

Anna Hause Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Mari Saenz
E-mail Address	msaenz@beaumontusd.k12.ca.us
Web Site	https://ahe.beaumontusd.us/
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	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2018-19)

Anna Hause opened its doors in the 2008-2009 school year and is one of seven elementary schools located in the Beaumont Unified School District. It is located at 1015 Carnation Lane in the Sundance housing development in Beaumont, California. It is home to a TK-5 traditional academic program. Our student enrollment is 780 students with 35 teachers, 31 support personnel, an eight hour library technician, three speech and language therapists, and one full-time Specialized Academic Instructor. 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-5 have access to 1:1 Chromebook devices. Other youth services and clubs include Early Act, Running Club, Before School Tutoring Academies, Choir, Art Club, Incredible Minds and Friday Night Live. Facilities are maintained by three full time custodians. 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 benefits greatly from its supportive parents who dedicate volunteer hours for the benefit of all students and staff members by assisting in classrooms, study trips, fundraiser events, and other school 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 working together, 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 2017-18)

Grade Level	Number of Students
Kindergarten	152
Grade 1	149
Grade 2	155
Grade 3	142
Grade 4	134
Grade 5	151
Total Enrollment	883

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	1.4
Asian	2.6
Filipino	3.1
Hispanic or Latino	53.0
Native Hawaiian or Pacific Islander	0.2
White	29.3
Socioeconomically Disadvantaged	59.3
English Learners	11.0
Students with Disabilities	7.1
Foster Youth	0.8

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	37	31	437
Without Full Credential	1	0	3	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, 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	McGraw-Hill California Wonders Adoption Year 2018	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 built 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 (3 full-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: 10/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/18/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	40.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	30.0	33.0	34.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	426	424	99.53	39.86
Male	224	222	99.11	36.49
Female	202	202	100.00	43.56
Black or African American	32	32	100.00	37.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	66.67
Filipino	12	12	100.00	66.67
Hispanic or Latino	228	227	99.56	32.16
White	117	116	99.15	46.55
Two or More Races	16	16	100.00	68.75
Socioeconomically Disadvantaged	259	258	99.61	33.33
English Learners	79	79	100.00	35.44
Students with Disabilities	47	47	100.00	8.51
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	426	424	99.53	29.95
Male	224	222	99.11	33.33
Female	202	202	100	26.24
Black or African American	32	32	100	15.63
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	50
Filipino	12	12	100	33.33
Hispanic or Latino	228	227	99.56	23.35
White	117	116	99.15	43.1
Two or More Races	16	16	100	43.75
Socioeconomically Disadvantaged	259	258	99.61	27.52
English Learners	79	79	100	26.58
Students with Disabilities	47	47	100	10.64
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.6	15.7	8.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Anna Hause Elementary benefits from parents who dedicate a number of hours and resources for students and staff members. Our school has a strong cadre 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 the "Outdoor Science Camp." The school sponsors trimester "Popcorn 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, school staff collaborates with parent groups to organize and present academic parent nights such as Open House, Science Fair, Back to School Night, AVID Parent Night, and Technology and Science Night. We strongly encourage parent involvement and we fully understand and recognize that our success is possible in large part due 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	1.4	1.7	4.0	4.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 2018 and is an ongoing revision process by the School Site Council Team. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	16	6	3		17	7	3		19	4	4	
1	18	2	5		24	1	5		25		6	
2	23		5		27		5		22		7	
3	30		5		25		5		24		6	
4	31		5		31		5		34		1	3
5	31		5		33		2	3	30		4	1

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,653	\$465	\$5,188	\$75,607
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	-35.7	-2.2
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-31.5	-1.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

District Revenue Sources

In addition to general (discretionary) 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, Educator Effectiveness Grant funds, 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 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

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)

2018-2019

Teachers have received focused professional learning on the new English Language Arts curriculum (Wonders). Teachers and staff participated in one district professional development day and received training in multiple areas from the district. Teachers received professional development on effective instructional and behavioral strategies and supports that are specific to general education and special education students. 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.

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.