Beach 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	Beach Elementary School
Street	100 Lake Ave
City, State, Zip	Piedmont, CA 94611
Phone Number	510.594.2666
Principal	Michael Corritone
Email Address	mcorritone@piedmont.k12.ca.us
School Website	http://www.piedmont.k12.ca.us/beach
County-District-School (CDS) Code	01 61275 6002281

2021-22 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Randall Booker
Email Address	rbooker@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.us/

2021-22 School Overview

Beach School first opened its doors to students in 1912 in Piedmont, a city of about 11,000 residents, nestled in the hills above the San Francisco Bay Area. The school is one of three elementary schools in Piedmont and serves around 275 students. The school is a community of thoughtful learners, experienced educators and supportive parents. Our school provides an engaging and well-rounded environment, and nurtures a variety of learning styles and interests. The educational programs at the school are tailored to be both relevant and challenging. Beach School is proud of its comprehensive supplemental instruction, including both vocal and instrumental music, computer science, art, library, and a full physical education program.

We believe…
Warmth Opens Minds – Warmth is creating an environment where students, teachers and parents feel welcome, invited and included. People who are available for learning are people who are happy to be where they are. When students are comfortable, their minds are open to new opportunities and new ideas.

Support Students to Help Them Find Their Strength – Starting points and learning rates vary between students and within a single student. We see these differences and seek to support them "where they are" through carefully designed instruction. We want to develop intrinsic motivation where learning can be student-driven but teacher-directed.

Engaged Parents mean Engaged Students – We strive to keep parents informed of class curricula and school happenings through many media: weekly school and classroom newsletters, regular packages of student finished work for review, recommended activities to deepen learning at home, parent volunteer opportunities in the classroom and school. Parents who tend to their children's education produce engaged learners.

School – Teacher – Parent Partnership – Parent conferences in the beginning of the year seek to align the school's, teacher's and parent's interests in developing the student to be the best she can be. Open communication about progress or concerns is a hallmark of cooperation and will take the form of emails, semi-annual conferences and ad hoc meetings.

Understand then Understood – Listen carefully. Whether it's between a teacher and a student, between students or even between teachers, we believe it's critical to listen first before trying to be understood.

Higher Order Thinking Skills – Success is not simply students who remember, understand or even apply what they have

2021-22 School Overview

learned. Our goal is mastery where they can analyze, evaluate and create using their newly minted skills.

Social/Emotional Curriculum – Be the One. Based on One by Kathryn Otoshi, we encourage every child to be active in fostering a culture of tolerance, inclusion and support of each other. By the end of each year, you will be able to peruse in the school hallway hundreds of moments teachers have "caught" students helping a peer.

Whole Child – While cognitive skill development are the bulk of a student's work at Beach, the most memorable part of Beach Student's career can often be their participation in Beach Revue, the Winter Concert, PE on the black top, a sports team, or the science fair.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	32
Grade 2	52
Grade 3	44
Grade 4	47
Grade 5	46
Total Enrollment	264

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	14.8
Black or African American	2.3
Filipino	1.5
Hispanic or Latino	11
Two or More Races	21.2
White	48.5
English Learners	0.8
Socioeconomically Disadvantaged	3.8
Students with Disabilities	12.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	89.3	136.6	88.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.5	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	10.7	8.3	5.4	12115.8	4.4
Unknown	0.0	0.0	3.6	2.3	18854.3	6.9
Total Teaching Positions	19.6	100.0	153.6	100.0	274759.1	100.0

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.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.5
Local Assignment Options	1.5
Total Out-of-Field Teachers	2.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 22, 2021and determined that each school in the District has sufficient and good quality textbooks and instructional materials. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2021-22, all textbooks and instructional materials at Beach Elementary School were reviewed and in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Google Chromebooks for all students in grades K through 5.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, authored by Lucy Calkins and published by Heinemann Units of Study for Teaching Writing, authored by Lucy Calkins and published by Heinemann Fountas and Pinnell Phonics Lessons published by Heinemann Words Their Way Spelling Series published by Pearson Leveled Literacy Intervention published by Heinemann	Yes	0

