

**Beechwood Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	780 Beechwood Avenue Fullerton, CA , 92835- 2777	<b>Principal:</b>	Hannah Lim
<b>Phone:</b>	(714) 447-2850	<b>Grade Span:</b>	K-8

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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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# About This School

## Hannah Lim

📍 Principal, Beechwood Elementary

### About Our School

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At Beechwood School, our mission is to Equip, Enrich and Empower students with 21st Century Skills to be highly successful in the career path of their choosing. We aim to develop inquiring, knowledgeable, and caring young people who are motivated and empowered to make a difference in their local and global communities. Through the support of the Beechwood Foundation, students benefit from class size reduction, experiential learning field trips, personalized math classes, specialized writing programs, and highly engaging integration of technology. We are proud of our innovative programs such as the International Baccalaureate, Writers Workshop, 1:1 iPad Integration, STEM, and the Arts. Our active PTSA and Foundation designs opportunities for families to develop strong and positive connections to school. At Beechwood, we work together with parents and teachers to provide our children with an excellent foundation for their futures!

### Contact

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Beechwood Elementary  
780 Beechwood Avenue  
Fullerton, CA 92835-2777

Phone: (714) 447-2850

Email: [hannah\\_lim@myfsd.org](mailto:hannah_lim@myfsd.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	7144477400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/beechwood">www.fullertonsd.org/beechwood</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Beechwood Elementary
<b>Street</b>	780 Beechwood Avenue
<b>City, State, Zip</b>	Fullerton, CA , 92835-2777
<b>Phone Number</b>	(714) 447-2850
<b>Principal</b>	Hannah Lim
<b>Email Address</b>	<a href="mailto:hannah_lim@myfsd.org">hannah_lim@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/beechwood">www.fullertonsd.org/beechwood</a>
<b>County-District-School (CDS) Code</b>	30665066028013

*Last updated: 1/21/23*

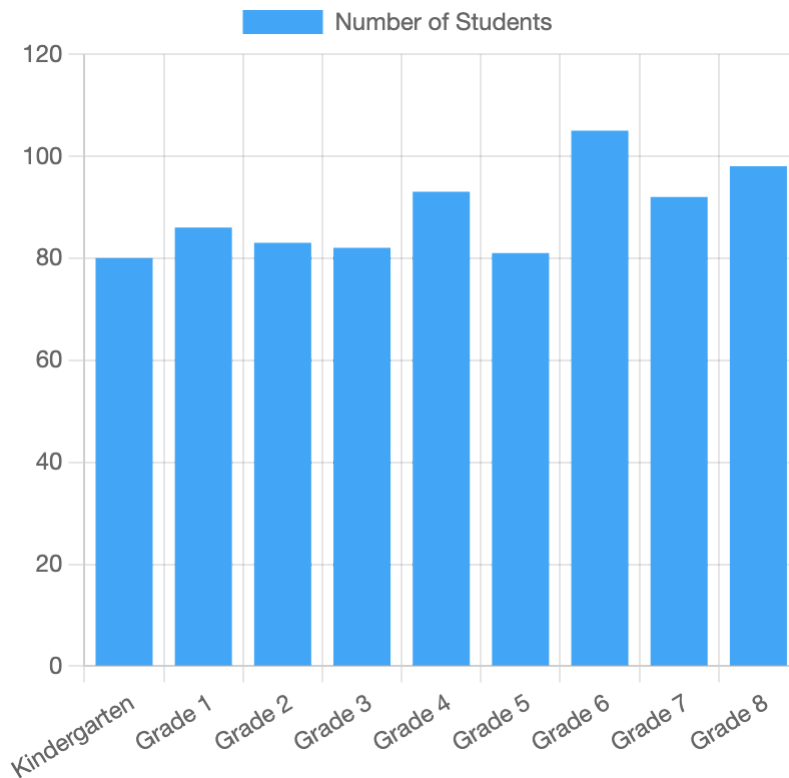
## School Description and Mission Statement (School Year 2022–23)

The Beechwood School community works together to ensure that each student receives a rigorous and balanced educational program in a caring environment where intercultural understanding and respect are valued. All children will develop critical skills that will allow them to effectively communicate, collaborate with peers, investigate & solve problems, and achieve their full academic and creative potential. Our vision is to see that all students are equipped, enriched, and empowered for college and career readiness. We envision a school where the Professional Learning Community works in collaborative teams to focus on student learning and achievement. Teachers, students, and staff work on meeting grade level standards targeting specific learning needs and writing SMART goals for all grade levels in the areas of language arts, mathematics, and English language development. Smart goals are Specific and strategic, Measurable, Attainable, Results-based, and Time-bound. The curriculum is standards-based and engages student learning. The Beechwood staff, through PLCs, will monitor individual student results progress, and revise goals and RTI strategies as necessary based on student needs.



### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	80
Grade 1	86
Grade 2	83
Grade 3	82
Grade 4	93
Grade 5	81
Grade 6	105
Grade 7	92
Grade 8	98
Total Enrollment	800



Last updated: 1/21/23

### Student Enrollment by Student Group (School Year 2021–22)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	45.80%
Male	54.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	34.30%
Black or African American	2.00%
Filipino	3.50%
Hispanic or Latino	28.00%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	8.60%
White	23.30%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	9.80%
Foster Youth	0.00%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	26.00%
Students with Disabilities	5.30%

## 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 Preparation and Placement (School Year 2019–20)

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)	28.50	89.08%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.56%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	3.00	9.36%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	32.00	100.00%	503.60	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.

*Last updated: 1/26/23*

## Teacher Preparation and Placement (School Year 2020–21)

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)	30.10	95.17%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.44%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.03%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	1.30	4.33%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	31.60	100.00%	496.60	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.

*Last updated: 1/26/23*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2019– 20 Number</b>	<b>2020– 21 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

*Last updated: 1/11/23*

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

<b>Indicator</b>	<b>2019– 20 Number</b>	<b>2020– 21 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

*Last updated: 1/11/23*

## Class Assignments

Indicator	2019– 20 Percent	2020– 21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	1.2%
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%

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>McGraw-Hill K-8</li> </ul>	Yes	0
Mathematics	<ul style="list-style-type: none"> <li>Houghton Mifflin Go Math K-8</li> <li>McGraw Hill Geometry 8</li> </ul>	Yes	0
Science	<ul style="list-style-type: none"> <li>Discovery Education K-6</li> <li>Amplify 7-8</li> </ul>	Yes	0
History-Social Science	<ul style="list-style-type: none"> <li>Houghton Mifflin K-6 (year adopted: 2007)</li> <li>McGraw-Hill Impact/Impacto 7-8 (year adopted: 2019)</li> </ul>	Yes	0
Foreign Language	<ul style="list-style-type: none"> <li>Asi se Dice! 7-8</li> <li>Vista Higher Learning French 7-8</li> </ul>	Yes	0
Health	<ul style="list-style-type: none"> <li>Dairy Council of California (grade appropriate materials)</li> <li>Too Good for Drugs (grades 4-6)</li> <li>Holt McDougal Decisions for Health 7 (2005)</li> <li>Teen Talk 7</li> </ul>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• "All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</li> <li>• Instrumental music (grades 5-6)</li> <li>• Band and string instruments and musical scores (grades 7-8)</li> </ul>	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/27/23*

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which

provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2021-22, the District spent \$0 on Deferred Maintenance. For the 2022-23 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

*Last updated: 1/27/23*

## **School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Replace stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Replace some lights in MPR
<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	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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*Last updated: 1/26/23*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students**  
**Grades Three through Eight and Grade Eleven taking and completed state-**  
**administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	81%	N/A	57%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	74%	N/A	48%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

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

*Last updated: 1/21/23*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	551	549	99.64%	0.36%	80.87%
Female	257	256	99.61%	0.39%	84.38%
Male	294	293	99.66%	0.34%	77.82%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	175	175	100.00%	0.00%	86.86%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	12	12	100.00%	0.00%	58.33%
Filipino	19	19	100.00%	0.00%	84.21%
Hispanic or Latino	163	163	100.00%	0.00%	79.14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	48	97.96%	2.04%	81.25%
White	131	130	99.24%	0.76%	77.69%
English Learners	40	40	100.00%	0.00%	50.00%
Foster Youth	0	0	0%	0%	0%
Homeless				--	
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	143	143	100.00%	0.00%	69.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	41.38%

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 CAA 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.

