Ensuring a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community. Implementation of PBIS skill groups provided social emotional and behavior support for students inside and outside of the classrooms. SEAL Boot Camp motivated students and teachers to focus on the CA Physical Education Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures. The site planned to gain more parent support and involvement by holding Parent Academies, but these were not held this school year. The site also planned to have staff attend more professional development and conferences. While staff attended some of the conferences scheduled for the year, staff did not attend the Boys Town/CPI or the ACSA Conference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Stakeholder surveys indicate that the focus on providing incentives for students, PBIS skill groups, and structured recess activities should continue to be a focal point. These actions will decrease student suspension rates, increase attendance rates, and increase academic success by meeting the social emotional learning needs of all students.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

<h2>Goal 2</h2>	DISTRICT GOAL: Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses							
	SITE GOAL: Anna Hause Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.							
	1	2	3	4	5	6	7	8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

<p>SITE:</p> <ul style="list-style-type: none"> a. Resources to support California State Standards ELA/ELD/Math program implementation b. Staff collaboration to support California State Standards ELA/ELD/Math program implementation c. Technology d. Research based practices to support and monitor English Learners e. Programs to support/provide equal access for all learners
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[ACTIONS / SERVICES](#)

Action **1**

Actions/Services

PLANNED
Resources to support California State Standards ELA/ELD/Math program implementation

ACTUAL
Anna Hause Elementary School purchased resources to support ELA/ELD/Math program implementation to ensure access to California State Standards.

Expenditures

BUDGETED
Site Licenses for Renaissance Learning software products 3010 Title I 3500

ESTIMATED ACTUAL
Renaissance Learning Site License 3010 Title I 5546

Action **2**

Actions/Services

PLANNED
Staff collaboration to support implementation of California State Standards in ELA/ELD/Math through curriculum program implementation

ACTUAL
Anna Hause Elementary School provided collaboration time for staff to support California State Standards ELA/ELD/Math program implementation.

Expenditures

BUDGETED
Certificated Substitutes- One day per trimester per grade level team 34 teachers x 4 days x \$144= \$19584 3010 Title I 27000
Extra Duty Pay- Certificated 3010 Title I 1500
Extra Duty Pay- Classified 3010 Title I 2000

ESTIMATED ACTUAL
Certificated Substitutes were used one day per trimester per grade level team for teacher collaboration. 0707 LCFF S/C 20400
Extra Duty Pay- Certificated 3010 Title I 4500
Extra Duty Pay- Classified 3010 Title I 950

Action **3**

Actions/Services

PLANNED
Staff collaboration to support California State Standards ELA/ELD/Math program implementation

ACTUAL
Anna Hause Elementary School provided classified substitutes for Professional Development/Training to support California State Standards in ELA/MATH program implementation.

Expenditures

BUDGETED
Classified Substitutes for Professional Development and Learning Walks 3010 Title I 500
Intervention Professional Development
3010 Title I 2250

ESTIMATED ACTUAL
Substitute for classified staff to attend Illuminate Conference and CABE 3010 Title I 450
School site did not have any professional/consulting services 0

Action **4**

Actions/Services

PLANNED
Technology

ACTUAL
Anna Hause Elementary School has accrued technology expenses for the school site to ensure all classrooms had materials needed to provide 21st Century learning opportunities for all students.

