

# Anna Hause Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Anna Hause Elementary School
<b>Street</b>	1015 Carnation Lane
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 769-1674
<b>Principal</b>	Charlene Earl
<b>E-mail Address</b>	<a href="mailto:cearl@beaumontusd.k12.ca.us">cearl@beaumontusd.k12.ca.us</a>
<b>Web Site</b>	<a href="https://annahouse-beaumont-ca.schoolloop.com">https://annahouse-beaumont-ca.schoolloop.com</a>
<b>Grades Served</b>	K-5
<b>CDS Code</b>	33-66993-0116947

<b>District Contact Information</b>	
<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Dr. Maureen Latham
<b>E-mail Address</b>	mlatham@beaumontusd.k12.ca.us
<b>Web Site</b>	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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	124
Grade 1	109
Grade 2	139
Grade 3	144
Grade 4	147
Grade 5	128
<b>Total Enrollment</b>	<b>791</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	4.2
American Indian or Alaska Native	1
Asian	3.2
Filipino	2.4
Hispanic or Latino	53
White	31.6
Two or More Races	4.2
Socioeconomically Disadvantaged	60.8
English Learners	15.8
Students with Disabilities	7.3
Foster Youth	1.3

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	31	34	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics Units of Study Adoption Year 2015	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: 10/06/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/06/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	42	44
Mathematics	26	29	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	148	147	99.3	31	33	26	10
	4	147	146	99.3	35	34	18	14
	5	128	127	99.2	26	26	35	13
Male	3		78	52.7	37	32	22	9
	4		73	49.7	40	34	18	8
	5		66	51.6	29	23	38	11
Female	3		69	46.6	25	33	30	12
	4		73	49.7	30	33	18	19
	5		61	47.7	23	30	31	16
Black or African American	3		5	3.4	--	--	--	--
	4		8	5.4	--	--	--	--
	5		6	4.7	--	--	--	--
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.6	--	--	--	--
Asian	3		1	0.7	--	--	--	--
	4		9	6.1	--	--	--	--
	5		4	3.1	--	--	--	--
Filipino	3		4	2.7	--	--	--	--
	4		8	5.4	--	--	--	--
	5		2	1.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		85	57.4	35	36	21	7
	4		81	55.1	40	37	15	9
	5		63	49.2	27	24	40	10
White	3		42	28.4	33	29	24	14
	4		33	22.4	33	21	27	18
	5		45	35.2	20	31	33	16
Two or More Races	3		9	6.1	--	--	--	--
	4		4	2.7	--	--	--	--
	5		5	3.9	--	--	--	--
Socioeconomically Disadvantaged	3		87	58.8	41	34	17	7
	4		96	65.3	40	39	13	9
	5		78	60.9	26	32	33	9
English Learners	3		21	14.2	57	33	5	5
	4		25	17.0	40	48	8	4
	5		13	10.2	54	31	15	0
Students with Disabilities	3		7	4.7	--	--	--	--
	4		10	6.8	--	--	--	--
	5		8	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	148	147	99.3	35	39	24	2
	4	147	147	100.0	27	43	21	8
	5	128	127	99.2	45	31	19	5
Male	3		78	52.7	35	38	24	3
	4		74	50.3	27	46	20	5
	5		66	51.6	42	30	26	2
Female	3		69	46.6	35	41	23	1
	4		73	49.7	27	40	22	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		61	47.7	48	33	11	8
Black or African American	3		5	3.4	--	--	--	--
	4		8	5.4	--	--	--	--
	5		6	4.7	--	--	--	--
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.6	--	--	--	--
Asian	3		1	0.7	--	--	--	--
	4		9	6.1	--	--	--	--
	5		4	3.1	--	--	--	--
Filipino	3		4	2.7	--	--	--	--
	4		8	5.4	--	--	--	--
	5		2	1.6	--	--	--	--
Hispanic or Latino	3		85	57.4	41	41	18	0
	4		82	55.8	33	46	15	5
	5		63	49.2	48	32	16	5
White	3		42	28.4	26	36	36	2
	4		33	22.4	9	48	33	9
	5		45	35.2	40	36	20	4
Two or More Races	3		9	6.1	--	--	--	--
	4		4	2.7	--	--	--	--
	5		5	3.9	--	--	--	--
Socioeconomically Disadvantaged	3		87	58.8	41	41	15	2
	4		96	65.3	34	45	15	6
	5		78	60.9	50	32	13	5
English Learners	3		21	14.2	71	29	0	0
	4		26	17.7	38	54	0	4
	5		13	10.2	92	0	8	0
Students with Disabilities	3		7	4.7	--	--	--	--
	4		10	6.8	--	--	--	--
	5		8	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	63	66	52	57	59	49	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	52
Male	58
Female	45
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	50
White	55
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	48
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.30	19.00	7.40

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, AVID/California State Standards, Technology 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.81	3.09	3.58	5.45	5.19	4.29	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.11	0.00	0.21	0.20	0.13	0.13	0.10	0.09

#### 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 2015 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 or twice a year/as needed). Students are supervised before and after school and during recess and lunch by certificated staff/classified staff/principal. 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	31		12		28		12		18	11	8	
1	25		15		25		15		18	6	12	
2	25		18		24		15		23	3	15	
3	29		12		29		15		29		15	
4	32		9	3	33			9	29		15	
5	34		3	9	30		15		32		6	6
Other	12	1										

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 2014-15)**

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

Note: Cells with N/A values 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,979	\$569	\$4,410	\$71,508
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-15.5	2.7
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-17.5	3.3

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

**Types of Services Funded (Fiscal Year 2014-15)**
**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, General Fund and ADA. Funds are used for programs and activities such as purchase technology (Chromebooks, Laptops), professional development, conferences, software licenses, intervention opportunities (afterschool academies, Educational Monitoring Teams (EMT) collaboration, extra duty- RTI, supplemental materials), grade level collaboration opportunities, and PE equipment.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)

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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 and two all day staff development days through out 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 PD on Units of Study and ELA/ELD 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) receive 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 ELA/ELD/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 2015-16 school year, Anna Hause Elementary had thirty-two (32) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher mis-assignments 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.