

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Michael Corritone, Principal

Principal, Beach Elementary

#### About Our School

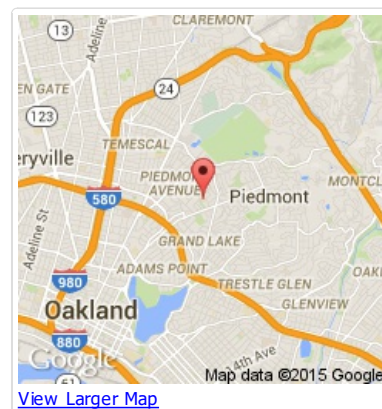
This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school Principal or the District Office.

Beach School first opened its doors to students in 1912 in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. 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, art and science enrichment, and a full physical education program. Beach School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

#### Contact

100 Lake Ave  
Piedmont, CA 94611

Phone: 510-594-2685  
E-mail: [mcorritone@piedmont.k12.ca.us](mailto:mcorritone@piedmont.k12.ca.us)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Beach Elementary
<b>Street</b>	100 Lake Ave
<b>City, State, Zip</b>	Piedmont, Ca, 94611
<b>Phone Number</b>	510-594-2685
<b>Principal</b>	Michael Corritone, Principal
<b>E-mail Address</b>	<a href="mailto:mcorritone@piedmont.k12.ca.us">mcorritone@piedmont.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.piedmont.k12.ca.us/beach">www.piedmont.k12.ca.us/beach</a>
<b>County-District-School (CDS) Code</b>	01612756002281

District	
<b>District Name</b>	Piedmont City Unified
<b>Phone Number</b>	(510) 594-2600
<b>Web Site</b>	<a href="http://www.piedmont.k12.ca.us">www.piedmont.k12.ca.us</a>
<b>Superintendent First Name</b>	Constance
<b>Superintendent Last Name</b>	Hubbard
<b>E-mail Address</b>	<a href="mailto:chubbard@piedmont.k12.ca.us">chubbard@piedmont.k12.ca.us</a>

*Last updated: 4/10/2015*

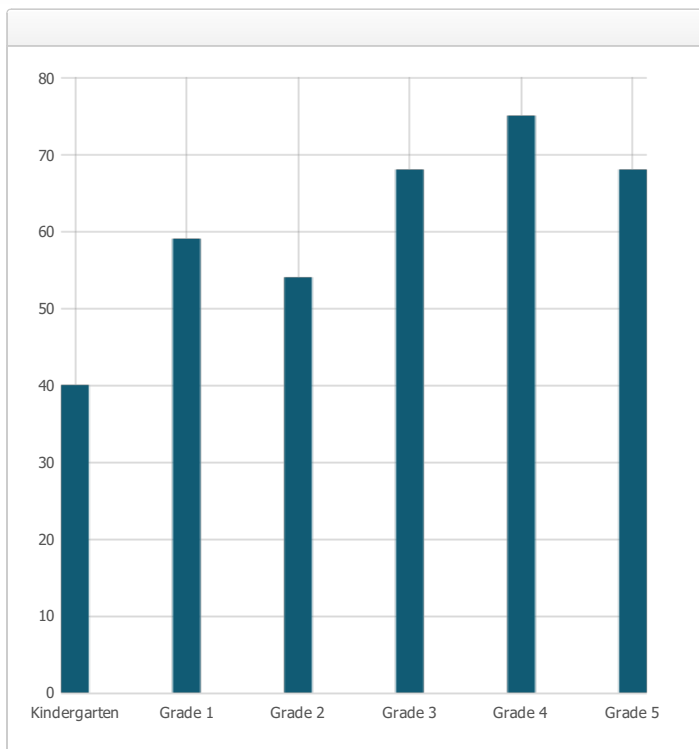
### School Description and Mission Statement (Most Recent Year)

Beach School first opened its doors to students in 1912 in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The educational programs at the school are tailored to be both relevant and challenging. Beach School is proud of its comprehensive supplemental instructions, including both vocal and instrumental music, art and science enrichment, and a full physical education program. Beach School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

