

Anna Hause Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Anna Hause Elementary
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	https://annahouse-beaumont-ca.schoolloop.com
CDS Code	33-66993-0116947

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2016-17)

Anna Hause Elementary is a school that is characterized by high expectations from both school staff and parents for students' achievement in academics and behavior. Our staff is committed to providing all children with the opportunity to acquire and apply academic knowledge, to think critically, and to develop self-esteem and respect for themselves and others. Anna Hause Elementary was recognized with the "California Gold Ribbon Schools Award" for our outstanding practices in creating a more safe, positive school culture through our Positive Behavior Intervention and Supports (PBIS) program.

Anna Hause opened its doors in the 2008-2009 school year and is one of six 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 one full-time and one part-time Specialized Academic Instructor. We have 33 classrooms, a multipurpose room, cafeteria, library, staff lounge, and band room. It has 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 to use for academic progress through instruction in all areas. 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 ASES program and Boys & 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.

Our Vision: Anna Hause Elementary is committed to our district's vision that through home, school and community, our student's can be successful, engaged, life long 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: As we pave the road for this amazing journey, we strongly believe that our success with our students is a shared responsibility. We all need each other's expertise and moral support to help our children succeed in a 21st century learning environment. 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 2015-16)

Grade Level	Number of Students
Kindergarten	141
Grade 1	122
Grade 2	114
Grade 3	149
Grade 4	157
Grade 5	153
Total Enrollment	836

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	1.6
Asian	3
Filipino	3.1
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	0.2
White	29.9
Two or More Races	3.1
Socioeconomically Disadvantaged	57.8
English Learners	16.7
Students with Disabilities	7.2
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	34	34	388
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)**Year and month in which data were collected:** 09/27/2016

Beaumont Unified held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2014	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 33 classrooms, multipurpose room, cafeteria, library, main office, staff lounge/teacher workroom, 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. 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 of the most recent FIT report: 09/20/16				
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)

Year and month of the most recent FIT report: 09/20/16				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	50	42	49	44	48
Mathematics	26	35	29	33	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	149	149	100.0	38.3
	4	158	157	99.4	57.3
	5	153	152	99.3	54.6
Male	3	76	76	100.0	30.3
	4	83	82	98.8	52.4
	5	79	78	98.7	48.7
Female	3	73	73	100.0	46.6
	4	75	75	100.0	62.7
	5	74	74	100.0	60.8
Hispanic or Latino	3	84	84	100.0	36.9
	4	93	92	98.9	52.2
	5	81	81	100.0	42.0
White	3	45	45	100.0	40.0
	4	42	42	100.0	61.9
	5	37	37	100.0	70.3
Socioeconomically Disadvantaged	3	90	90	100.0	31.1
	4	94	93	98.9	48.4
	5	95	94	99.0	47.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	21	21	100.0	14.3
	4	15	15	100.0	13.3
	5	18	18	100.0	11.1
Students with Disabilities	4	16	15	93.8	6.7
	5	17	16	94.1	18.8

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	149	149	100.0	40.9
	4	158	157	99.4	31.9
	5	153	152	99.3	33.5
Male	3	76	76	100.0	42.1
	4	83	82	98.8	36.6
	5	79	78	98.7	25.6
Female	3	73	73	100.0	39.7
	4	75	75	100.0	26.7
	5	74	74	100.0	41.9
Hispanic or Latino	3	84	84	100.0	38.1
	4	93	92	98.9	26.1
	5	81	81	100.0	25.9
White	3	45	45	100.0	44.4
	4	42	42	100.0	38.1
	5	37	37	100.0	37.8
Socioeconomically Disadvantaged	3	90	90	100.0	31.1
	4	94	93	98.9	25.8
	5	95	94	99.0	27.7
English Learners	3	21	21	100.0	14.3
	4	15	15	100.0	
	5	18	18	100.0	11.1
Students with Disabilities	4	16	15	93.8	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	17	16	94.1	6.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	52	49	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	152	152	100.0	49.3
Male	78	78	100.0	51.3
Female	74	74	100.0	47.3
Hispanic or Latino	81	81	100.0	42.0
White	37	37	100.0	62.2
Socioeconomically Disadvantaged	94	94	100.0	40.4
English Learners	18	18	100.0	16.7
Students with Disabilities	16	16	100.0	6.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6	22.6	4.1

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 (School Year 2016-17)

Anna Hause Elementary benefits greatly from its supportive parents who dedicate a number of 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), and English Language Advisory Committee (ELAC). The school benefits from several community partnerships, including "On the Road to Learning", and the "Outdoor Science Camp." The school sponsors bi-monthly "Coffee with the Principal" meetings where the parents are given the opportunity to have discussions with the school administration. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	3.6	2.6	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	3.1	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Anna House Elementary. The school is 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 2016 by the School Safety Committee and SSC. All revisions were communicated to 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 required to sign in at the front office via the Raptor visitor management system, and receive a visitor sticker/badge 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.

Federal Intervention Program (School Year 2016-17)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	28		12		18	11	8		16	6	3	
1	25		15		18	6	12		20	1	8	
2	24		15		23	3	15		23		5	
3	29		15		29		15		30		5	
4	33			9	29		15		31		5	
5	30		15		32		6	6	31		5	

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 2015-16)

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	.50	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,668	\$504	\$4,164	\$69,197
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-22.6	-1.0
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-26.7	-3.2

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

Types of Services Funded (Fiscal Year 2015-16)
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, LCFF-Supplemental Concentration Grant and ADA. Funds are used for programs and activities such as purchasing technology, professional development, conferences, software licenses, intervention opportunities (after-school academies, Educational Monitoring Teams (EMT) collaboration, extra duty- RTI, supplemental materials, grade level collaboration opportunities, and PE equipment/instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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)

- During the 2015-2016 school year, all classroom teachers participated in an all district professional development day and received training from the district, 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 in 3rd-5th have been trained to implement AVID strategies to increase organization and note-taking with our students.
- 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. Teachers and staff have also been trained with behavior intervention strategies, such as Boys Town and Crisis Intervention Prevention (CPI.)
- 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 in math and ELA/ELD/Math Units of Study.
- 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 monitored 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 government 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.