Beach Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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://https://beach.piedmont.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	01 61275 6002281

2024-25 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/

2024-25 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.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	47
Grade 2	48
Grade 3	48
Grade 4	36
Grade 5	52
Total Enrollment	291

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
Asian	20.6
Black or African American	1.7
Filipino	0.7
Hispanic or Latino	11
Two or More Races	18.2
White	47.4
English Learners	1
Socioeconomically Disadvantaged	3.1
Students with Disabilities	11.7

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	17.80	91.76	137.10	90.76	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.70	1.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	8.24	7.10	4.73	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.30	0.91	14303.80	5.15
Total Teaching Positions	19.40	100.00	151.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00	0
Local Assignment Options	1.50	1.60	1.6
Total Out-of-Field Teachers	2.10	1.60	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 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 25, 2024 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 2024-25, 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 2024

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) adopted May 2023 Spellography, Rosow and Moats (95 Percent Group), adopted June 2024 Units of Study for Teaching Phonics, Lucy Calkins (Heinemann), 2020 (supplemental) Units of Study for Teaching Reading Series Bundle, Lucy Calkins (Heinemann), 2023 Units of Study for Teaching Writing, Lucy Calkins (Heinemann) adopted 2019 Fountas and Pinnell Guided Reading, Interactive Read Aloud and Word Study lessons (Heinemann) adopted 2019 Leveled Literacy Intervention (Heinemann), adopted 2019 (intervention)	Yes	0
Mathematics	Bridges in Mathematics, 2nd Edition (Math Learning Center), adopted in 2015	Yes	0

	Number Corner, 2nd Edition (Math Learning Center), adopted in 2015		
Science	Science in the Classroom (Smithsonian) 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

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

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	12/30/2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	91	93	86	85	46	47
Mathematics (grades 3-8 and 11)	93	95	82	81	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	134	96.40	3.60	92.54
Female	64	60	93.75	6.25	90.00
Male	75	74	98.67	1.33	94.59
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	96.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	81.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	100.00
White	72	69	95.83	4.17	92.75
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	19	16	84.21	15.79	68.75

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	135	97.12	2.88	94.81
Female	64	61	95.31	4.69	91.80
Male	75	74	98.67	1.33	97.30
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	100.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	100.00
White	72	70	97.22	2.78	95.71
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	19	16	84.21	15.79	75.00

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	77.08	78.85	68.43	70.34	30.29	30.73

2023-24 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	52	52	100.00	0.00	78.85
Female	26	26	100.00	0.00	73.08
Male	26	26	100.00	0.00	84.62
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	84.62
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	27	27	100.00	0.00	77.78
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.

2023-24 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 requires only participation results 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	96	98	98	98	94

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.

2024-25 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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	298	296	8	2.7
Female	138	137	4	2.9
Male	160	159	4	2.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	60	1	1.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	33	2	6.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	53	2	3.8
White	142	142	2	1.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	11	1	9.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	43	2	4.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	1.01	0.04	0.67	0.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0.00
Female	0.00	0.00
Male	1.88	0.00
Non-Binary	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	2.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	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	2.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 hazardous materials and state earthquake standards.

The School Safety Plan was approved by the school board on 2/28/2024. It was reviewed with staff 10/7/2024.

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.

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	
1	23		12	
2	22		12	
3	19	11		
4	27		12	
5	25		12	
Other	7	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		10	
1	24		12	
2	24		12	
3	26		11	
4	18	12		
5	26		12	
Other	2	1		

2023-24 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	171.18

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.7
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.6
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$17,697	$4,625	$13,071	$100,027
District	N/A	N/A	$14,048	$94,792
Percent Difference - School Site and District	N/A	N/A	-7.2	5.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	19.3	13.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$63,941	$54,930
Mid-Range Teacher Salary	$87,329	$85,386
Highest Teacher Salary	$115,364	$111,172
Average Principal Salary (Elementary)	$162,552	$136,564
Average Principal Salary (Middle)	$180,516	$141,339
Average Principal Salary (High)	$161,847	$153,241
Superintendent Salary	$234,065	$224,537
Percent of Budget for Teacher Salaries	29%	29%
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.

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3