

School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

Edna Beaman Elementary

Address: 25541 Highway 6, Benton, Ca. 93512 **Phone:** (760)933-2355
Principal: Lisa Kelly **Grade Span:** K-5

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

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

| Entity | Contact Information |
|----------------|--|
| District Name | Eastern Sierra Unified School District |
| Phone Number | (760) 932-7443 |
| Superintendent | Heidi Torix |
| Email Address | htorix@esUSD.org |
| Website | www.esUSD.org |

School Contact Information (School Year 2020–2021)

| Entity | Contact Information |
|-----------------------------------|-------------------------------|
| School Name | Edna Beaman Elementary School |
| Street | 25541 Highway 6 |
| City, State, Zip | Benton, CA 93512 |
| Phone Number | (760)933-2397 |
| Principal | Lisa Kelly |
| Email Address | lkelly@esUSD.org |
| Website | www.esUSD.org |
| County-District-School (CDS) Code | 26-73668-6025928 |

School Description and Mission Statement (School Year 2020–2021)

Principal's Message

I would like to welcome you to Edna Beaman Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Edna Beaman Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Edna Beaman Elementary School's student and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student-centered learning environments with no boundaries
- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world

- innovative risk in a secure environment

School Profile

Edna Beaman Elementary School is in Benton and serves students in grades K through fifth following a traditional calendar. At the beginning of the 2020-2021 school year, 14 students were enrolled, including 14% in special education, 0% qualifying for English Language Learner support, and 70% socioeconomically disadvantaged. 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.

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 1 |
| Grade 1 | 2 |
| Grade 2 | 4 |
| Grade 3 | 3 |
| Grade 4 | 2 |
| Grade 5 | 2 |
| Total Enrollment | 14 |

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 0.0% |
| American Indian or Alaska Native | 15% |
| Asian | 0.0% |
| Filipino | 0.0% |
| Hispanic or Latino | 20% |
| Native Hawaiian or Pacific Islander | 0.0% |
| White | 55% |
| Two or More Races | 5% |
| Socioeconomically Disadvantaged | 70% |
| English Learners | 0.0% |
| Students with Disabilities | 4% |
| Foster Youth | 0.0% |
| Homeless | 0.0% |

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

| Teachers | School 2018– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|---|-------------------------|-------------------------|-------------------------|---------------------------|
| With Full Credential | 2 | 2 | 2 | 40 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| 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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

All textbooks used in the core curriculum at Edna Beaman Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 26, 2020, the Eastern Sierra Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #20-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or

instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-2021 school year, Eastern Sierra Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional material to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected: September 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------------|---|
| Reading/Language Arts | Wonders (including ELD), McGraw-Hill (K-5) Adopted 2020 | Yes | 0% |
| Mathematics | Eureka Math--Great Minds Adopted 2016 | Yes | 0% |
| Science | Delta Education, Full Option Science System (K-5) Adopted 2007 | Yes | 0% |
| History-Social Science | Pearson Scott Foresman, Scott Foresman History-Social Science for CA (K-5 th Grade) Adopted 2006 | Yes | 0% |
| Foreign Language | N/A | N/A | N/A |
| Health | N/A | N/A | N/A |
| Visual and Performing Arts | N/A | N/A | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b)*

School Facility Good Repair Status

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Edna Beaman Elementary School's original facilities were built in 1980; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Edna Beaman Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Minor maintenance
- Grounds maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use areas
- Restroom cleaning
- Minor maintenance

The Principal and Director of Facilities and Maintenance communicate with custodial staff daily concerning maintenance and school safety issues. heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the fiscal school year, Antelope Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements. A maintenance work order call-in procedure and log are used to communicate ongoing maintenance issues and problems.

Facilities Inspection

The district's maintenance department inspects Edna Beaman Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Edna Beaman Elementary School uses a school site inspection survey to identify unsafe or hazardous

conditions and facility improvement needs. The most recent school inspection took place in December 2020. No emergency repairs were needed, and no unsafe conditions were found. During the fiscal year 2020-21, all restrooms were fully functional and available for student use.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and several staff members are strategically assigned to designated entrance areas and the playground. During recess and lunch, the staff supervises playground activity and lunchtime activity in the cafeteria. At the end of the day when students are dismissed, the principal and staff monitor student behavior to ensure a safe and orderly departure.

Edna Beaman Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Edna Beaman Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2020.

School Facility Good Repair Status

Using the **most recently collected** 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: December 2020

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 2018–2019 | School 2019– 2020 | District 2018–2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|---|---|----------------------------------|---|------------------------------------|---|---------------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | Note: Percentages are not calculated when the number of students tested is ten or less. | N/A | 10.8 Points Above the Standard Note: Percentages are not calculated when the number of students tested is ten or less. | N/A | 2.5 Points Below the Standard Note: Percentages are not calculated when the number of students tested is ten or less | N/A |
| Mathematics (grades 3-8 and 11) | Note: Percentages are not calculated when the number of students tested is ten or less. | N/A | 42.3 Points Above the Standard Note: Percentages are not calculated when the number of students tested is ten or less. | N/A | 33.5 Points Below the Standard Note: Percentages are not calculated when the number of students tested is ten or less. | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

| Subject | School 2018– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|---|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Science (grades 5, 8 and high school) | See Note w/ less than 10 students | N/A | N/A* | N/A | N/A* | N/A |

Note: Cells with N/A values do not require data. N/A* was a test pilot year without test scores.