*Last updated: 4/10/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

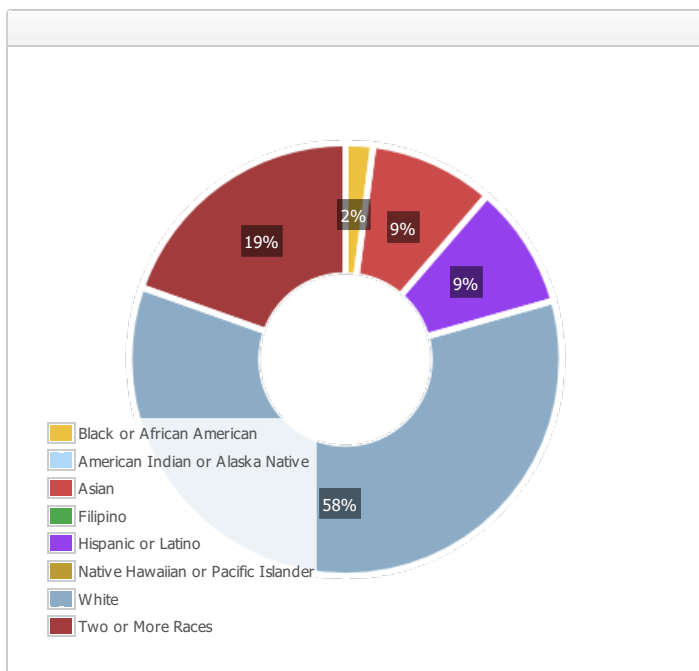
Grade Level	Number of Students
Kindergarten	40
Grade 1	59
Grade 2	54
Grade 3	68
Grade 4	75
Grade 5	68
<b>Total Enrollment</b>	<b>364</b>



Last updated: 4/10/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	9.9
Filipino	0.0
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.0
White	58.2
Two or More Races	19.8
Socioeconomically Disadvantaged	0.3
English Learners	1.6
Students with Disabilities	15.9



Last updated: 4/10/2015

## A. Conditions of Learning

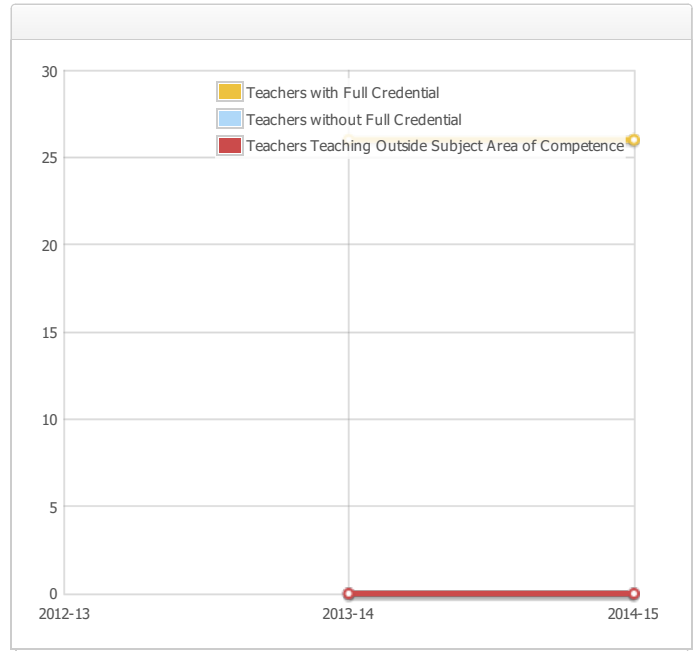
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

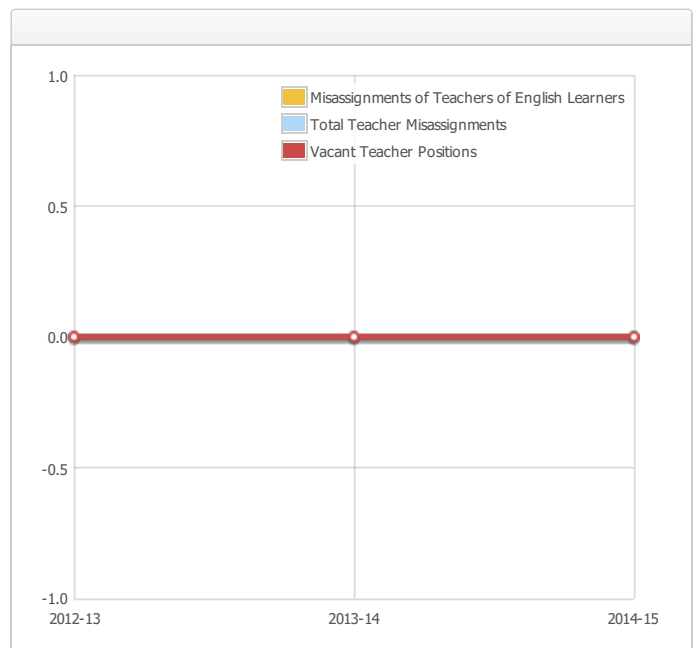
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential		26	26	187
Without Full Credential		0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	1



Last updated: 4/11/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Last updated: 4/10/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin K-5th adopted 2002	Yes	0.0
Mathematics	Everyday Math K-3rd, 4th-5th adopted 2008	Yes	0.0
Science	Foss K -5th adopted 2007	Yes	0.0
History-Social Science	Harcourt Brace K Houghton Mifflin 1,4 MacMillan/ McGraw Hill 2 Pearson/Scott Foresman 3 Oxford University Press 5		0.0
Foreign Language	No text		0.0
Health	Second Step - 2013	Yes	0.0
Visual and Performing Arts	No text		0.0
Science Lab Eqpmt(9-12)			0.0