Expenditures	<p>BUDGETED Technology- Computers Repair-Replace, Mice, Headphones, and Chromebooks 3010 Title I 3500</p>	<p>ESTIMATED ACTUAL School site purchased classroom computers, administration laptop, and headphones 3010 Title I 3500</p>
Action 5		
Actions/Services	<p>PLANNED Research based practices to support and monitor English Learners</p>	<p>ACTUAL Anna Hause Elementary School provided collaboration and professional development opportunities for staff to implement research based practices to support and monitor English Learners.</p>
Expenditures	<p>BUDGETED Certificated Subs -collaboration, meetings, vertical articulation, learning walks 3010 Title I 1000</p>	<p>ESTIMATED ACTUAL School site provided certificated subs for collaboration, meetings, vertical articulation, learning walks 1000</p>
Action 6		
Actions/Services	<p>PLANNED Programs to support/provide equal access to all learners</p>	<p>ACTUAL Anna Hause Elementary School implemented programs to support and provide equal access by providing materials and multi-tiered systems of support for all learners.</p>
Expenditures	<p>BUDGETED Science/Math/ELA/Technology Nights 3010 Title I 500 Materials 3010 Title I 500 Certificated - Extra Duty Pay Academies/Tutoring, PBIS 3010 Title I 2000 EMT Monitoring 10 days x 2 subs x \$144 3010 Title I 3000</p>	<p>ESTIMATED ACTUAL School site had Science/Math/ELA/Technology Nights 500 School site purchased materials 500 School site provided Certificated - Extra Duty Pay for Academies/Tutoring, PBIS 2000 School Site provided EMT monitoring for two certificated teachers for 10 days throughout the school year 3000</p>
Action 7		
Actions/Services	<p>PLANNED Extended learning opportunities to enhance college/career readiness</p>	<p>ACTUAL Anna Hause Elementary School extended learning opportunities to enhance college and career readiness by providing materials to students and professional development opportunities for staff.</p>
Expenditures	<p>BUDGETED AVID -materials binders, planners 3010 Title I 1000 Materials 3010 Title I 500 AVID Professional Development activities 0707 LCFF S/C 10000</p>	<p>ESTIMATED ACTUAL School site purchased AVID binders and planners 3010 Title I 2677.00 School site purchased AVID materials 500 School site provided professional development opportunities by sending staff to AVID learning sessions 0707 LCFF S/C 21,110.00</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The AVID Site Team attended Summer Institute and AVID Path Training in the 2017-2018 school year to further implement WICOR strategies school-wide. AVID materials were provided to assist students with the development of organizational skills. Accelerated Reader site license continued to be used to develop students reading comprehension skills and as a means of motivation. I-Ready was implemented as a diagnostic tool to assess student's understanding of the CA State Standards. Teachers were provided with planning days three times per year to collaborate and implement best instructional practices. Teachers substitutes were provided to hold monthly EMT parent meetings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

AVID WICOR strategies are having a positive effect on student achievement as noted on through Progress Adviser walk through data and the CA Dashboard Data. Students are also showing a increase in their organizational skills. Accelerated Reader (AR) usage reports show that all classrooms are utilizing the program and meeting individual AR goals. Students are meeting the required PE minutes using the SEAL Fitness program and students are being provided individualized interventions to meet their needs identified during EMT meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was only one material difference between Budgeted Expenditures and Estimated Actual Expenditures. The site ended up spending more funds than were initially allocated for AVID materials and professional development. The reason for this was that site and School Site Council decided to have all teachers fully AVID trained and AVID implemented with all materials needed for each classroom and student school wide.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Stakeholder surveys indicate that the focus on AVID should continue to be a focal point. These actions will increase student academic success in both ELA and Math.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Anna Hause Elementary will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

- a. Intervention teacher to provide support in MTSS
- b. Personnel Support- Instructional Assistant
- c. Learning Walks

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
PBIS Intervention teacher to provide support in MTSS

ACTUAL
Anna Hause Elementary School provided a intervention teacher to provide academic and behavioral supports schoolwide for all students.

Expenditures

BUDGETED
Intervention Teacher 0707 LCFF S/C 50000

ESTIMATED ACTUAL
School site provided a full time intervention teacher 0707 LCFF S/C 50000

Action **2**

Actions/Services

PLANNED
Personnel Support- Instructional Assistant (IA)
Instructional Assistants will be available to assist teachers in supporting core ELA instruction. IA will devote their entire time on working with identified students using current data derived from benchmark and theme tests/assessments to determine areas of need.

ACTUAL
Anna Hause Elementary School provided Instructional Assistants (IA) to be available to assist teachers in supporting core ELA instruction. IA devoted their entire time on working with identified students using current data derived from benchmark and theme tests/assessments to determine areas of need.

Expenditures

BUDGETED
Instructional Aide 3010 Title I 10,000

ESTIMATED ACTUAL
School Site funded instructional Aide 3010 Title I 9,036.00

Action **3**

Actions/Services

PLANNED
Learning Walks

ACTUAL
Anna Hause Elementary School provided collaboration and planning time schoolwide during grade level and site Learning Walks.

Expenditures

BUDGETED
Substitutes 3010 Title I 10,000

ESTIMATED ACTUAL
School Site provided certificates substitutes for Learning Walks. 0707 LCFF S/C 9,216.00

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The PBIS Intervention teacher has provided research based instruction for students in both individualized and in small group settings with a focus on 16 PBIS Social Skills. Instructional Assistants were available to assist teachers in supporting core ELA instruction and teachers participated in Learning Walks.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Student office referrals have decreased and students have shown improved behavior as a result of the PBIS Skill Group implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Anna Hause Elementary School will not be providing a full time PBIS Intervention Teacher and Instructional Aide position next school year. Every school districtwide will have a Intervention Teacher that focuses on Reading Literacy. With this extra support provided, there is not a need for the site to provide an additional PBIS and Instructional Aide position.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

Staff: Input provided through the AHE Single Plan for Student Achievement Survey March 2018. Staff was also given a survey that addresses school climate and culture thus determining our focus area.