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: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | - |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | - |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | - |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|--|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | - |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | - |

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 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Due to COVID-19 parents and school activities are not occurring.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, parent conferences, school newsletters, school website, school marquee, Aeries Student Information System, Aeries Communicator phone messaging system, online parent portal to attendance and grades, weekly communication folders sent home with students, and general information mailed monthly to students' homes. Contact the secretary at (530) 495-2541 for more information on how to become involved in your child's learning environment.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017– 2018 | School 2018– 2019 | District 2017– 2018 | District 2018– 2019 | State 2017– 2018 | State 2018– 2019 |
|-------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| Suspensions | 0% | 0% | 2.6% | 3.3% | 3.5% | 3.5% |
| Expulsions | 0% | 0% | 0% | 0% | 0.8% | 0.8% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019– 2020 | District 2019– 2020 | State 2019– 2020 |
|-------------|-------------------------|---------------------------|------------------------|
| Suspensions | 0% | 3.3% | DPC |
| Expulsions | 0% | N/A | DPC |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Narrative provided by the LEA

The Comprehensive School Site Safety Plan was developed for Edna Beaman Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2020.

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 2017–2018)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 6 | 1 | 0 | 0 |
| 1 | 4 | 1 | 0 | 0 |
| 2 | 2 | 1 | 0 | 0 |
| 3 | 5 | 1 | 0 | 0 |
| 4 | 5 | 1 | 0 | 0 |
| 5 | 3 | 1 | 0 | 0 |
| 6 | - | - | - | - |
| Other** | 12 | 2 | 0 | 0 |

*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 2018–2019)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 2 | 1 | 0 | 0 |
| 1 | 5 | 1 | 0 | 0 |
| 2 | 3 | 1 | 0 | 0 |
| 3 | 2 | 1 | 0 | 0 |
| 4 | 1 | 1 | 0 | 0 |
| 5 | 4 | 1 | 0 | 0 |
| 6 | - | - | - | - |
| Other** | 8 | 2 | 0 | 0 |

*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 2019–2020)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| K | 1 | 1 | 0 | 0 |
| 1 | 2 | 1 | 0 | 0 |
| 2 | 5 | 1 | 0 | 0 |
| 3 | 3 | 1 | 0 | 0 |
| 4 | 2 | 1 | 0 | 0 |
| 5 | 2 | 1 | 0 | 0 |
| 6 | - | - | - | - |
| Other** | 7 | 2 | 0 | 0 |

*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 2017–2018)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | - | - | - | - |
| Mathematics | - | - | - | - |
| Science | - | - | - | - |
| Social Science | - | - | - | - |

*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 2018–2019)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | - | - | - | - |
| Mathematics | - | - | - | - |
| Science | - | - | - | - |
| Social Science | - | - | - | - |

*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 2019–2020)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | - | - | - | - |
| Mathematics | - | - | - | - |
| Science | - | - | - | - |
| Social Science | - | - | - | - |

*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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | - |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .25 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .25 |
| Social Worker | 0 |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | .25 |
| Resource Specialist (non-teaching) | 0 |
| Other | 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$35,491 | \$3,799 | \$31,692 | \$67,898 |
| District | N/A | N/A | \$22,311 | \$73,098 |
| Percent Difference – School Site and District | N/A | N/A | 34.7 | -7.4 |
| State | N/A | N/A | \$7,750 | \$68,990 |
| Percent Difference – School Site and State | N/A | N/A | 121.4 | -1.6 |

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

Types of Services Funded (Fiscal Year 2019–2020)**Narrative provided by the LEA**

Provide specific information about the types of programs and services available at the school that support and assist students.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|--|------------------------|---|
| Beginning Teacher Salary | \$44,883 | |
| Mid-Range Teacher Salary | \$66,847 | |
| Highest Teacher Salary | \$90,058 | |
| Average Principal Salary (Elementary) | \$112,972 | |
| Average Principal Salary (Middle) | \$112,972 | |
| Average Principal Salary (High) | \$112,972 | |
| Superintendent Salary | \$262,639 | |
| Percent of Budget for Teacher Salaries | 24% | |
| Percent of Budget for Administrative Salaries | 5% | |

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: Edna Beaman Elementary School is K-5

| Subject | Number of AP Courses Offered* |
|----------------------------------|-------------------------------|
| Computer Science | - |
| English | - |
| Fine and Performing Arts | - |
| Foreign Language | - |
| Mathematics | - |
| Science | - |
| Social Science | - |
| Total AP Courses Offered* | - |

*Where there are student course enrollments of at least one student.

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 2 | 2 |