Anna Hause Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Dr. Mari Saenz
Email Address	msaenz@beaumontusd.k12.ca.us
School Website	https://ahe.beaumontusd.us/
County-District-School (CDS) Code	33-66993-0116947

2021-22 District Contact Information

District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mays Kakish
Email Address	mkakish@beaumontusd.k12.ca.us
District Website Address	https://www.beaumontusd.us/

2021-22 School Overview

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 Transitional Kinder (TK) to 5th grade traditional academic program. Our student enrollment is 706 students with 24 TK-5th Grade Teachers, five Autism SDC Teachers, one Learning Center Teacher, one Intervention Teacher, one Counselor, two Speech and Language Therapists, 1.5 Specialized Academic Instructors, one Library Media Technician, and 38 Support Personnel. We have 37 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 Preschool-5th grade have access to 1:1 Chromebook devices and district adopted curriculum.

Other youth services and clubs include Early Act, Running Club, Kindness Club, Drama, 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 After School Education Safety Program (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, field trips, fundraiser events, and other school activities.

There are several school-wide programs that are at Anna Hause. Be Ready Beaumont which supports students in Real Life, Real World, and Real Careers. Our Preschool Autism Programs offer students supports before entering into the TK-12 education world. Our Learning Center Model allows students to get the academic and socioemotional services/supports needed while still having access to their General Education Program. Our Reading Intervention Program allows our K-2nd grade students to receive support in early literacy skills to become proficient in reading by the Third Grade and our 3rd-5th

2021-22 School Overview

grade students to become proficient in their reading skills as well. 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. All programs, events, and clubs are currently following our COVID safety guidleines and protocols

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: Anna Hause Elementary shall provide high quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school and community.

Our Goals and Progress Indicators:

Goal 1: Anna Hause Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.
Progress Indicator 1: California School Dashboard-Suspension, Chronic Absenteeism (Yearly), ADA (Monthly), California Healthy Kids Survey (Yearly), and classroom walk throughs and observations (Weekly)

Goal 2: Anna Hause Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards and College and Career preparatory courses.
Progress Indicator 2: California School Dashboard-English Learner Progress, Academic Indicators (Yearly), classroom walkthroughs and observations (Weekly), and i-Ready Diagnostic Data (Three times a year)

Goal 3: Anna Hause Elementary will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the District facilities for the benefit of the students.
Progress Indicator 3: CTC: Teacher Credentialing (Yearly), Standards-Aligned Instructional Materials (Yearly), and School Facility Rating (Yearly)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	114
Grade 2	113
Grade 3	89
Grade 4	113
Grade 5	117
Total Enrollment	653

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	2.8
Black or African American	6
Filipino	3.7
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6
White	24.3
English Learners	8.9
Foster Youth	2
Homeless	0.2
Socioeconomically Disadvantaged	58.5
Students with Disabilities	18.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Beaumont Unified held a public hearing on September 14, 2021, 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 and verified by the school site on August 4, 2021. Textbooks and other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education (CDE), making the textbooks and standards-aligned instructional materials used in the school the most current available.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Zearn/Engage New York Adoption Year 2019	Yes	0.0%
Science	Mystery Science Adoption Year 2019	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Anna Hause Elementary was originally built in 2008 and is comprised of 37 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's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility 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 the highest priority is 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.

Year and month of the most recent FIT report	11/22/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	NT	NT	NT	NT
Female	161	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	20	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	164	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	92	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	181	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	NT	NT	NT	NT
Female	161	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	20	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	164	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	92	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	181	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	631	598	95%	5%	59.70%
Female	316	303	96%	4%	63.00%
Male	315	295	94%	6%	56.30%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	39	38	97%	3%	52.60%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	356	342	96%	4%	54.70%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	43	39	91%	9%	71.80%
White	153	142	93%	7%	66.20%
English Learners	77	74	96%	4%	48.60%
Foster Youth	N/A	N/A	100%	0%	44.70%
Homeless	N/A	1N/A	N/A	N/A	N/A
Military	36	36	100%	0%	63.90%
Socioeconomically Disadvantaged	457	439	96%	4%	54.90%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	118	91	78%	22%	41.80%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	631	596	94%	6%	50.30%
Female	316	302	96%	4%	50.00%
Male	315	294	93%	7%	50.70%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A%	N/A	N/A
Black or African American	39	38	97%	3%	34.20%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	356	340	96%	4%	46.20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	43	39	91%	9%	64.10%
White	153	142	93%	7%	57.70%
English Learners	77	73	95%	5%	49.30%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	36	36	100%	0%	50.00%
Socioeconomically Disadvantaged	457	437	96%	4%	43.50%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

