

Elihu Beard Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Elihu Beard Elementary School
Street	915 Bowen Ave.
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 576-4689
Principal	Warren Sperry
E-mail Address	sperry.w@monet.k12.ca.us
Web Site	http://mcsold1.monet.k12.ca.us/schools/Beard/default.aspx
CDS Code	50711676052625

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 576-4011
Superintendent	Pam Able
E-mail Address	able.p@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (Most Recent Year)

Beard School is a place where people work together as a team. The team of parents, students and staff work together to provide a safe environment where meaningful learning takes place. Beard School is a place where children are respected and inspired to reach their potential as human beings and citizens in a democratic society.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	69
Grade 3	47
Grade 4	59
Grade 5	68
Grade 6	85
Total Enrollment	423

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	0.7
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.5
White	35.0
Two or More Races	6.4
Socioeconomically Disadvantaged	74.9
English Learners	18.7
Students with Disabilities	22.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	20	19	702.3
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	.8	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	98.82	1.18
High-Poverty Schools in District	98.80	1.20
Low-Poverty Schools in District	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: December 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw-Hill, 2009	Yes	0
Mathematics	Grade TK: Little Treasures MacMillan/McGraw-Hill 2008; Grade K: Early Learning Mathematics; Grades 1-6: EngageNY	Yes	0
Science	McGraw-Hill Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has 26 classrooms, a cafeteria building, a library, latchkey, and an administration office. The main campus was built in 1955. Additions were constructed in 1956 and in 1959. Five portable classrooms were constructed over the periods of 1991, 1997, 2001 and 2002. The school opened in 1955.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2014-15 school year, the district has budgeted \$1.2 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.2 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/16/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Grounds: Replace play structure

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	92	67	71	48	46	48	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Student at the School	71
Male	60
Female	81
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51	53	48	43	44	41	54	56	55
Mathematics	59	63	57	49	46	43	49	50	50
History-Social Science				41	41	41	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	4
Similar Schools	7	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-25	17	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	29	-8
Native Hawaiian/Pacific Islander			
White	-54	11	-23
Two or More Races			
Socioeconomically Disadvantaged	-17	20	-5
English Learners		-3	-35
Students with Disabilities	-10	-32	7

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1	10.9	25.0

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person: Sherry Leguria @ (209) 576-4689

Beard enjoys parent and community support. If you wish to join, our proud groups of volunteers see below. Beard PTA, please e-mail beardpta@yahoo.com

School Site Council

English Learner Advisory Committee (ELAC)

Classroom Volunteers

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.7	8.6	7.1	12.3	10.6	7.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.3	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The School Safety Plan was developed by California Safe Schools in creating a comprehensive district wide Safety Plan. The plan specific to Beard was created with input from the Safety Committee made up of staff and parents. The completed plan was reviewed by staff and parents before formal adoption. It is reviewed annually by staff and parents. The main purpose of the plan is to provide guidelines for a variety of possible emergencies that a school might encounter during the year. A list of support staff at district office and the community is also made available. We provide staff supervision of students twenty-five minutes prior to the start of the school day on the main playground as well as inside and outside of the cafeteria. Our championship winning Traffic Patrol supervises major crosswalks near the school in the morning and after school.

Supervision for bus riding students is provided until all buses have departed after school. All visitors to the school must report to the office to sign in and wear visible visitor stickers while on campus. We lock all gates restricting access to the school. All staff members are instructed to question any adults on campus not wearing the visitor sticker and to send them to the office to sign in if they have not already done so. The principal and head custodian patrol the school grounds regularly to ensure student safety and to address any safety concerns.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	2	0	22		3		24		2	
1	24	0	2	0	23		3		24		2	
2	24.5	0	2	0	24		2		23		3	
3	24.7	0	3	0	14	2	1		16	3		
4	21	1	2	0	20	1	2		12	4	1	
5	27.5	0	2	0	21	1	2		14	4		1
6	25.7	1	2	0	22	1	2		17	3		2

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.1	---
Social Worker		---
Nurse	0.6	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist		---
Other	0.1	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,236.76	\$2,696.39	\$5,540.37	\$79,917.26
District	---	---	\$5,795.56	\$78,371.00
Percent Difference: School Site and District	---	---	-4.4	2.0
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	18.1	12.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive the appropriate educational services. Programs are funded through a combination of local, state and federal resources.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,123	\$41,265
Mid-Range Teacher Salary	\$71,396	\$60,386
Highest Teacher Salary	\$93,239	\$78,656
Average Principal Salary (Elementary)	\$103,842	\$98,325
Average Principal Salary (Middle)	\$105,697	\$102,745
Average Principal Salary (High)	\$119,493	\$110,360
Superintendent Salary	\$226,655	\$170,518
Percent of Budget for Teacher Salaries	43.86%	41.14%
Percent of Budget for Administrative Salaries	6.14%	6.07%

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

Professional Development

12-13:

Common Core – 4 Days
ELA Common Core Transition – 4 Days
Effective Classroom Management – 2 Days (optional)

13-14:

Close Reading Research and Strategies with Dr. Tim Shanahan – 1 Day
Data Works Effective Instructional Strategies – 2 Days
Teaching Common Core to English Learners by DataWORKs for targeted K-6 Schools – 1 Day (optional)
Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
Cruise in to Common Core for K-6 educators – 3 Days (optional)
DIBELS for K-1 educators – 2 Days
Effective Classroom Management – 2 Days (optional)
Lesson Study for Math and Science Educators – 2 Days (optional)

14-15:

Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days
Common Core Standards Based Instruction for K-6 Educators – 1 Day
Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
Big Idea Workshop Series – Optional after school PD for K-6 Educators
Lesson Study for Math and Science Educators – 2 Days (optional)
Positive Behavior Intervention and Support – 2 Days
College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day
Effective Classroom Management – 2 Days (optional)
Restorative Justice – 4 Days
Chemical Safety Training – 1 Day