Site administration gathers input from staff regularly through weekly collaboration meetings and during monthly staff meetings.

Site administration gathers input from Site Leadership Meetings.

Parents are asked for their input during all SSC, PTA, ELAC, and Coffee with the Principal meetings.

California Healthy Kids Survey data collected annually.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The input received from our stakeholders was noted and considered when planning for the updated school plan. Meeting agendas, notes and minutes were documented throughout the year. Data was considered when appropriate in order to provide effective input. Based on the data, the School Site Council decided to continue to provide a positive school culture through the implementation of PBIS and parent involvement nights. Based on the data, the School Site Council decided to continue to provide a high quality of instruction instruction by continuing the implementation of AVID WICOR strategies and methodologies. Based on the data, the School Site Council decided to add an Early Literacy and Reading Intervention Teacher.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joshua Pistilli			X		
Anna Chaconas		X			
Rosalind Williams				X	
Jesse Johnson				X	
Athalia Marquez				X	
Cindy Carr		X			
Mari Ryan	X				
Kelly Kirchgater		X			
Michelle Hickman				X	
Genelle Kenyon				X	
Numbers of members of each category:	1	3	1	5	

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.

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont USD and the larger community.

SITE GOAL:

Anna Hause Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						

Identified Need from the Annual Evaluation and Analysis

A positive environment and positive relationships foster an increase in student academic achievement. This will continue to be a site focus as we want to maintain the successful culture at Anna Hause. Although there is a high level of participation at our family events, attendance at parent information meetings, training and committee meetings is still lower than we would like. Our new school website will also be maintained to include school information and to highlight positive things happening on campus. The progress of this goal will be evaluated using suspension data, PBIS minor and major incident reports in Illuminate, parent complaints, student attendance, attendance as evidenced by sign-in sheets for parent meetings, appearance of physical environment, student participation in extracurricular activities/clubs, SART meeting contracts, record of Parent Link messages, and Facebook page likes.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rate Indicator	Status: Green SWD: Green African American: Green SED: Green EL: Blue White: Green	Status: Blue SWD: Blue African American: Blue SED: Blue EL: Maintain Blue White: Blue	Maintain	Maintain
Chronic Absenteeism Indicator	9%	10% or less	5% or less	Maintain
ADA at 95%	95.726%	95% or better	95% or better	95% or better
California Healthy Kids Survey completion	44% of 5th graders completed the CHKS survey	At least 80% of 5th graders will complete the CHKS survey	At least 85% of 5th graders will complete the CHKS survey	At least 90% of 5th graders will complete the CHKS survey

TK/K ADA at 95%	94.533%	95% or better	95% or better	95% or better
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PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Increase parental involvement and engagement through communication, Parent Academies, Parent Information Nights, and Coffee with the Principal.	Administration, Certificated/Classified Staff, Secretary, Leadership Team	Ongoing	500.00 3010 Title I
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Train certificated and classified staff on Boys Town/ CPI/PBIS.	Administration, Certificated/Classified Staff, Secretary, Leadership Team	Ongoing	500.00 3010 Title I
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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Increase student's attendance rates and support positive behavior by providing incentives for students.

Administration, Certificated/Classified Staff, Secretary, Leadership Team

Ongoing

800.00 3010 Title I

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Improve school climate and culture by attending Equity and ACSA conferences.

Administration, Certificated/Classified Staff, Secretary, Leadership Team

Ongoing

2000.00 3010 Title I

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Implement student leader and positive school culture program to focus on social emotional learning for all students.

Administration, Certificated/Classified Staff, Secretary, Leadership Team

Ongoing

500 3010 Title I

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide student engagement activities such as Sports for Learning (STEM+Soccer Program) and SEAL Fitness Boot Camp.	Administration, Certificated/Classified Staff, Secretary, Leadership Team	Ongoing	14500.00 0707 LCFF S/C
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Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:

Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards and college and career preparatory courses.

SITE GOAL:

Anna Hause Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards and college and career preparatory courses.

