

# 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/>

## 2015-16 School Accountability Report Card Published During the 2016-17 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

Cory Smegal

Andrea Swenson

Sarah Pearson

Doug Ireland

Amal Smith

#### District Administration

Randall Booker

**Superintendent**

Song Chin-Bendib

**Asst Superintendent, Business  
Services**

Michael Brady

**Director of Adult/Alternative  
Education**

Cheryl Wozniak

**Director of Curriculum and  
Instruction**

Julie Valdez

**Director of Special Education**

Stephanie Griffin

**Director of Instructional  
Technology**

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 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 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.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	37
Grade 1	44
Grade 2	46
Grade 3	70
Grade 4	65
Grade 5	73
<b>Total Enrollment</b>	<b>335</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0
Asian	10.1
Filipino	0
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0
White	54.9
Two or More Races	18.8
Socioeconomically Disadvantaged	1.8
English Learners	2.1
Students with Disabilities	15.8
Foster Youth	0

## 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			
Beach Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	29	26	29
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Piedmont City Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	191
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Beach Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	0	0	

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.7	0.3
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	99.7	0.3

\* 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 (School Year 2016-17)**

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 in October 2016 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 2016-2017, all textbooks and instructional materials at Beach Elementary School 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 2016	
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
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

**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: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			measures to reduce heat gain have been taken, including ceiling fans, anti-glare window films were taken.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	84	83	85	87	44	48
Math	87	88	82	86	34	36

\* 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.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	98	93	78	91	89	88	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	27.4	50.7

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	74	72	97.3	77.8
Male	38	36	94.7	72.2
Female	36	36	100.0	83.3
White	45	43	95.6	76.7
Students with Disabilities	18	17	94.4	52.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	71	69	97.2	82.6
	<b>4</b>	64	62	96.9	88.7
	<b>5</b>	74	73	98.7	78.1
<b>Male</b>	<b>3</b>	39	37	94.9	75.7
	<b>4</b>	40	38	95.0	94.7
	<b>5</b>	38	37	97.4	64.9
<b>Female</b>	<b>3</b>	32	32	100.0	90.6
	<b>4</b>	24	24	100.0	79.2
	<b>5</b>	36	36	100.0	91.7
<b>Hispanic or Latino</b>	<b>4</b>	13	13	100.0	84.6
<b>White</b>	<b>3</b>	42	41	97.6	90.2
	<b>4</b>	37	35	94.6	91.4
	<b>5</b>	45	44	97.8	72.7
<b>Two or More Races</b>	<b>3</b>	13	13	100.0	69.2
<b>Students with Disabilities</b>	<b>3</b>	12	10	83.3	60.0
	<b>4</b>	15	13	86.7	69.2
	<b>5</b>	18	17	94.4	41.2

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	71	69	97.2	98.5
	<b>4</b>	64	62	96.9	87.1
	<b>5</b>	74	73	98.7	79.5
<b>Male</b>	<b>3</b>	39	37	94.9	97.3
	<b>4</b>	40	38	95.0	92.1
	<b>5</b>	38	37	97.4	75.7
<b>Female</b>	<b>3</b>	32	32	100.0	100.0
	<b>4</b>	24	24	100.0	79.2
	<b>5</b>	36	36	100.0	83.3
<b>Hispanic or Latino</b>	<b>4</b>	13	13	100.0	76.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	42	41	97.6	100.0
	4	37	35	94.6	91.4
	5	45	44	97.8	79.5
Two or More Races	3	13	13	100.0	100.0
Students with Disabilities	3	12	10	83.3	90.0
	4	15	13	86.7	53.9
	5	18	17	94.4	41.2

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 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.

### 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 (School Year 2016-17)

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: 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.

#### 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 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.2	0.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0.0
Nurse	0.1
Speech/Language/Hearing Specialist	1.4
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	20	19	2	1	2		1				
1	23	23	22				2	2	2			
2	22	17	23				3	3	2			
3	23	21	24				3	3	3			
4	25	23	21				3	3	3			
5	23	26	25				3	3	3			
Other	6			1								

#### Professional Development provided for Teachers

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. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year, PUSD 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: differentiated math instruction, teaching reading in small groups, integrated learning, and social emotional learning.



New teachers are assigned a mentor as part of the Teacher Induction Program (TIP) and tenured teachers can be mentored by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,995	\$42,063
Mid-Range Teacher Salary	\$69,250	\$64,823
Highest Teacher Salary	\$91,481	\$84,821
Average Principal Salary (ES)	\$123,379	\$101,849
Average Principal Salary (MS)	\$126,508	\$107,678
Average Principal Salary (HS)	\$147,441	\$115,589
Superintendent Salary	\$213,210	\$169,152
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,708	3,358	7,350	75,048
District	◆	◆	8,311	74,614
State	◆	◆	\$5,677	\$67,348
Percent Difference: School Site/District			-11.6	0.6
Percent Difference: School Site/ State			29.5	11.4

\* Cells with ◆ do not require data.

\* 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/).

### Types of Services Funded

Home-to School Transportation  
 Instructional Materials  
 EIA  
 Class Size Reduction K-3  
 Federal, ECIA/ESEA/IASA  
 School Improvement Plan  
 Special Education Master Plan  
 Federal, Drug/Alcohol/Tobacco Funds  
 Federal, Special Education, Entitlement per UDC  
 Federal, Special Education, Discretionary Funds  
 TUPE  
 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 <http://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.