Last updated: 4/10/2015

**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.

Last updated: 4/10/2015

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned

Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs at Beach Elementary School will be repaired during the 2014- 15 school year.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 4/10/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	94	98	99	93	89	91	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

*Last updated: 4/10/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Students at the School	99
Male	97
Female	100
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	100
Two or More Races	93
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Last updated: 4/10/2015

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89%	94%	89%	88%	90%	88%	54%	56%	55%
Mathematics	93%	94%	93%	82%	80%	81%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	84%	88%	86%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 4/10/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	7	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 4/10/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-9	13	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-7	13	-18
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 4/10/2015



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.4%	25.0%	67.6%

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.

*Last updated: 4/10/2015*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

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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. Numerous programs and activities are enriched by the generous contributions made from the following sources: CHIME, PAINTS. PRAISE, Beach Parents Organization, Piedmont Educational Foundation, and School Parcel Taxes and Bond measures.

### State Priority: Pupil Engagement

*Last updated: 4/10/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

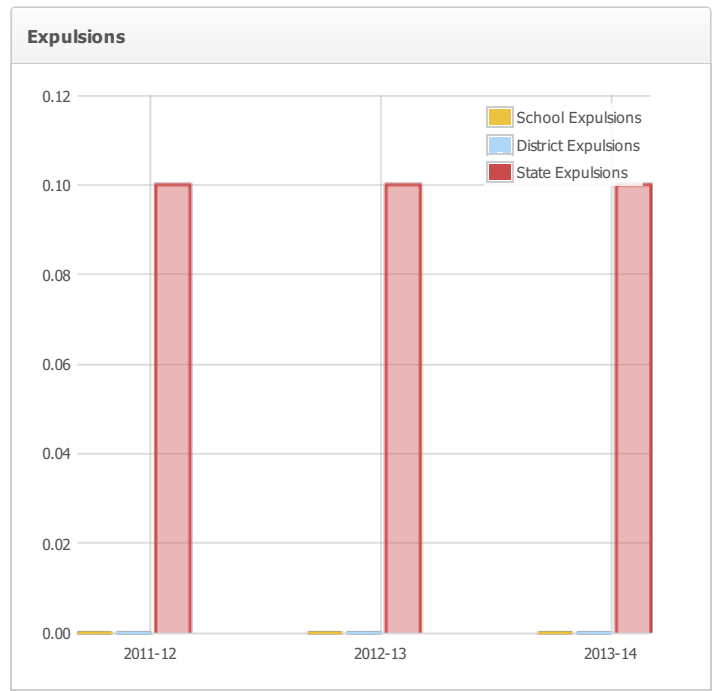
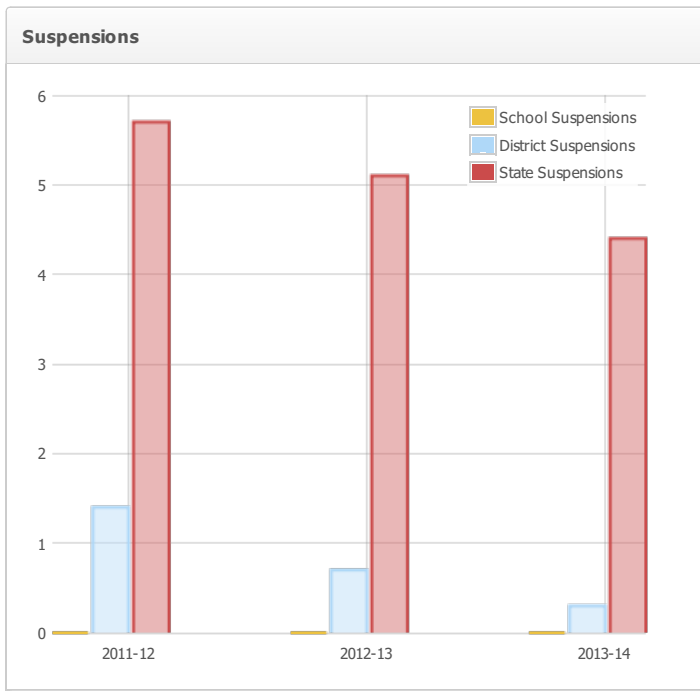
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	1.40	0.70	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 4/10/2015

**School Safety Plan - Most Recent Year**

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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 certificated staff members and five yard supervisors. 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 fall by the School Site Council; revisions are shared immediately with all staff members. Key elements of the Safety Plan include emergency disaster 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 drills are conducted on a regular basis throughout the school year; fire drills are held once a month, and earthquake drills are conducted annually.

