

# Anna Hause Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Anna Hause Elementary
<b>Street</b>	1015 Carnation Lane
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 769-1674
<b>Principal</b>	Christina Boursaw
<b>E-mail Address</b>	cboursaw@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="https://annahouse-beaumont-ca.schoolloop.com">https://annahouse-beaumont-ca.schoolloop.com</a>
<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>	Mr. Terrence Davis
<b>E-mail Address</b>	tdavis@beaumontusd.k12.ca.us
<b>Web Site</b>	www.beaumont-ca.schoolloop.com

### School Description and Mission Statement (School Year 2017-18)

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 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 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. 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.

Our Vision: Anna Hause Elementary is committed to our district's vision that through home, school and community, our students 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: At Anna Hause we are committed to provide 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 differentiate instruction, and PBIS school wide management systems that foster respectful relationships.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	169
<b>Grade 1</b>	145
<b>Grade 2</b>	135
<b>Grade 3</b>	127
<b>Grade 4</b>	156
<b>Grade 5</b>	163
<b>Total Enrollment</b>	895

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	1.7
Asian	1.6
Filipino	3
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	0.3
White	30.5
Two or More Races	2.8
Socioeconomically Disadvantaged	58.1
English Learners	13.3
Students with Disabilities	6.7
Foster Youth	1.1

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	34	37	409
Without Full Credential	0	1	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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 of the most recent FIT report: 11/06/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	50	49	49	47	48	48
<b>Mathematics (grades 3-8 and 11)</b>	35	33	33	33	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	460	460	100	49.13
Male	240	240	100	46.25
Female	220	220	100	52.27
Black or African American	32	32	100	37.5
American Indian or Alaska Native	11	11	100	36.36
Asian	--	--	--	--
Filipino	15	15	100	80
Hispanic or Latino	249	249	100	44.58
White	130	130	100	55.38
Two or More Races	18	18	100	72.22
Socioeconomically Disadvantaged	287	287	100	42.51
English Learners	88	88	100	35.23
Students with Disabilities	47	47	100	10.64
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	460	460	100	33.48
Male	240	240	100	36.67
Female	220	220	100	30
Black or African American	32	32	100	21.88
American Indian or Alaska Native	11	11	100	18.18
Asian	--	--	--	--
Filipino	15	15	100	73.33
Hispanic or Latino	249	249	100	25.7
White	130	130	100	43.08
Two or More Races	18	18	100	55.56
Socioeconomically Disadvantaged	287	287	100	26.83
English Learners	88	88	100	26.14
Students with Disabilities	47	47	100	2.13
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	52	49	49	47	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	22.5	9.4

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 State priority: Parental Involvement (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 2017-18)

Anna Hause Elementary benefits greatly from parents who dedicate a number of hours and resources for 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 Open House, Science Fair, Back to School Night, Math Night, Language Arts Night, AVID Strategies, and 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 State priority: School Climate (Priority 6):

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.6	2.6	1.4	4.3	3.9	4.1	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Anna Hause 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 2017 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. The School Safety Committee is currently working with Hour Zero to develop a comprehensive and improved school safety plan.



## 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 2017-18)

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	2014-15				2015-16				2016-17			
	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	18	11	8		16	6	3		17	7	3	
1	18	6	12		18	2	5		24	1	5	
2	23	3	15		23		5		27		5	
3	29		15		30		5		25		5	
4	29		15		31		5		31		5	
5	32		6	6	31		5		33		2	3

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	2	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5298	566	4732	71086
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	32.4	-2.6
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-28.0	-4.6

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

### Types of Services Funded (Fiscal Year 2016-17)

#### 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, teacher and administrative conferences, attendance incentive programs, software licenses, intervention opportunities such as after-school academies, Response to Intervention (RTI), Educational Monitoring Team (EMT) collaboration, supplemental materials, grade level collaboration opportunities, and PE equipment/instructional materials.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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)

#### 2017-2018

Teachers and staff participated in two district professional development days and received training in multiple areas from the district. Teachers received professional development on effective instructional strategies for English Learners (BELIEF) from our district Instructional coaches specific to their grade level.

Teachers received professional development on i-Ready.

Teachers received professional development on interpreting data and developing Action Plans for student improvement.

Teachers received professional development on the Educational Monitoring Team (EMT) and 504 plan process.

Teachers received professional development on effective Math and Early Literacy instructional strategies from our district Instructional coaches.

Teachers participated in co-plan/co-teach sessions with our district Instructional coaches.

All teachers in grades TK-5 received AVID training on strategies and organization.

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). Teachers and staff also received training on behavior interventions such as Boys Town and Crisis Intervention Prevention (CPI.)

All New teachers participated in 3 days of Comprehensive Teacher Induction (CTI) development.

#### 2016-2017

Teachers and staff participated in two district professional development days and received training in various areas from the district, including equity and diversity.

Teachers received professional development on developing and implementing Units of Study and effective instructional strategies from our district Instructional coaches.

Teachers in 3rd-5th grades received AVID training on strategies and organization.

Teachers are given one collaboration day a trimester to meet with their grade level teams to increase student learning and achievement.

All New teachers participated in 3 days of Comprehensive Teacher Induction (CTI) development.

#### 2015-2016

Teachers participated in an all district professional development day and received training in multiple areas from the district, including use of technology/software, instructional strategies, California State Standards, Positive Behavior Interventions and Supports, and Depth of Knowledge.

Teachers received professional development on developing and implementing Units of Study and effective instructional strategies from our district Instructional coaches.

Teachers in 3rd-5th grades received AVID training on strategies and organization.

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). Teachers and staff also received training on behavior interventions such as Boys Town and Crisis Intervention Prevention (CPI.)

All New teachers participated in 3 days of Comprehensive Teacher Induction (CTI) development.

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.