State and/or Local Priorities Addressed by this Goal

STATE	1	X 2	3	X 4	X 5	6	X 7	X 8
COE	9	10						

Identified Need from the Annual Evaluation and Analysis

Anna Hause Elementary continues to show areas of improvement based on Dashboard Data and local assessments. A focus on ELA, Math and English Learners will continue as we strive for college and career readiness (Yellow or better in all Dashboard areas). This includes implementation of AVID WICOR strategies in all classrooms. Continuous staff development in the use of high impact strategies will lead to greater student achievement. Students need opportunities for exposure to college and career possibilities and higher level thinking skills. The implementation of the new ELA adoption will contribute to positive student gains in ELA. Data used to measure the effectiveness of this goal includes CAASPP, i-Ready, English Learner Progress Data (including ELPAC), Accelerated Reader data, pre/post academy assessments, Progress Adviser data, EMTs and common grade level assessments.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Learner Progress Indicator	Status: Blue	Maintain	Maintain	Maintain
Implementation of AVID WICOR strategies, as measured by Progress Adviser walk-through data.	Percent of observations observed WICOR Strategies is 60.2%	Increase observed rate to 80%	Increase observed rate to 90%	Increase observed rate to 95%
Implementation of curriculum, as measured by Progress Adviser walk-through data.	District adoption of new curriculum	Increase observed rate to 80%	Increase observed rate to 90%	Increase observed rate to 90%

i-Ready Scaled Score Growth between Diagnostic #1 and #3	NA	Student growth will meet the recommended target for 85% or more for students	Student growth will meet the recommended target for 90% or more for students	Student growth will meet the recommended target for 95% or more for students
English Language Arts Performance Indicator	All Students: Orange SED: Orange Students with Disabilities: Red English Learners: Orange White: Green Hispanic: Orange	Increase status to Green or Blue	Increase status to Blue	Maintain
Mathematics Performance Indicator	All Students: Orange SED: Orange Students with Disabilities: Red English Learners: Orange White: Yellow Hispanic: Orange	Increase status to Green	Increase status to Blue	Maintain

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide site licenses and resources to support California State Standards program implementation in ELA, ELD, and Math.

Administration, Secretary, Leadership Team, Teachers

Ongoing

2000.00 3010 Title I

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide certificated staff opportunities for collaboration to support California State Standards implementation in ELA, ELD, and Math requiring certificated substitutes one day per trimester and one day in summer per grade level team.	Administration, Secretary, Leadership Team, Teachers	Ongoing	2331.00 3010 Title I 14069.00 0707 LCFF S/C
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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide classified staff opportunities for collaboration to support California State Standards implementation in ELA, ELD, and Math during weekly PLCS and within the classroom.	Administration, Secretary, Leadership Team, Teachers	Ongoing	0
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Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide technology resources, maintenance, and repairs.

Administration, Secretary, Leadership Team, Teachers

Ongoing

500.00 3010 Title I

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Site implementation of research based practices to support/monitor English Learners during weekly PLCs, common prep period, and monthly team meetings.

Administration, Teachers, Site Support Staff

Ongoing

0

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Site implementation of programs to support and provide equal access to all learners including Science/Math/ELA/Technology Nights.

Administration

7/1/2016 - 6/30/2019

0

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

<p>Site will provide extended learning opportunities to enhance College and Career Readiness by purchasing AVID planners, materials, and sending certificated staff to AVID professional learning sessions.</p>	<p>Administration, Teachers, Site Support Staff</p>	<p>Ongoing</p>	<p>9431.00 0707 LCFF S/C</p>
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Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

<p>The District LCAP-funded Intervention Teacher will support students by providing comprehensive academic interventions with a targeted focus on students most at-risk of not meeting standards by the end of 3rd grade. Particular emphasis will be on early literacy support.</p>	<p>School Principal in consultation with Instructional Support Services</p>	<p>Ongoing</p>	<p>44837.00 3010 Title I</p>
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Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide certificated substitutes for Educational Monitoring Team Meetings held monthly throughout the school year.	Administration, Teachers, Site Support Staff	Ongoing	3000.00 0707 LCFF S/C
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Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Provide substitutes and extra duty for classified staff to attend professional development conferences including Illuminate and California Association for Bilingual Education Conference.	Administration, Teachers, Site Support Staff	Ongoing	3000.00 0707 LCFF S/C
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Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Anna Hause Elementary will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						

