

**Patricia Kay Beaver Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18**

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 2017-18)

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	http://ceresbeaver.sharpschool.net/
CDS Code	50 71043 0129106

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

School Description and Mission Statement (School Year 2017-18)

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 15 classrooms with a total of 344 students. We have one principal, one administrative assistant, 15 certificated teachers, one full-time library media clerk, 7 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, 10 early release days for teacher collaboration and 5 staff development days. The students are in school for 310 instructional minutes a day. Time is arranged during the day for intervention. The school has a Parent Teacher Club that supports extra curricular 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 344 students at Beaver Elementary, approximately 67.4% of the students receive free or reduced cost for breakfast and lunch and 29.9% are English Learners (EL.)

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	24
Grade 3	24
Grade 4	36
Grade 5	46
Grade 6	63
Total Enrollment	289

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	1
Filipino	1
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0
White	25.6
Two or More Races	1.4
Socioeconomically Disadvantaged	72.7
English Learners	34.9
Students with Disabilities	12.5
Foster Youth	0.3

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	12	17	553
Without Full Credential	0	1	0	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%
Foreign Language	N/A		
Health	N/A		0%
Visual and Performing Arts	N/A		

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)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/14/2016				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Classroom 9: There is a cracked outlet cover on the wall.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 38: The drinking fountain is non-operational.
Safety: 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.
Structural: Structural Damage, Roofs	X			
External: 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: 10/14/2016				
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	40	39	38	48	48
Mathematics (grades 3-8 and 11)	35	28	20	21	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	164	99.39	39.63
Male	94	93	98.94	34.41
Female	71	71	100	46.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	116	99.15	31.03
White	40	40	100	62.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	125	99.21	29.6
English Learners	81	81	100	29.63
Students with Disabilities	20	20	100	10
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 CAAs 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	163	99.39	28.22
Male	94	93	98.94	25.81
Female	70	70	100	31.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	115	99.14	23.48
White	40	40	100	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.2	20.97
English Learners	81	81	100	23.46
Students with Disabilities	20	20	100	10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 CAAs 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1	13	28.3

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 State priority: Parental Involvement (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 2017-18)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	2.1	9.2	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	2014-15			2015-16			2016-17					
	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		2		24		2	
1	22		1		24		1		24		2	
2	18	1			22		1		24		1	
3	16	2			24		1		24		1	
4	32		1		32		1		32		1	
5					32		1		22		2	
6									17	2	2	

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,510.01	\$1,438.66	\$7,071.34	\$82,026.80
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	9.6	7.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	7.6	5.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
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)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

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-7 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).