		116	91	78%	22%	33.00%
Students with Disabilities						

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	60	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Anna Hause Elementary benefits from parents who dedicate a number of hours and resources for students and staff members. Our school has a strong network of parents who volunteer their time for assistance in classrooms, field 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, Parent Teacher Conferences, and Technology and Science Night. Parents have the opportunity to see their students academic successes through Monthly and Trimester Awards. 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. Parents have the opportunity to participate all of these events virtually as well. Anna Hause is currently following District and county COVID guidelines in regards to volunteers and events on campus.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	703	678	50	7.4
Female	349	333	18	5.4
Male	354	345	32	9.3
American Indian or Alaska Native	2	2	1	50.0
Asian	18	18	0	0.0
Black or African American	48	46	3	6.5
Filipino	24	24	0	0.0
Hispanic or Latino	384	375	28	7.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	45	43	1	2.3
White	176	164	15	9.1
English Learners	69	67	3	4.5
Foster Youth	29	25	5	20.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	416	401	42	10.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	154	18	11.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.18	0.00	2.64	0.03	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.48	1.24	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety of students and staff is a primary concern of Anna Hause Elementary (AHE). 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 reviewed and updated during the 2020-2021 school year and adopted on April 13, 2021, by the District's Board of Trustees. All revisions are communicated to both the classified and certificated staff. Our next revision will occur during the 2021-2022 school year and will be brought to the board on or before March 1, 2022. 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. Lockdown drills are held (once or twice a year/as needed). Students are supervised before and after school and during recess and lunch by classified staff, during classroom instruction by certificated staff and daily walk throughs throughout the entire campus by site administration and custodial team. 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 also has video surveillance. The School Safety Committee is currently working with Hour Zero to develop a comprehensive and improved school safety plan.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7	3	
1	25		4	
2	24		5	
3	23		5	
4	28	1	3	
5	24	2	3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5	3	
1	25		4	
2	24		4	
3	24		5	
4	28		4	
5	27		4	
6				
Other	16	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	3	
1	25		4	
2	26		4	
3	22		4	
4	33		1	1
5	31		3	
6				
Other	17	3	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 7,412.88	$ 699.02	$6,713.86	$ 81,998.70
District	N/A	N/A	$7,112.82	$82,416
Percent Difference - School Site and District	N/A	N/A	-5.8	-200.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-22.8	-200.0

2020-21 Types of Services Funded

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, Extended Learning Opportunity (ELO) funds, and the Average Daily Attendance (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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,021	$52,562
Mid-Range Teacher Salary	$78,847	$83,575
Highest Teacher Salary	$107,585	$104,166
Average Principal Salary (Elementary)	$131,563	$131,875
Average Principal Salary (Middle)	$141,688	$137,852
Average Principal Salary (High)	$157,706	$150,626
Superintendent Salary	$260,535	$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

2021-2022
Teachers have received focused professional learning on the new English Language Arts curriculum (Wonders) and the new Math Curriculum (Zearn/Engage New York)
Teachers and staff participated in three District professional development days and received training in multiple areas from the District to prepare to return from virtual learning.
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 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 (EMT0 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.
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) and Character Strong.
All new teachers participated in three days of Comprehensive Teacher Induction (CTI) development.
Teachers and Support had the opportunity to attend conferences such as Equity, Ron Clark, etc.

2020-2021
Teachers have received focused professional learning on the new English Language Arts curriculum (Wonders) and the new Math Curriculum (Zearn/Engage New York)
Teachers and staff participated in three District professional development days and received training in multiple areas from the District to prepare for virtual learning.
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 i-Ready.
Teachers received professional development on interpreting data and developing Action Plans for student improvement.
Teachers received professional development on the 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.
Teachers are given one collaboration day a trimester to meet with their grade level teams to increase student learning and

Professional Development

achievement.

All staff (certificated and classified) received training in PBIS. Teachers and staff also received training on behavior interventions such as Boys Town and CPI.

All new teachers participated in three days of CTI development.

Teachers and Support had the opportunity to attend conferences such as Equity, Ron Clark, etc.

2019-2020

Teachers have received focused professional learning on the new English Language Arts curriculum (Wonders) and the new Math Curriculum (Zearn/Engage New York)

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 and behavioral strategies and supports that are specific to general education and special education students.

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 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.

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 PBIS. Teachers and staff also received training on behavior interventions such as Boys Town and CPI.

All new teachers participated in three days of CTI development.

Teachers and Support had the opportunity to attend conferences such as Equity, Ron Clark, etc.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Beaumont Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mays Kakish
Email Address	mkakish@beaumontusd.k12.ca.us
District Website Address	https://www.beaumontusd.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5671	447	7.88	92.12	59.56
Female	2706	229	8.46	91.54	62.98
Male	2965	218	7.35	92.65	56.10
American Indian or Alaska Native	32	1	--	96.87	--
Asian	159	22	13.84	86.16	63.64
Black or African American	364	26	7.14	92.86	43.48
Filipino	156	14	8.97	91.03	76.92
Hispanic or Latino	3275	257	7.85	92.15	57.02
Native Hawaiian or Pacific Islander	13	0	0.00	100.00	--
Two or More Races	267	24	8.99	91.01	69.57
White	1405	103	7.33	92.67	63.54
English Learners	505	23	4.55	95.45	27.78
Foster Youth	96	2	2.08	97.92	--
Homeless	36	2	5.56	94.44	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3222	231	7.17	92.83	55.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	804	30	3.73	96.27	11.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5672	403	7.11	92.89	32.23
Female	2706	204	7.54	92.46	30.94
Male	2966	199	6.71	93.29	33.52
American Indian or Alaska Native	32	0	--	100.00	--
Asian	159	18	11.32	88.68	44.44
Black or African American	364	21	5.77	94.23	22.22
Filipino	156	13	8.33	91.67	41.67
Hispanic or Latino	3276	235	7.17	92.83	24.64
Native Hawaiian or Pacific Islander	13	0	0.00	100.00	--
Two or More Races	267	20	7.49	92.51	47.37
White	1405	96	6.83		44.94
English Learners	505	22	4.36	95.64	0.00
Foster Youth	97	1	1.03	98.97	--
Homeless	36	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3222	203	6.30	93.70	29.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	804	25	3.11	96.89	13.64

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.