



# Beach Elementary School

100 Lake Ave • Piedmont, CA 94611 • 510.594.2666 • Grades K-5

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<http://www.piedmont.k12.ca.us/beach/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Piedmont City Unified School District

760 Magnolia Ave.  
Piedmont, CA 94611  
(510) 594-2600

<http://www.piedmont.k12.ca.us/>

#### District Governing Board

Amal Smith

Cory Smegal

Sarah Pearson

Megan Pillsbury

Andrea Swenson

#### District Administration

Randall Booker  
Superintendent

Cheryl Wozniak  
Asst Superintendent, Ed Services

Ruth Alahydoian  
Chief Financial Officer

Stephanie Griffin  
Director of Instructional  
Technology and Secondary  
Curriculum

Hillary Crissinger  
Director of Student Services and  
Special Education

Pete Palmer  
Director of Facilities

### School Description

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.

Beach Elementary 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. Beach School collectively ensures the learning and well-being of every student.

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 to Find Their Strength – Children** who receive a lot of support in a multiple dimensions will find a 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 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 most 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 the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

**2018-19 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	43
Grade 1	42
Grade 2	48
Grade 3	47
Grade 4	45
Grade 5	51
<b>Total Enrollment</b>	<b>276</b>

**2018-19 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	2.5
Asian	13.8
Filipino	0.4
Hispanic or Latino	9.8
White	50
Two or More Races	23.6
Socioeconomically Disadvantaged	2.9
English Learners	1.8
Students with Disabilities	10.5

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Beach Elementary	17-18	18-19	19-20
With Full Credential	29	22	22
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	2.88	0	0

Teacher Credentials for Piedmont City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at Beach Elementary School**

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 25th, 2019 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 textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2019-20, all textbooks and instructional materials at Beach Elementary School were reviewed on August 13, 2018 were 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 4 and 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.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 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  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS California published by Delta Education, Grades K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace - K Houghton Mifflin 1st, 4th MacMillan/McGraw Hill 2nd Pearson/Scott Foresman, 3rd Oxford University, 5th  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	NA The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Second Step published by Committee for Children, adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Beach Elementary campus was modernized as part of the District's Seismic Safety Bond program in 2012-13 and requires no deferred maintenance at this time.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/06/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	measures to reduce heat gain have been taken, including ceiling fans and anti-glare window films were taken. Some HVAC systems have been modernized
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	90	88	87	87	50	50
Math	90	92	85	87	38	39

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	136	98.55	88.24
Male	90	89	98.89	88.76
Female	48	47	97.92	87.23
Black or African American	--	--	--	--
Asian	17	17	100.00	82.35
Hispanic or Latino	19	19	100.00	94.74
White	64	63	98.44	92.06
Two or More Races	36	35	97.22	80.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33	64.29

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

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	90	80	49
7	92	87	71
9	94	83	56

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	136	98.55	91.91
Male	90	89	98.89	93.26
Female	48	47	97.92	89.36
Black or African American	--	--	--	--
Asian	17	17	100.00	88.24
Hispanic or Latino	19	19	100.00	89.47
White	64	63	98.44	92.06
Two or More Races	36	35	97.22	94.29
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33	71.43

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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/>

Beach Dad's Club: <https://beachdads.wordpress.com/>

Beach Revue: <https://www.beachrevue.org/>

Piedmont Arts Fund: <https://piedmontartsfund.org/>

CHIME (performing arts): <http://www.piedmont.k12.ca.us/our-community/parent-involvement/#chime>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

**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.

**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 before and 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. This occurred in August 2018 and again in February 2019. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	690.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.2
Other	2.1

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	1		20	2			22		2	
1	20	2			23		2		21		2	
2	23		2		23		2		24		2	
3	24		2		22		2		24		2	
4	24		3		26		2		22		2	
5	22		3		24		3		26		2	
Other**	9	1										

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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. In addition to two dedicated professional development days on August 9 and 10, 2018, 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. 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. Currently, the professional development program includes a combination of dedicated professional development days and a flexible program.

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).

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,108	\$46,208
Mid-Range Teacher Salary	\$73,061	\$72,218
Highest Teacher Salary	\$94,014	\$92,742
Average Principal Salary (ES)	\$130,920	\$134,864
Average Principal Salary (MS)	\$133,882	\$118,220
Average Principal Salary (HS)	\$137,829	\$127,356
Superintendent Salary	\$220,564	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,616	3,982	9,634	81,286
District	N/A	N/A	10,472	84,299
State	N/A	N/A	7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.3	-3.6
School Site/ State	24.8	10.8

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

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



**Types of Services Funded**

Home-to School Transportation

Instructional Materials

Class Size Reduction K-3

Federal, ECIA/ESEA/IASA

School Improvement Plan

Special Education Master Plan

Federal, Special Education, Entitlement per UDC

Federal, Special Education, Discretionary Funds

Title II, Parts A & D – Teacher Quality & Technology

Title IV, Safe and Drug Free Schools and Communities

Title V, Innovative Strategies

Title III, Funding passes through the a consortium of districts of which Piedmont Unified is a member.

**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).

**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.