

Patricia Kay Beaver Leadership Magnet School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School 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 |
| School Website | http://ceresbeaver.sharpschool.net/ |
| County-District-School (CDS) Code | 50 71043 0129106 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------|
| District Name | Ceres Unified School District |
| Phone Number | 2095561500 |
| Superintendent | Denise Wickham, Ed.D. |
| Email Address | cpietanza@ceres.k12.ca.us |
| District Website Address | www.ceres.k12.ca.us |

2021-22 School Overview

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

At PKB, we are a family of dedicated leaders and learners. We build a safe, happy, and welcoming school environment through our daily actions and habits. We include all members of our school community to focus on relationship building, creative outlets, academic success, and to have a positive impact for all!

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 494 students including preschool. We have one principal, one assistant principal, one administrative assistant, 22 certificated teachers, 2 preschool teachers, one full-time library media clerk, 5 paraprofessionals, one office manager and various support staff including a resource teacher, 2 intervention teachers, 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 494 students at PKB, approximately 61.4% of the students receive free or reduced cost for breakfast and lunch and 20.6% are English Learners (EL.)

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 48 |
| Grade 1 | 48 |
| Grade 2 | 47 |
| Grade 3 | 58 |
| Grade 4 | 64 |
| Grade 5 | 64 |
| Grade 6 | 52 |
| Grade 7 | 55 |
| Grade 8 | 43 |
| Total Enrollment | 479 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.8 |
| Asian | 1.7 |
| Black or African American | 1.3 |
| Filipino | 0.4 |
| Hispanic or Latino | 69.1 |
| Two or More Races | 0.8 |
| White | 25.9 |
| English Learners | 23.2 |
| Foster Youth | 0.2 |
| Homeless | 1.3 |
| Socioeconomically Disadvantaged | 62.2 |
| Students with Disabilities | 8.6 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.4 | 93.5 | 541.8 | 85.9 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 1.0 | 4.8 | 13.3 | 2.1 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 3.9 | 0.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.3 | 1.6 | 26.1 | 4.1 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 45.4 | 7.2 | 18854.3 | 6.9 |
| Total Teaching Positions | 20.7 | 100.0 | 630.8 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|--|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.3 |
| Total Out-of-Field Teachers | 0.3 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

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

| 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) | Yes | 0% |

| | | | |
|-----------------------------------|---|--|----|
| | Grade 8: The United States through Industrialism (2017) | | |
| 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

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.

Year and month of the most recent FIT report

11/27/2019

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Classroom 27: There is a multi-plug on an extension cord. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 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 | X | | | 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 | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
|---|---|--|--|--|

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 338 | NT | NT | NT | NT |
| Female | 169 | NT | NT | NT | NT |
| Male | 169 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 238 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 88 | NT | NT | NT | NT |
| English Learners | 81 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 18 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 201 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 11 | NT | NT | NT | NT |
| Students with Disabilities | 33 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 338 | NT | NT | NT | NT |
| Female | 169 | NT | NT | NT | NT |
| Male | 169 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 238 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 88 | NT | NT | NT | NT |
| English Learners | 81 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 18 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 201 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 11 | NT | NT | NT | NT |
| Students with Disabilities | 33 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| aMath Student Groups | aMath Total Enrollment | aMath Number Tested | aMath Percent Tested | aMath Percent Not Tested | aMath Percent At or Above Grade Level |
|----------------------------------|------------------------|---------------------|----------------------|--------------------------|---------------------------------------|
| All Students | 337 | 316 | 93.77% | 6.23% | 42.41% |
| Female | 168 | 160 | 95.24% | 4.76% | 47.50% |
| Male | 169 | 156 | 92.31% | 7.69% | 37.18% |
| American Indian or Alaska Native | 2 | 2 | 100.00% | 0.00% | 50.00% |
| Asian | 6 | 6 | 100.00% | 0.00% | 50.00% |

