

Beach Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Dr. Jennifer Hawn
Email Address	jhawn@piedmont.k12.ca.us
District Website	https://www.piedmont.k12.ca.us/

2023-24 School Description and Mission Statement

Beach School first opened its doors to students in 1912 in Piedmont, a city of about 11,000 residents, in the hills surrounded by Oakland. The school is one of three elementary schools in Piedmont and serves around 290 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, visual art, library, and a full physical education program. We strive to educate our students to be thoughtful, compassionate, problem-solvers.

Our teaching staff is supported by a highly-skilled staff of custodians, para educators, and office staff who work with our students to maintain a friendly and supportive learning environment for our students. The parents and families of our students are a vital part of our school community and add to our welcoming and inclusive environment. Our mission: Beach School collectively ensures the learning and well-being of every student.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	46
Grade 2	44
Grade 3	35
Grade 4	54
Grade 5	49
Total Enrollment	288

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
Asian	17%
Black or African American	1.7%
Filipino	1.4%
Hispanic or Latino	11.5%
Two or More Races	20.5%
White	47.6%
English Learners	2.4%
Socioeconomically Disadvantaged	4.2%
Students with Disabilities	9.7%

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.

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)	17.50	89.31	136.60	88.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	2.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	10.69	8.30	5.40	12115.80	4.41
Unknown	0.00	0.00	3.60	2.34	18854.30	6.86
Total Teaching Positions	19.60	100.00	153.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	17.90	90.67	139.00	91.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.80	1.84	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	8.07	6.90	4.56	11953.10	4.28
Unknown	0.20	1.26	2.70	1.79	15831.90	5.67
Total Teaching Positions	19.80	100.00	152.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	1.50	1.60
Total Out-of-Field Teachers	2.10	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 27, 2023 and 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 primary textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2023-24, all textbooks and instructional materials at Beach Elementary School were reviewed and in adequate supply and in fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of 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

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	From Phonics to Reading, K-3, Sadlier, 2023 Units of Study for Teaching Reading, authored by Lucy Calkins and published by Heinemann, 2023 Units of Study for Teaching Writing, authored by Lucy Calkins and published by Heinemann Units of Study for Teaching Phonics authored by Lucy Calkins and published by Heinemann, 2020 Fountas and Pinnell Guided Reading, Interactive Read Aloud and Word Study lessons published by Heinemann, 2020 Leveled Literacy Intervention published by Heinemann, 2016	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

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 exemplary condition as measured by the Facility Inspection Tool.

Year and month of the most recent FIT report

1.9.24

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).

College and Career Ready

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	93	91	87	86	47	46
Mathematics (grades 3-8 and 11)	93	93	81	82	33	34

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	135	98.54	1.46	91.11
Female	59	59	100.00	0.00	93.22
Male	78	76	97.44	2.56	89.47
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	92.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	30	96.77	3.23	93.33
White	67	66	98.51	1.49	92.42
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	14	13	92.86	7.14	46.15

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	135	98.54	1.46	93.33
Female	59	59	100.00	0.00	94.92
Male	78	76	97.44	2.56	92.11
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	92.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	30	96.77	3.23	96.67
White	67	66	98.51	1.49	95.45
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	14	13	92.86	7.14	61.54

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	82.61	77.08	75.14	68.43	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96	2.04	77.08
Female	18	18	100.00	0.00	83.33
Male	31	30	96.77	3.23	73.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	68.75
White	20	19	95.00	5.00	84.21
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98	98	98	98

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.

2023-24 Opportunities for Parental Involvement

Parents and community members are integral to the educational program at Beach School. They provide support through volunteering, fundraising, and input on school decisions.

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

Parents can help the schools in a great variety of ways. The Parents' Clubs manage and coordinate the volunteer effort at our school. We also have community events such as the Beach School Pancake Breakfast and Chalk Art festival that happens each fall. This past fall, 700 school and community members attended this event. We also hold parent education nights and parents are invited to meet with the school principal monthly to share ideas and concerns.

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://beachparents.org/get-involved/beach-dads-club/> The Dad's Club organizes 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.
- PIE (Piedmonters for Inclusive Education): <http://piedmontpraise.org/> Formerly known as PRAISE, PIE works to create a supportive and inclusive environment for students with disabilities and learning differences, as well as their families.
- Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/> The parent organization for all parent clubs in the district.

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	290	6	2.1
Female	138	135	2	1.5
Male	156	155	4	2.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	50	50	0	0.0
Black or African American	5	5	0	0.0
Filipino	4	4	1	25.0
Hispanic or Latino	34	34	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	60	59	2	3.4
White	140	137	3	2.2
English Learners	7	7	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	13	13	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.04	0.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 school staff members. Visitors to the campus must be let in by the front office staff through a buzzer, camera, and door lock system. Once inside the building all visitors must check in at the office prior to entering school grounds or buildings and a visitor's pass must be displayed at all times.

The Comprehensive School Site Safety Plan is reviewed and approved each year by a tri school safety committee, a group of staff members, the district Facilities Director, community members and representatives from the Piedmont Fire and Police Departments. Key elements of the Safety Plan include emergency procedures, codes of student behavior, and physical safety. There are monthly fire drills, in addition to shelter-in-place, lockdown/reverse lockdown, and earthquake drills which all occur during the first semester of the school year. Beach School is in compliance with all laws, rules and regulations pertaining to

2023-24 School Safety Plan

hazardous materials and state earthquake standards.

The School Safety Plan was approved by the school board on 2/8/2023. It was reviewed with staff 10/10/2023.

In order to create a safe, inclusive, and kind school environment, our school utilizes community-building circles and social and emotional learning programs including Second Step.

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.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22		5	
1	21	6	6	
2	16	12		
3	20	17		
4	23		12	
5	23		12	
Other	18	2	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	2	10	0
1	23	0	12	0
2	22	0	12	0
3	19	12	0	0
4	27	0	12	0
5	25	0	12	0
6	0	0	0	0
Other	7	1	0	0

2022-23 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	411.43

2022-23 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)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	20,163	7,127	13,035	91,248
District	N/A	N/A	12,729	\$88,090
Percent Difference - School Site and District	N/A	N/A	2.4	3.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	52.6	10.7

Fiscal Year 2022-23 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program. Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams composed of all legally required team members. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development (ELD). Students with the greatest need also receive additional ELD support through Reading Intervention. The district and school staff monitor students' ELD progress throughout the school year.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$59,480	\$50,875
Mid-Range Teacher Salary	\$81,236	\$79,761
Highest Teacher Salary	\$107,315	\$103,045
Average Principal Salary (Elementary)	\$159,241	\$128,154
Average Principal Salary (Middle)	\$155,539	\$131,774
Average Principal Salary (High)	\$169,019	\$142,676
Superintendent Salary	\$234,065	\$211,462
Percent of Budget for Teacher Salaries	30.24%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

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.

Beginning in 2018-2019 we began a model where the district, site, and teachers each determined the content of one of the three days. This year the district focused on vertical alignment, operational excellence, and engagement. Teachers have selected a range of topics from literacy to classroom management.

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

Both the Foundational Literacy and Social Justice and Diversity and Inclusion standards are strengthened by monthly 2-hour professional development sessions held during common collaboration times. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3