State and/or Local Priorities Addressed by this Goal

Identified Need from the Annual Evaluation and Analysis

Anna Hause will provide optimal educational experiences for students by ensuring all teachers are properly credentialed and certified to teach English learners. All staff will be appropriately trained in site initiatives including training related to PBIS, I-Ready, BELIEF, ELlevation and Wonders ELA.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Teacher credentialing including English Learner certification.	All teachers maintain appropriate credentials and are certified to teach English learners.	Maintain 100% certification.	Maintain 100% certification.	Maintain 100% certification.
Every pupil in the school has sufficient access to standards aligned instructional materials.	Every student in the school has a Chromebook and access to textbooks and other instructional materials.	Maintain 100% access.	Maintain 100% access.	Maintain 100% access.
School facility rating as measured by annual facility inspection tool.	School is measured good or better with each system rates as good.	Maintain good or better status for each school and system.	Maintain good or better status for each school and system.	Maintain good or better status for each school and system.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X All X Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X English Learners X Foster Youth X Low Income

ACTIONS/SERVICES

All pupils have required instructional materials.

Administration

6/30/2019

0

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X All X Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners X Foster Youth Low Income

ACTIONS/SERVICES

Site is maintained and in good repair.

Admin, Maintenance and Operation

6/30/2019

0

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X All X Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X English Learners X Foster Youth X Low Income

ACTIONS/SERVICES

Teachers have the required credentials and are assigned appropriately.

Human Resources

6/30/2019

0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in parent and family engagement.
SCHOOL GOAL #1:
Anna Hause Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	1000

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ <i>[Handwritten Signature]</i> Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature
	School Health Council	_____ Signature
	Public Notice Posted:	
	Governing Board Reviewed:	
	School Site Plan Approved:	

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 April 30, 2018.

Attested:

Mari Ryan	<i>[Handwritten Signature]</i>	4/30/18
Typed Name of School Principal	Signature of School Principal	Date
Jesse Johnson	<i>[Handwritten Signature]</i>	4/30/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



**Anna Hause Elementary
School Parental Involvement Policy
2017-18**

***NOTE:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).*

* * * * *

PART I. GENERAL EXPECTATIONS

Anna Hause Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's "school-parent compact" as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement , and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including, ensuring-

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(CJ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT
REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY
COMPONENTS**

1. Anna Hause Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Anna Hause's School Site Council, will annually appoint a subcommittee of its members including parents, students, and school staff members, will provide ongoing evaluation and implement updates to the School Parental Involvement Policy.
2. Anna Hause Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - The policy will be posted on the school website for community access. Updates will be posted on the website as applicable.
3. Anna Hause Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The School Parental Involvement Policy will be updated annually or as needed during the school year.
4. Anna Hause Elementary School will inform parents of the following at its annual Back to School Night meeting:
 - That their child's school participates in Title I,
 - about the requirements of Title I,
 - of their rights to be involved,
 - about their school's participation in Title I:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - how to monitor their child's progress, and
 - how to work with educators.

4. Anna Hause Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner through its regular school mailings and/or via the school website.
5. Anna Hause Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at its Back to School Night meeting and in regular mailings or via the school website as applicable.
6. Anna Hause Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
 - Student/Parent/Teacher Conferences
 - Educational Monitoring Team meetings with parents, teachers, students and school administrators/designee.
 - IEP meetings with parents, teachers, students, and school administrators/designee, for qualified students.
 - 504 Plan meetings with parents, teachers, students, and school administrators/designees, for qualified students.
7. Anna Hause Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGHSTUDENT ACADEMIC ACHIEVEMENT

1. Anna Hause Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Meet with 100% of our parents to conference regarding student programs, academics and behavior by the first trimester.
 - Provide grade and behavior reports to parents/guardians at least three times a year.
 - EMT, IEP and 504 meetings designed to develop a coordinated approach between home and school to improve student achievement
2. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such

as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- In cooperation with district programs, provide periodic workshops for parents, including internet safety, personal safety, and parenting exceptional learners.

3. The school will, to the extent feasible and appropriate ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request , and, to the extent practicable, in a language the parents can understand

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Maintaining support for Anna Hause Elementary School's Parent Teacher Association (PTA)
- Continuing to encourage parental volunteering at Anna Hause Elementary both in the classroom and at extracurricular activities.
- **Maintain contact with school staff including teachers, administration and office via different means of technology including telephone, email, or text messages.**

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Anna Hause School Site Council.

This policy was adopted by Anna Hause Elementary School's School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children and to the community on or before **October 31, 2017**.

Anna Hause Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

I can verify that this plan has been reviewed and approved by the School Site Council.



SSC Chairperson



Principal



Date



Date