

# Patricia Kay Beaver Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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.

#### 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.

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Patricia Kay Beaver Elementary
Street	4927 Central Ave.
City, State, Zip	Ceres, CA 95307
Phone Number	2095561730
Principal	Libby Holmes
E-mail Address	eholmes@ceres.k12.ca.us
Web Site	<a href="http://ceresbeaver.sharpschool.net/">http://ceresbeaver.sharpschool.net/</a>
CDS Code	50 71043 0129106

District Contact Information	
District Name	Ceres Unified School District
Phone Number	2095561500
Superintendent	Scott Siegel
E-mail Address	eholmes@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

#### Ceres Unified School District Vision and Mission:

CERES - Committed to Excellence, Responsive to Every Student

CUSD Vision Statement: All students academically prepared to achieve their full potential, supported by and contributing to the community.

#### Patricia Kay Beaver Elementary School Vision/Mission

Beavers Build Character one leader at a time.

Beavers build character in our leaders by:

Being proactive

Beginning with the end in mind

Balancing work and play

Blessing others with consideration

Being good communicators

Blending the contributions of all

Balancing all areas of life

Patricia Kay Beaver Elementary is located in Ceres, California in the heart of San Joaquin Valley. The school was built in 2014 and is the newest school in Ceres Unified School District. PKB is a magnet school with a Leadership and Character Development theme using the Leader in Me process with staff, students and parents. We currently have 12 classrooms with a total of 289 students. We have one principal, 12 certificated teachers, one full-time library media clerk, 6 paraprofessionals, one office manager and various support staff including a resource teacher, speech teacher and nurse. The school year consists of 180 instructional days with seven minimum days for parent conferencing and 5 staff development days. The students are in school for 310 instructional minutes a day. Time is arranged during the day for Differential Instruction. The school has a Parent Teacher Club that supports extracurricular programs and activities for the school. The population at Beaver Elementary is diverse. As magnet school, we pull from across the district as well as other surrounding districts. Of the 289 students at Beaver Elementary, approximately 72% of the students receive free or reduced cost for breakfast and lunch and 35% are English Learners (EL.)

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	45
Grade 1	24
Grade 2	22
Grade 3	24
Grade 4	32
Grade 5	32
<b>Total Enrollment</b>	<b>179</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	0.6
Filipino	1.7
Hispanic or Latino	72.1
Native Hawaiian or Pacific Islander	0
White	22.3
Two or More Races	1.7
Socioeconomically Disadvantaged	74.3
English Learners	42.5
Students with Disabilities	5.6
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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	7	12	609
Without Full Credential	0	0	1	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: 8/2016

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act.

K-6 Adopted materials:

- SRA/McGraw Hill Open Court Reading 2002
- HMH Math 2015
- Harcourt Brace Science 2000
- Harcourt Brace Social Studies 2000

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002 SRA/McGraw Hill Open Court Reading		0
Mathematics	2015 HMH Math		0
Science	Harcourt Brace Science 2000		0
History-Social Science	2007 Scott Foresman Social Studies		0

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

Our facilities are neat, clean, and in good working order. Facility inspections occur daily to identify any are of immediate concern for repair. Staff perform thorough inspection at multiple times throughout the year. Once a year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/5/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/5/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			Room 3: There is a tent with paper on it hanging from the ceiling that has not been fire treated.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grounds: The walkway is sinking on both sides of the storm drain between Buildings F and G causing a trip hazard.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/5/2015				
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. 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	31	40	35	39	44	48
<b>Mathematics</b>	35	35	20	20	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	24	100.0	33.3
	4	32	32	100.0	37.5
	5	32	32	100.0	46.9
Male	3	13	13	100.0	30.8
	4	19	19	100.0	42.1
	5	20	20	100.0	40.0
Female	3	11	11	100.0	36.4
	4	13	13	100.0	30.8
	5	12	12	100.0	58.3
Hispanic or Latino	3	18	18	100.0	16.7
	4	23	23	100.0	26.1
	5	25	25	100.0	36.0
Socioeconomically Disadvantaged	3	16	16	100.0	12.5
	4	26	26	100.0	30.8
	5	27	27	100.0	44.4

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 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.

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	24	100.0	50.0
	4	32	32	100.0	28.1
	5	32	32	100.0	31.3
Male	3	13	13	100.0	38.5
	4	19	19	100.0	47.4
	5	20	20	100.0	25.0
Female	3	11	11	100.0	63.6
	4	13	13	100.0	
	5	12	12	100.0	41.7
Hispanic or Latino	3	18	18	100.0	33.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	23	100.0	26.1
	5	25	25	100.0	20.0
Socioeconomically Disadvantaged	3	16	16	100.0	31.3
	4	26	26	100.0	23.1
	5	27	27	100.0	25.9

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 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.

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.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)			31			47			54

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

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	32	32	100.0	31.3
Male	20	20	100.0	35.0
Female	12	12	100.0	25.0
Hispanic or Latino	25	25	100.0	20.0
Socioeconomically Disadvantaged	27	27	100.0	29.6

Note: 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.

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	18.8	37.5

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.

## 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)

Patricia Kay Beaver Elementary School staff is dedicated to providing the best possible education for all students. Parent involvement is a critical component to student success. Parents can be involved in many ways, including participation in School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Club (PTC).

The PKB Student/Parent Handbook and the Ceres District Calendar were sent home with each student at the beginning of school or at the time of registration. This handbook has important information in it regarding school policies and procedures, information and calendars to provide parents with opportunities and information to be involved in school performances, assemblies and other educational classes/activities; ideas to inform parents how best to assist their children in learning at home; information regarding student award/recognition assemblies and student performances. PKB provides multiple opportunities for family engagement, including such things as annual family gatherings for Back To School Night and Family Movie Nights happen throughout the year. We also provide a parent workshop that emphasize our Leader in Me leadership theme. All staff can be readily contacted in person or by telephone, or email. School notices are sent home as reminders, and a monthly newsletter which contain up-to-date school events calendars. Our school provides translation for conferences and special school events.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	2.1	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Safe School Plan is review and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. Beaver Elementary utilizes the "Safe and Civil Schools" program by Randy Sprick as well as the "Leader in Me" philosophy to address procedural and behavioral problems that occur.



## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				23		1		23		1		
1				22		1		22		1		
2				18	1			18	1			
3				16	2			16	2			
4				32		1		32		1		

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,929.75	1,374.63	7,555.12	72,109.65
District	N/A	N/A		\$73,217
Percent Difference: School Site and District	N/A	N/A		2.7
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	41.3	0.8

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

**Types of Services Funded (Fiscal Year 2015-16)**

General and supplemental funding is strategically used to increase student learning results. Supplemental funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

**Professional Development (Most Recent Three Years)**

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in the induction program for new teachers and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with full time staff developer/coaches who can assist with the implementation of curriculum and strategies. School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.

Other Training Info: One hundred percent of PKB teachers meet the requirements for highly qualified staff.

Training to support standards based instruction is provided to all K-6 teachers through administration and District Instructional Coaches. 83% of PKB teachers are certified through Ceres Certification of Direct Instruction (CCDI) and 100% have attended the training. The principal is also certified through CCDI. In addition, there are district professional development days provided annually and the average staff member attends approximately 4-6 additional release days for training and coaching. (Not including after school and summer training/institutes).