

Anna Hause Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Anna Hause Elementary School
Street	1015 Carnation Lane
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 769-1674
Principal	Charlene Earl
E-mail Address	cearl@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.uc/amhause
CDS Code	33-66993-0116947

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Our Vision: We are here to serve, inform, and ultimately make a positive difference for our students!

Our Mission: As we pave the road for this amazing journey, we strongly believe that our success with our kids is a shared responsibility. Therefore, let us build a culture of collaboration and teamwork. We all need each other's expertise and moral support to help our children succeed in this amazing world. We live by and believe in these words "A collaborative teaching and learning community focused on the life-long progress of all students. We know that "Our Dreams Soar on the Wings of Hawks!"

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	126
Grade 1	110
Grade 2	139
Grade 3	145
Grade 4	148
Grade 5	127
Total Enrollment	795

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.54
American Indian or Alaska Native	1.01
Asian	5.8
Filipino	2.0
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.0
White	32.1
Two or More Races	4.29
Socioeconomically Disadvantaged	59.6
English Learners	16.0
Students with Disabilities	7.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	30	31	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Anna Hause Elementary was originally constructed in 2008 and is comprised of 32 classrooms, 1 multipurpose room, 1 cafeteria, 1 library, 1 main office, 1 staff lounge/teacher workroom, 1 computer lab, 1 band room, and 2 playgrounds. Cleaning Process: The principal works daily with the custodial staff of (2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/06/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	79	63	67	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	67
Male	74
Female	63
Black or African American	50
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	
White	80
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63	66	63	58	62	59	54	56	55
Mathematics	70	75	71	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	7
Similar Schools	8	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	0	28	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8	47	-9
Native Hawaiian/Pacific Islander			
White	12	8	-32
Two or More Races			
Socioeconomically Disadvantaged	4	31	-12
English Learners	17	44	-17
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3	29.4	20.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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. Our school has a strong base of parents who volunteer their time for assistance in classrooms, study trips, fundraiser events, and other school involvement activities. Parents are also welcome to join our Parent Teacher Association (PTA), School Site council (SSC), English Language Advisory Committee (ELAC). The school also benefits from several community partnerships, including On the Road to Learning, and the Outdoor Science Camp. The school also sponsors bi-monthly "Treats with the Principal" meetings where parents are given the opportunity to have discussions with the principals. We encourage an "open door" policy with our parents. In addition, the school staff collaborates with parent groups to organize and present academic parent nights such as Math Night, Language Arts Night, and Science Night. We strongly encourage parent involvement and we fully understand and recognize that our success is possible in large part thanks to our consistent parent involvement. We encourage any parent who wants to volunteer to complete the volunteer application packet available at the front office.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Secretary or our clerical staff at Anna Hause Elementary at 951-769-1674

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.3	2.8	3.1	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.1	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Anna Hause Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in May 2014 by the School Safety Committee and SSC. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lock down drills are held (once a year/twice a year/as needed). Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. (Parent volunteers/certificated staff/classified staff help) with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are expected to sign in the front office, and place a visitor sticker before entering campus or visiting classrooms.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.2	1	4	0	31		12		25	3	9	
1	18.9	8	0	0	22	3	15		23	3	15	
2	22	5	1	0	24	3	15		21	3	15	
3	29.8	0	4	0	29		12		28	3	12	
4	34.5	0	0	4	27	4	9	3	29	3		9
5	32	0	3	0	27	2	6	6	27	3	12	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,303	\$515	\$3,788	\$64,804
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-17.8	-2.4
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-19.2	-4.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
District Revenue Sources

In addition to general state funding, Anna Hause Elementary receives state and federal funding for the following categorical funds and other support programs: Title 1, EIA-SCE, and EIA-LEP. Funds are used for programs and activities such as purchase technology (Chromebooks, Laptops), professional development, conferences, software licenses, intervention opportunities (afterschool academies, Student Study Team Collaboration, extra duty- RTI, supplemental materials), grade level collaboration opportunities, and PE equipment.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers fourteen early release staff development days throughout the year. Staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

- During the 2014-2015 school year, all classroom teachers participated in an all district professional development day and received training from the district and RCOE in the use of technology/software, instructional strategies, CCSS, PBIS and DOK, etc.
- Teachers receive professional development including 3 days of PD on Units of Study and math implementation, assistance/collaboration. effective instructional strategies from our district Instructional coaches.
- Teachers are given one collaboration day a trimester to meet with their grade level teams to increase student learning and achievement.
- All staff (certificated and classified) received training in Positive Behavior Interventions and Supports (PBIS). PBIS is a positive proactive approach to discipline and its objective is to teach students social skills to be successful in the classroom, on the playground, and in life. This three tiered approach to PBIS encourages a positive school-wide climate, in all locations and for all students.
- All New teachers participated in 3 days of professional/Comprehensive Teacher Induction (CTI) development. Teachers were given professional development in the area of classroom management. Teachers were also trained on the implementation of the new math curriculum.
- All classified security staff participated in PBIS training and on maintaining school and student safety. The classified staff was presented with data that detailed discipline office referrals and student suspensions. The training reviewed strategies that can be implemented in order to prevent negative student behaviors. The training gave staff the tools necessary to predict an "at risk" situation and how to intervene in order to avoid potential negative student behavior. Ongoing follow up included "on the job" training, and intervention. Suspensions and office referrals were closely monitor to check for improvement in diminishing negative student behavior.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, Anna Hause Elementary had twenty-nine (29) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Counseling & Support Staff

It is the goal of Anna Hause Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1 to 3 schools.