| | | | | | |
|--|-----|-----|---------|--------|---------|
| Black or African American | 3 | 2 | 66.67% | 33.33% | 50.00% |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 238 | 223 | 93.70% | 6.30% | 35.43% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 1 | 100.00% | 0.00% | 100.00% |
| White | 87 | 82 | 94.25% | 5.75% | 59.76% |
| English Learners | 64 | 61 | 95.31% | 4.69% | 4.92% |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 1 | 1 | 100.00% | 0.00% | 0.00% |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 200 | 187 | 93.50% | 6.50% | 34.22% |
| Students Receiving Migrant Education Services | 9 | 8 | 88.89% | 11.11% | 12.50% |
| Students with Disabilities | 35 | 29 | 82.86% | 17.14% | 10.34% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| aMath Student Groups | aMath Total Enrollment | aMath Number Tested | aMath Percent Tested | aMath Percent Not Tested | aMath Percent At or Above Grade Level |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|--|
| All Students | 337 | 316 | 93.77% | 6.23% | 32.91% |
| Female | 168 | 157 | 93.45% | 6.55% | 33.76% |
| Male | 169 | 159 | 94.08% | 5.92% | 32.08% |
| American Indian or Alaska Native | 2 | 2 | 100.00% | 0.00% | 50.00% |
| Asian | 6 | 6 | 100.00% | 0.00% | 50.00% |
| Black or African American | 3 | 3 | 100.00% | 0.00% | 0.00% |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 238 | 221 | 92.86% | 7.14% | 26.70% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 1 | 100.00% | 0.00% | 0.00% |
| White | 87 | 83 | 95.40% | 4.60% | 49.40% |
| English Learners | 64 | 60 | 93.75% | 6.25% | 6.67% |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 1 | 1 | 100.00% | 0.00% | 100.00% |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 200 | 185 | 92.50% | 7.50% | 25.95% |
| Students Receiving Migrant Education Services | 9 | 8 | 88.89% | 11.11% | 0.00% |

| | | | | | |
|-----------------------------------|----|----|--------|-------|-------|
| Students with Disabilities | 35 | 32 | 91.43% | 8.57% | 9.38% |
|-----------------------------------|----|----|--------|-------|-------|

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | -- | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 107 | NT | NT | NT | NT |
| Female | 43 | NT | NT | | |
| Male | 64 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 82 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 23 | NT | NT | NT | NT |
| English Learners | 17 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 62 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 PTC sponsored Family Engagement events happen throughout the year. 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.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 497 | 493 | 94 | 19.1 |
| Female | 241 | 241 | 35 | 14.5 |
| Male | 256 | 252 | 59 | 23.4 |
| American Indian or Alaska Native | 4 | 4 | 0 | 0.0 |
| Asian | 8 | 8 | 0 | 0.0 |
| Black or African American | 6 | 6 | 5 | 83.3 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 340 | 340 | 79 | 23.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 4 | 4 | 1 | 25.0 |
| White | 133 | 129 | 9 | 7.0 |
| English Learners | 114 | 114 | 31 | 27.2 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 11 | 11 | 3 | 27.3 |
| Socioeconomically Disadvantaged | 315 | 311 | 79 | 25.4 |
| Students Receiving Migrant Education Services | 12 | 12 | 6 | 50.0 |
| Students with Disabilities | 56 | 54 | 11 | 20.4 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.27 | 0.00 | 6.21 | 0.53 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.36 | 0.02 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 1.11 | 1.92 | 2.45 |
| Expulsions | 0.22 | 0.28 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

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 "Leader in Me" philosophy to address procedural and behavioral problems that occur. In 2020, PKB was awarded Lighthouse Certification through the Leader in Me which demonstrates a proficient implementation of the philosophy.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 1 | |
| 1 | 23 | | 2 | |
| 2 | 18 | 3 | | |
| 3 | 22 | | 3 | |
| 4 | 32 | | 1 | |
| 5 | 31 | | 1 | |
| 6 | 31 | | 1 | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 18 | 3 | | |
| 3 | 21 | | 3 | |
| 4 | 32 | | 2 | |
| 5 | 32 | | 1 | |
| 6 | 32 | | 1 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 19 | 3 | | |
| 4 | 32 | | 2 | |
| 5 | 32 | | 2 | |
| 6 | 26 | | 2 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.2 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11,650.64 | 1,923.65 | 9,726.99 | 61,857.21 |
| District | N/A | N/A | 7,874.85 | \$86,082 |
| Percent Difference - School Site and District | N/A | N/A | 21.0 | -32.7 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | 14.1 | -33.1 |

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,961 | \$52,562 |
| Mid-Range Teacher Salary | \$84,640 | \$83,575 |
| Highest Teacher Salary | \$113,668 | \$104,166 |
| Average Principal Salary (Elementary) | \$127,121 | \$131,875 |
| Average Principal Salary (Middle) | \$129,795 | \$137,852 |
| Average Principal Salary (High) | \$147,414 | \$150,626 |
| Superintendent Salary | \$245,856 | \$260,243 |
| Percent of Budget for Teacher Salaries | 33% | 34% |
| Percent of Budget for Administrative Salaries | 7% | 5% |

Professional Development

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. Each year, at least four work days on the school calendar are dedicated to staff development. Staff also have professional learning opportunities covered through substitute teacher coverage as well as opportunities to attend summer and after school learning opportunities. In addition, 240 minutes of after school time is dedicated to department and grade level meetings, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Grade level teams work collaboratively to ensure the implementation of common curriculum and learning expectations. Grade level collaborations are supported through monthly meetings and release time.