*Last updated: 1/21/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	552	550	99.64%	0.36%	73.64%
Female	258	257	99.61%	0.39%	71.98%
Male	294	293	99.66%	0.34%	75.09%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	176	176	100.00%	0.00%	89.77%
Black or African American	12	12	100.00%	0.00%	66.67%
Filipino	19	19	100.00%	0.00%	68.42%
Hispanic or Latino	163	163	100.00%	0.00%	58.28%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	48	97.96%	2.04%	77.08%
White	131	130	99.24%	0.76%	72.31%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	40	40	100.00%	0.00%	57.50%
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	143	143	100.00%	0.00%	56.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	34.48%

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 CAA 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.

*Last updated: 1/21/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)	NT%	68.33%	NT%	40.13%	28.5%	29.47%

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 1/21/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	180	180	100.00%	0.00%	68.33%
Female	89	89	100.00%	0.00%	61.80%
Male	91	91	100.00%	0.00%	74.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	52	52	100.00%	0.00%	69.23%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00%	0.00%	64.41%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00%	0.00%	70.59%
White	39	39	100.00%	0.00%	71.79%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	47	47	100.00%	0.00%	53.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Disabilities					

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.

*Last updated: 7/26/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

*Last updated: 1/21/23*

## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

Parents are informed and involved in their child's progress and viewed as partners in the education of their children. There are many opportunities for parents to participate in our educational community. Beechwood is home to

Team Beechwood which is comprised of an active PTSA partnered with the Beechwood School Foundation. Please contact the school office for further information.

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	836	819	51	6.2%
Female	385	374	24	6.4%
Male	451	445	27	6.1%
Non-Binary				
American Indian or Alaska Native	1	1	0	0.0%
Asian	292	284	10	3.5%
Black or African American	18	15	0	0.0%
Filipino	32	30	3	10.0%
Hispanic or Latino	231	230	18	7.8%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	69	69	2	2.9%
White	191	188	18	9.6%
English Learners	106	99	8	8.1%
Foster Youth	0	0	0	0.0%
Homeless	10	6	2	33.3%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	236	226	19	8.4%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	66	62	5	8.1%

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.

*Last updated: 1/21/23*

## 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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

<b>Rate</b>	<b>School 2019–20</b>	<b>District 2019–20</b>	<b>State 2019–20</b>
Suspensions	0.11%	1.17%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

<b>Rate</b>	<b>School 2019– 20</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2019– 20</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2019– 20</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Suspensions	0.11%	0.00%	0.00%	1.17%	0.07%	1.35%	2.45%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/21/23*

### Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	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	0.00%	0.00%

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

*Last updated: 1/21/23*

## **School Safety Plan (School Year 2022–23)**

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Presented to staff and Updated and Reviewed: November 30, 2022

Approved by School Site Council: December 5, 2022

*Last updated: 1/31/23*

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00		3	
1	31.00		3	
2	32.00		3	
3	29.00		3	
4	34.00			3
5	34.00			2
6	37.00	1	1	18
Other**				

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	27.00		3	
1	28.00		3	
2	30.00		3	
3	31.00		3	
4	28.00		3	
5	33.00			1
6	25.00	13	11	6
Other**				

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	20.00	1	3	
1	28.00		3	
2	27.00		3	
3	21.00	1	3	
4	31.00		3	
5	20.00	1	3	
6	27.00	11	2	19
Other**	2.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	4	2
Mathematics	25.00	2	5	1
Science	34.00		1	5
Social Science	33.00		2	10

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	3	3	3
Mathematics	32.00	2		4
Science	32.00	2		4
Social Science	34.00	3		5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	21.00	5	3	2
Mathematics	22.00	4	4	1
Science	29.00	1	4	2
Social Science	31.00	1	6	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/21/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	800

\* 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: 1/27/23*

**Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.62
Psychologist	0.50
Social Worker	
Nurse	0.20

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	0.00

\* 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: 1/27/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6382.00	\$86.00	\$6296.00	\$97275.93
District	N/A	N/A	\$5765.90	\$93395.00
Percent Difference – School Site and District	N/A	N/A	9.20%	4.20%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-4.50%	11.50%

