

Beacon Park School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Beacon Park School
Street	200 Cultivate
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8400
Principal	Bob Curley
E-mail Address	bobcurley@iusd.org
Web Site	www.iusd.org/bp
CDS Code	30-73650-0133389

District Contact Information	
District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2016-17)

Beacon Park is a collaborative, compassionate, innovative, and visionary community where we encourage intellectual risk-taking in a safe, nurturing environment. At Beacon Park, we empower students with a core-set of values; create a culture of innovation; and personalize each learning environment with meaningful integration of technology which meets the unique needs of all learners. Beacon Park School will prepare the students to think critically and creatively and to be problem solvers and well-rounded lifelong learners.

We are a caring, compassionate, collaborative, innovative and visionary team. We incorporate meaningful integration of technology into instruction and learning. We have open communication between staff, students, and our community. We foster a school culture in which students and staff can take intellectual risks, incorporating a variety of teaching strategies.

Our goal is to prepare and empower all students with a core-set of values, character traits, and rigorous skills to meet the challenges of their future. Our students are active users of technology. They apply their learning to real-world issues. They take intellectual risks. Students experience a personalized learning environment to promote social engagement, problem-solving, and creativity inside the classroom and around our school.

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	N/A	N/A	18.4	1419.03
Without Full Credential	N/A	N/A	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	0	105.84

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	N/A	N/A	0
Total Teacher Misassignments *	N/A	N/A	0
Vacant Teacher Positions	N/A	N/A	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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 (School Year 2016-17)

Parents at Beacon Park are invited to be involved in a variety of ways.

Our parents are welcome to volunteer in the classrooms and around campus. In the classrooms, parents can be found leading small groups during reading and math rotations and helping to facilitate special activities that enhance instruction. Most parents love to be hands on with their children in their classrooms, which also benefits other students in the class, as well. Opportunities for parents to volunteer during special class events and field trips exist, as well. Additionally, parents may volunteer in our Library / Media Center / Innovation Lab, in the cafeteria (especially during Pizza days), and in the workrooms (copying and prepping instructional materials for teachers).

Furthermore, parents may also volunteer as part of our Parent-Teacher Association (on the Executive Board or as a committee member), in our School Site Council (advisory board to the principal), and on our English Language Advisory Committee (ELAC) for parents of children who speak another language at home other than English.

School Safety Plan (School Year 2016-17)

Beacon Park is a brand new school in Irvine Unified School District. It is located and will serve the communities in the Great Parks Neighborhoods. As a new school, we will continuously work to improve and enhance our previously non-existent safety plan. We have established a teacher supervision duty schedule in which teachers will man their posts starting at 7:55 am through the last bell (1-3 graders) at 8:20 am daily. In the afternoons, teachers will be on duty from 2:22 – 2:32 and 2:44 – 2:54 every day except Wednesdays, in which case teachers will be on duty from 1:17 – 1:29. Duty areas include the Big Toy on the playground, the blacktop, both crosswalks across the parking lots, and the lunch shelter area. This will ensure that students and adults on campus are able to be seen and are kept safe in potentially unsafe areas.

This year, we will establish traffic patterns (motorists vs. pedestrians) and ensure that we have crosswalks and crossing guards in our highest populated areas. We will also continue to educate parents as the year progress with ingress / egress routes (on normal days and in the instance of an emergency), routines and procedures for pick-up/drop-off, and other situations as they arise.

With no prior attendance or discipline data, we are committed to ensuring the safety and overall well-being of our students and will strive to communicate with families as issues arise.

Goal 1: Practice a Table Top Emergency Drill (activating Command, Search and Rescue, First Aid, Student Supervision, and Parent / Student Reunification) teams so that everyone is familiar with their roles and responsibilities by September 14, 2016.

Goal 2: Establish a Safe School Emergency Plan, including roles and responsibilities for Search and Rescue, First Aid, Student Supervision, and Parent / Student Reunification by September 23, 2016

Goal 3: Rehearse a school-wide Earthquake & Evacuation Drill (California Great Shake) on October 20, 2016. The drill will begin at 1:45 and conclude with parents signing out their 1-3 graders from school through our Parent / Student Reunification Process. This will ensure that families are aware of our procedure and will know what to expect in the case of an emergency evacuation. We will also be able to evaluate the effectiveness of our plan and make adjustments for the future.

Goal 4: Communicate to parents at least three times this year (through the Principal's Bulletin and in parent assemblies) regarding Safe Routes to School and the School Safety Plan's policies and procedures. This will be in addition to publishing our Parent Handbook on our webpage and including it as part of our Re-registration process.

- IPD Safe Routes to School: August 23, 2016
- School Safety Plan reviewed and approved by Safety Committee (School Site Council, ELAC, and other community members): by October 31, 2016
- Parent / Student Reunification: by October 20, 2016

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	---	77,121
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. Finally, concentration grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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