

Patricia Kay Beaver Leadership Magnet School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 21 classrooms with a total of approximately 480 students including preschool. We have one principal, one administrative assistant, 20 certificated teachers, 2 preschool teachers, one full-time library media clerk, 5 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 PKB is diverse. As magnet school, we pull from across the district as well as other surrounding districts. Of the 480 students at PKB, approximately 61.4% of the students receive free or reduced cost for breakfast and lunch and 23.4% are English Learners (EL.)

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

Grade Level	Number of Students
Kindergarten	47
Grade 1	48
Grade 2	54
Grade 3	63
Grade 4	64
Grade 5	32
Grade 6	32
Grade 7	45
Grade 8	46
Total Enrollment	431

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

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	1.4
Filipino	0.5
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.2
White	24.8
Two or More Races	1.2
Socioeconomically Disadvantaged	62.2
English Learners	23.9
Students with Disabilities	8.1
Foster Youth	0.2
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	22	20	617
Without Full Credential	1	1	1	25
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, 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, 2020 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%
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.		

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

School Facility Conditions and Planned Improvements

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

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: 11/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	25	N/A	39	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	36	N/A	18	N/A	30	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: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 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)

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. Due to Covid-19 restrictions, all of our family events, parent coffee meetings and School Site Council meetings are being held virtually. We also provide a parent workshop that emphasize our Leader in Me leadership theme and that will be done virtually as well. All staff can be readily contacted 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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.2	8.2	10.1	7.0	3.6	3.5
Expulsions	0.0	0.0	0.3	0.3	0.1	0.1

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 2019-20	District 2019-20	State 2019-20
Suspensions	3.3	6.2	3.5
Expulsions	0.0	0.4	0.1

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)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	22		2		21	1	1		24		2	
1	24		2		23		2		24		2	
2	20	3			18	3			18	3		
3	24		1		22		3		21		3	
4	32		1		32		1		32		2	
5	30		1		31		1		32		1	
6	22	1	2		31		1		32		1	

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

** "Other" category is for multi-grade level classes.

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

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

*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	12,408.19	1,884.71	10,523.47	58,509.33
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	28.1	-34.1
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	30.4	-36.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	5

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. Due to Covid-19 and our distance learning and hybrid learning schedules, we have not had collaboration/early release days in 2020-2021. Therefore, in 2020-2021 we have 5 formal professional development days and collaboration for staff once a week on distance learning 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 administers an 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 work with grade level teams and instructional coaches in depth professional development related to district and site initiatives. 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. 24% 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).