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

*Last updated: 1/26/23*

## Types of Services Funded (Fiscal Year 2021–22)

### Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

### Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

### Other Related Professional Development Activities

- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

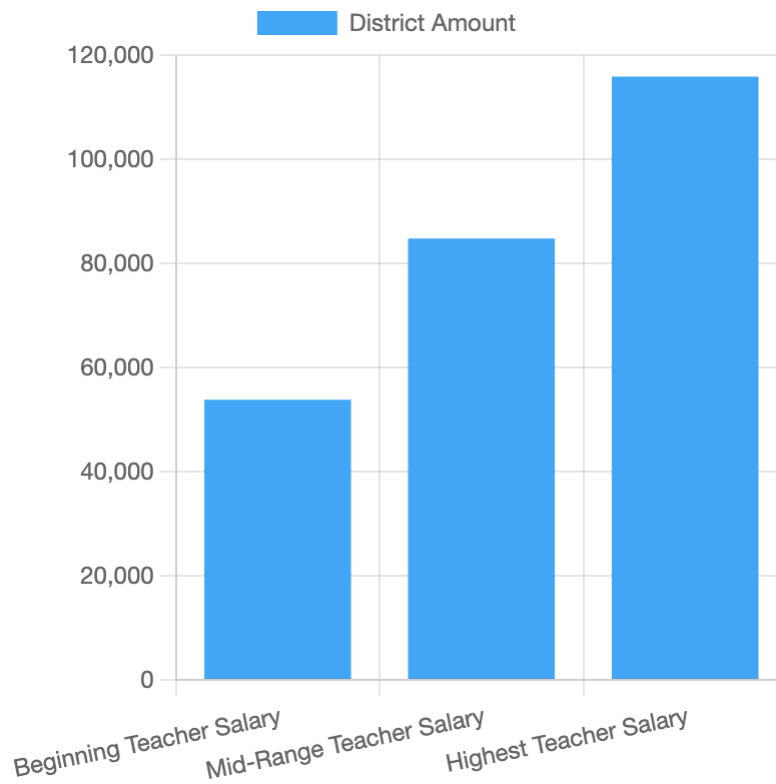
*Last updated: 1/31/23*

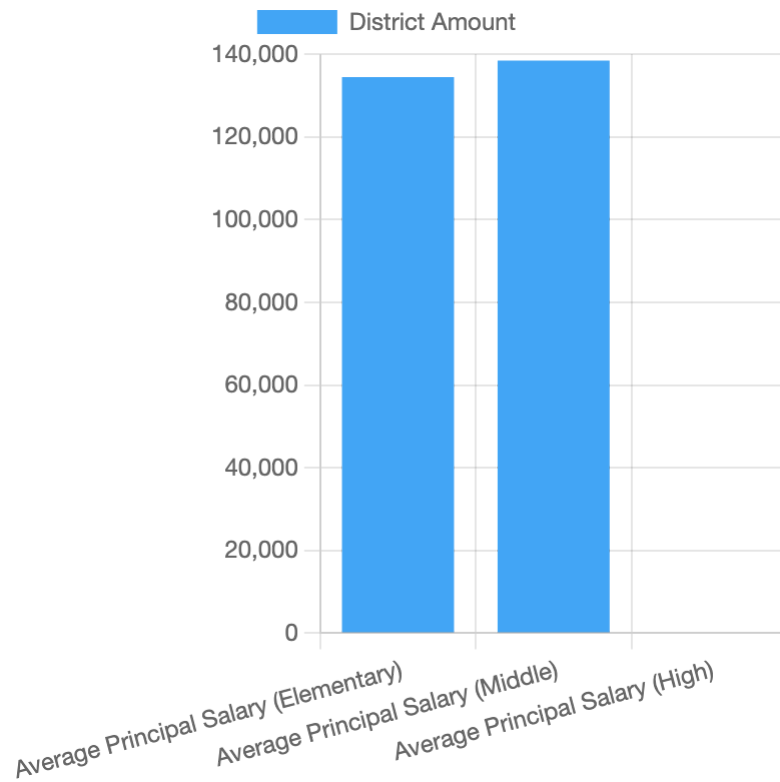
## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53803.00	\$52640.75
Mid-Range Teacher Salary	\$84751.00	\$83981.39
Highest Teacher Salary	\$115867.00	\$107521.97
Average Principal Salary (Elementary)	\$134410.00	\$136246.56

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$138444.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$282881.00	\$242165.89
Percent of Budget for Teacher Salaries	33.80%	34.07%
Percent of Budget for Administrative Salaries	5.98%	5.47%

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





Last updated: 1/21/23

### Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/27/23