Mathematics	Bridges in Mathematics, 2nd Edition published by Math Learning Center, adopted in 2015 Number Corner, 2nd Edition published by Math Learning Center, adopted in 2015	Yes	0
Science	Smithsonian- Science in the Classroom Grades K-5, adopted May 2020	Yes	0
History-Social Science	Harcourt Brace - K Houghton Mifflin 1st, 4th MacMillan/MCGraw Hill 2nd Pearson/Scott Foresman, 3rd Oxford University, 5th	Yes	0
Foreign Language	NA	No	0
Health	Second Step published by Committee for Children, adopted in 2013	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

The Beach Elementary campus was modernized as part of the District's Seismic Safety Bond program in 2012-13 and is in overall good condition as measured by the Facility Inspection Tool.

The school is rated in "good" overall condition by the Facility Inspection Tool.

Year and month of the most recent FIT report	12/06/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			measures to reduce heat gain have been taken, including ceiling fans and anti-glare window films were taken. Some HVAC systems have been modernized. Classrooms are outfitted with Merv-13 air filtration. Voice enhancement mics and speakers were installed in each classroom in 2020-21
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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences			X	Window sills on south and west facing sides need to be scraped and repainted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement

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	137	132	96.35	3.65	82.58
Female	65	61	93.85	6.15	88.52
Male	72	71	98.61	1.39	77.46
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100	0	100
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	81.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	31	96.88	3.12	74.19
White	67	64	95.52	4.48	85.94
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	52.17

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	137	132	96.35	3.65	86.36
Female	65	61	93.85	6.15	86.89
Male	72	71	98.61	1.39	85.92
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	82.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	30	93.75	6.25	86.67
White	67	64	95.52	4.48	89.06
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	65.22

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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
Hispanic or Latino					N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A		N/A
Black or African American	N/A	N/A			N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged			N/A		
Students with Disabilities		N/A	N/A	N/A	
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*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	71.11	N/A	68.86	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	48	45	93.75	6.25	71.11
Female	23	21	91.30	8.70	71.43
Male	25	24	96.00	4.00	70.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	21	91.30	8.70	76.19
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

The small student body provides parents with a greater opportunity for personal involvement in their student's education. Beach School is a neighborhood and community center, where students and community members can participate in many before and after school activities.

The tremendous support of parents and the community contribute to the family-like atmosphere at Beach School. Parent involvement in the schools is very high in the District. Open Houses, Parent-Teacher Conferences, and school performances are always well-attended. The Parents' Club boast 90 to 95 percent membership participation rates. Parents volunteer to work in the classrooms, computer labs, libraries, and the food service programs. Parents often serve on one or more support group boards or district committees providing organizational support, or a community perspective to the schools.

Parents can help the schools in a great variety of ways. The Parents' Clubs manage and coordinate the volunteer effort at each school. The best time to sign-up to be a volunteer is in the spring when the Parent Clubs recruit volunteers for the many board positions or at the beginning of the school year during registration. If you miss the opportunity to sign-up at these times, contact the Parents' Club President. See their BPO website for details! https://beachparents.com/gettinginvolved/

Numerous programs and activities are enriched by the generous contributions made from the following sources:
• Beach Parents Organization: https://beachparents.com/ The main parent / school organization and support group.
• Beach Dad's Club: https://beachdads.wordpress.com/ The Dad's Club organizing social and service events and hosts a pancake breakfast in the fall.
• Beach Revue: https://www.beachrevue.org/ For over fifty years this parent-led effort has provided students a musical stage performance venue.
• Piedmont Arts Fund: https://piedmontartsfund.org/ Supporting arts instruction and shows.
• CHIME (performing arts): http://www.piedmont.k12.ca.us/our-community/parent-involvement/#chime Supporting performing arts.
• PRAISE (special education): http://piedmontpraise.org/ Support group for families focused on special education.
• Piedmont Educational Foundation: http://www.piedmontedfoundation.org/ The parent organization for all parent clubs in the

