

Patricia Kay Beaver Leadership Magnet School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Patricia Kay Beaver Leadership Magnet School
Street	4927 Central Ave.
City, State, Zip	Ceres, CA 95307
Phone Number	2095561730
Principal	Libby Callahan
Email Address	ecallahan@ceres.k12.ca.us
Website	http://ceresbeaver.sharpschool.net/
County-District-School (CDS) Code	50 71043 0129106

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	2095561500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 Leadership Magnet School 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 18 classrooms with a total of approximately 440 students. We have one principal, one administrative assistant, 18 certificated teachers, one full-time library media clerk, 6 paraprofessionals, one office manager and various support staff including a resource teacher, intervention 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 440 students at PKB, approximately 60.3% of the students receive free or reduced cost for breakfast and lunch and 23.9% are English Learners (EL.)

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	46
Grade 2	55
Grade 3	67
Grade 4	32
Grade 5	31
Grade 6	31
Grade 7	45
Grade 8	43
Total Enrollment	391

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	1.5
Filipino	0.5
Hispanic or Latino	68.8
Native Hawaiian or Pacific Islander	0.3
White	26.6
Two or More Races	1.3
Socioeconomically Disadvantaged	65.7
English Learners	30.9
Students with Disabilities	7.4
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	21	22	612
Without Full Credential	0	1	1	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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 August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017 Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015) Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grades K-6 Accelerate Learning STEMscopes California (2019) Grades 7-8 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018 Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.		
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.		0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.		

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

Year and month of the most recent FIT report: 11/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Classroom 27: There is a multi-plug on an extension cord.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 19: The water fountain has low water pressure. There is a cabinet too close to the fire extinguisher. There is dish soap from home. There are cleaning supplies from home underneath the sink.
Safety: Fire Safety, Hazardous Materials	Good	Classroom 16: There is hand soap from home on the sink. Classroom 19: The water fountain has low water pressure. There is a cabinet too close to the fire extinguisher. There is dish soap from home. There are cleaning supplies from home underneath the sink. Classroom 32: There is dish soap from home. Classroom 36: There is a cabinet too close to the fire extinguisher. Classroom 38: There is dish soap from home. There are hand sanitizing wipes, disinfectant and air freshener spray underneath the sink. Classroom 5: There is hand soap from home on the sink.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	58	56	42	38	50	50
Mathematics (grades 3-8 and 11)	37	43	25	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	248	98.41	1.59	56.05
Male	137	137	100.00	0.00	50.36
Female	115	111	96.52	3.48	63.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	179	99.44	0.56	49.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	63	61	96.83	3.17	75.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	0.00	50.28
English Learners	103	103	100.00	0.00	42.72
Students with Disabilities	20	18	90.00	10.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	248	98.41	1.59	42.74
Male	137	137	100.00	0.00	40.88
Female	115	111	96.52	3.48	45.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	179	99.44	0.56	37.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	63	61	96.83	3.17	57.38
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	0.00	35.75
English Learners	103	103	100.00	0.00	33.98
Students with Disabilities	20	18	90.00	10.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	18.8	25.0	21.9
7	14.9	14.9	17.0

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.

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 2019-20)

Patricia Kay Beaver Leadership Magnet 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), Parent Coffee, Parent Leadership training's 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.2	8.2	3.3	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safe School Plan is reviewed 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. PKB 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		2		22		2		21	1	1	
1	24		2		24		2		23		2	
2	24		1		20	3			18	3		
3	24		1		24		1		22		3	
4	32		1		32		1		32		1	
5	22		2		30		1		31		1	
6	17	2	2		22	1	2		31		1	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9700.86	2219.49	7481.37	85683.64
District	N/A	N/A	7103.79	\$78,954.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	5.2	8.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-0.3	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

General and supplemental funding is strategically used to increase student learning results. Supplemental funds are used to support goals and action plans in the School 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

In the 2017-2018 school year, the school site had planned 10 collaboration/early release days and 5 professional development days. The 2018-2019 school year will also have 10 collaboration/early release days and 5 professional development days. The 2019-2020 school year will also have 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.

In addition, PKB is a Leader in Me school and is supported by Leader in Me coaches and professional development staff to continue the Leader in Me process.

Training to support standards based instruction is provided to all K-8 teachers through administration and District Instructional Coaches. 52% of PKB teachers are certified through Ceres Certification of Direct Instruction (CCDI) and 95% 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).