Professional Development opportunities have afforded teachers the opportunity to receive additional training related to: lesson design and delivery of district instructional norms to maximize student engagement during instruction; district adopted curricular resources; professional learning community processes; unit planning, assessment literacy and visible learning research as it relates to the CUSD Framework For Learning; response to intervention structures and procedures; and reading/math strategies and instruction.

The district provides access to the Ceres Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developers/coaches who can assist with the implementation of curriculum and strategies. District coaches have provided classroom demonstrations, 1:1 coaching, release days, and other training opportunities in support of the school's established goals.

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 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. The site had a total of 15 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, November, January, March). In addition, each team had 3 release days with district coach and 10 early release professional learning times.

In 20-21 we held PD through zoom remotely for professional learning. Again, many PD plans were put on hold or modified due to school closures and hybrid learning. The site had a total of 16 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, October, January, March). In addition, each team had a half day release days with district coach for a total of a day and a half. Collaboration time looked different as it was infused into the weekly schedule during distance and hybrid learning.

By the end of 21-22 the school site will have had a total of 4 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district wide days (August, November, January, March). In addition, each team will have had 2 full day release days with district coach and 10 early release professional learning times.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 4.5 | 16 |

Ceres Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Ceres Unified School District |
| Phone Number | 2095561500 |
| Superintendent | Denise Wickham, Ed.D. |
| Email Address | cpietanza@ceres.k12.ca.us |
| District Website Address | www.ceres.k12.ca.us |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 7261 | 580 | 7.99 | 92.01 | 49.83 |
| Female | 3653 | 295 | 8.08 | 91.92 | 57.97 |
| Male | 3608 | 285 | 7.90 | 92.10 | 41.34 |
| American Indian or Alaska Native | 27 | 4 | -- | 85.19 | -- |
| Asian | 359 | 40 | 11.14 | 88.86 | 67.50 |
| Black or African American | 116 | 6 | 5.17 | 94.83 | -- |
| Filipino | 33 | 4 | 12.12 | 87.88 | -- |
| Hispanic or Latino | 5813 | 468 | 8.05 | 91.95 | 47.97 |
| Native Hawaiian or Pacific Islander | 51 | 3 | 5.88 | 94.12 | -- |
| Two or More Races | 55 | 5 | 9.09 | 90.91 | -- |
| White | 807 | 50 | 6.20 | 93.80 | 48.98 |
| English Learners | 2336 | 75 | 3.21 | 96.79 | 5.33 |
| Foster Youth | 24 | 7 | 29.17 | 70.83 | -- |
| Homeless | 326 | 22 | 6.75 | 93.25 | 45.45 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 5971 | 470 | 7.87 | 92.13 | 48.29 |
| Students Receiving Migrant Education Services | 342 | 34 | 9.94 | 90.06 | 29.41 |
| Students with Disabilities | 709 | 40 | 5.64 | 94.36 | 10.26 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 7263 | 523 | 7.20 | 92.80 | 14.75 |
| Female | 3653 | 260 | 7.12 | 92.88 | 15.83 |
| Male | 3610 | 263 | 7.29 | 92.71 | 13.69 |
| American Indian or Alaska Native | 27 | 3 | -- | 88.89 | -- |
| Asian | 359 | 39 | 10.86 | 89.14 | 38.46 |
| Black or African American | 116 | 3 | 2.59 | 97.41 | -- |
| Filipino | 33 | 5 | 15.15 | 84.85 | -- |
| Hispanic or Latino | 5815 | 422 | 7.26 | 92.74 | 12.32 |
| Native Hawaiian or Pacific Islander | 51 | 3 | 5.88 | 94.12 | -- |
| Two or More Races | 55 | 4 | 7.27 | 92.73 | -- |
| White | 807 | 44 | 5.45 | | 20.93 |
| English Learners | 2336 | 67 | 2.87 | 97.13 | 1.49 |
| Foster Youth | 24 | 6 | 25.00 | 75.00 | -- |
| Homeless | 326 | 18 | 5.52 | 94.48 | 11.11 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 5972 | 424 | 7.10 | 92.90 | 13.92 |
| Students Receiving Migrant Education Services | 342 | 24 | 7.02 | 92.98 | 8.33 |
| Students with Disabilities | 709 | 38 | 5.36 | 94.64 | 5.26 |