2021-22 Opportunities for Parental Involvement

district.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	276	2	0.7
Female	137	136	2	1.5
Male	140	140	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	41	41	1	2.4
Black or African American	6	6	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	31	31	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	56	56	0	0.0
White	139	138	1	0.7
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	12	12	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	0	0.0

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	0.00	0.00	0.68	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	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	0.00	0.23	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

Safety of students and staff is a primary concern of Beach School. To ensure student safety, supervision is provided on campus at all times. Staff from the Piedmont Parks and Recreation Department's Schoolmates Program, located on the Beach School Campus, supervise students on campus after school. Students are supervised during recess and lunch by staff members. Visitors to the campus must register at the office prior to entering school grounds and a visitor's pass must be displayed at all times.

The Comprehensive School Site Safety Plan is reviewed and approved each year and revisions are shared with all staff members. Key elements of the Safety Plan include emergency procedures, codes of student behavior, and sexual harassment policies. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster, fire, earthquake, shelter in place and lockdown drills are conducted on a regular basis.

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	172		2	4
1	21		2	
2	24		2	
3	24		2	
4	17	1	2	
5	94		2	2
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	19	1	5	
1	22		12	
2	22		11	
3	25		11	1
4	24		12	
5	23		11	1
6				
Other	17	7	1	

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	13	5	
1	11	18		
2	13	29		
3	15	10	11	1
4	21	4	12	
5	15	11	11	1
6				

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	660

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)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.7

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	14,176	3,541	10,635	85,352
District	N/A	N/A	10,333	91,257
Percent Difference - School Site and District	N/A	N/A	2.9	-6.7
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	23.0	10.2

2020-21 Types of Services Funded

Beach Elementary provides services for students with special needs through a comprehensive special education program. Expanded Learning Opportunity funds are being implemented this year to provide tutoring to address any learning gaps or inadequate preparation due to pandemic conditions.

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		$48,119
Mid-Range Teacher Salary		$74,665
Highest Teacher Salary		$98,160
Average Principal Salary (Elementary)		$118,542
Average Principal Salary (Middle)		$125,068
Average Principal Salary (High)		$133,516
Superintendent Salary		$194,199
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. PUSD has instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. This full day of professional development is personalized to the needs and focus of the individual. Some examples of professional development selected by tri-school elementary teachers are as follows: response to intervention, differentiated math instruction, teaching reading in small groups, integrated learning, and social emotional learning. For 2020-21 distance learning techniques were a special focus.

New teachers participate in a full day professional development orientation and are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

Due to the unique impact of moving to distance learning with COVID-19 shelter in place orders, partial day professional development opportunities were scheduled to support staff in instructional strategies and technology use beginning in March 2020 and additional PD days were added to the beginning of the 2020-21 school year. All PD that year is focused on the following areas: distance learning, anti-racism and social justice teaching practices, updating practices on reading instruction.

Professional Development during the 2021-2022 school year has addressed equity and inclusion goals defined in the district Local Control Accountability Plan (LCAP), student social emotional learning and MTSS. Curricular adoptions also featured professional learning for teachers as part of implementation.

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	3	6	3

Piedmont City 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	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Randall Booker
Email Address	rbooker@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.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	1334	1171	87.78	12.22	84.88
Female	628	550	87.58	12.42	87.09
Male	706	621	87.96	12.04	82.93
American Indian or Alaska Native	0	0	0	0	0
Asian	184	175	95.11	4.89	89.71
Black or African American	16	13	81.25	18.75	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	126	115	91.27	8.73	73.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	267	241	90.26	9.74	86.72
White	738	624	84.55	15.45	85.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	14	77.78	22.22	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	201	157	78.11	21.89	56.05

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	1334	1173	87.93	12.07	81.30
Female	628	549	87.42	12.58	80.62
Male	706	624	88.39	11.61	81.89
American Indian or Alaska Native	0	0	0	0	0
Asian	184	176	95.65	4.35	88.00
Black or African American	16	13	81.25	18.75	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	126	115	91.27	8.73	71.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	267	241	90.26	9.74	85.48
White	738	625	84.69		80.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	13	72.22	27.78	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	201	158	78.61	21.39	56.05

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.