*Last updated: 4/10/2015*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

*Last updated: 4/10/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 4/10/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	3	0	0	15.0	2	2		20.0	2		
1	17.3	3	0	0	15.0	2	2		20.0	1	2	
2	21.3	3	0	0	16.0	2	2		14.0	2	2	
3	20.3	4	0	0	18.0	1	3		15.0	2	3	
4	21.5	2	0	0	23.0		3		25.0		3	
5	26.0	0	2	0	23.0		2		17.0	1	3	
6												
Other												

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

*Last updated: 4/10/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

\* 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.

Last updated: 4/10/2015

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,909	\$1,887	\$7,022	\$75,063
District	N/A	N/A	\$9,480	\$75,063
Percent Difference – School Site and District	N/A	N/A	-6.00%	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference – School Site and State	N/A	N/A	90.00%	16.00%

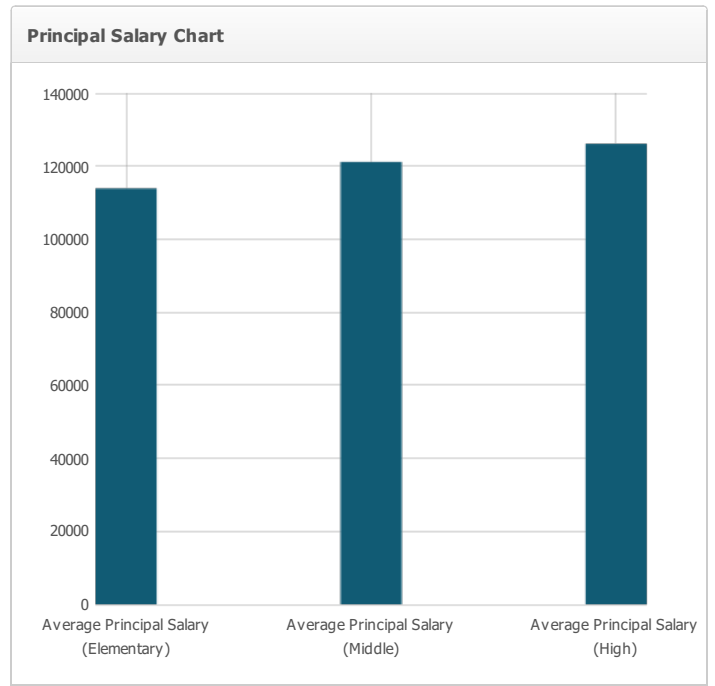
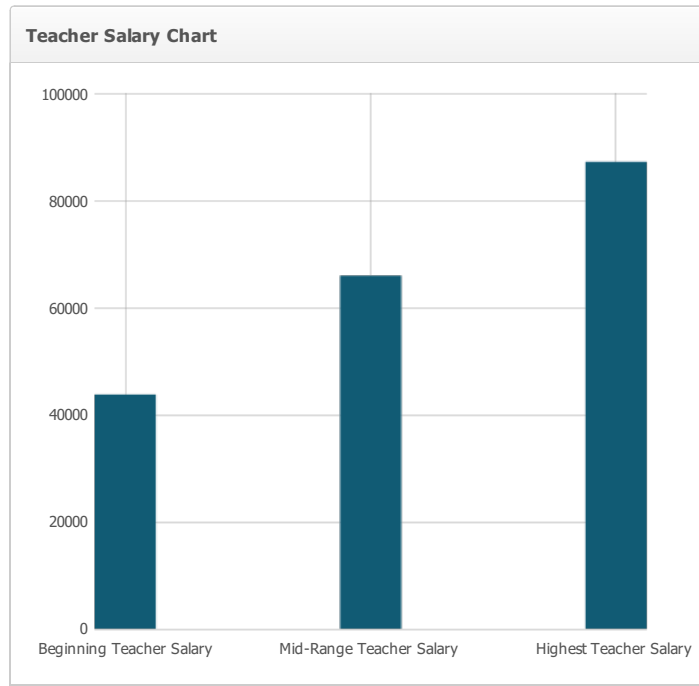
Note: Cells with N/A values do not require data.

Last updated: 4/11/2015

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,740	\$38,920
Mid-Range Teacher Salary	\$65,951	\$59,803
Highest Teacher Salary	\$87,175	\$78,096
Average Principal Salary (Elementary)	\$113,905	\$95,836
Average Principal Salary (Middle)	\$121,156	\$99,849
Average Principal Salary (High)	\$126,132	\$107,599
Superintendent Salary	\$207,000	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 4/10/2015*



**Professional Development – Most Recent Three Years**

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Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Staff development topics for the 2013-14 school year included, but were not limited to, Differentiated Strategies, Common Core Implementation, Mathematics, and Reader's Workshop. For additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assessment (BTSA) facilitator.

*Last updated: 4/10/2015*