

Beacon Park School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	62
Grade 1	76
Grade 2	64
Grade 3	63
Grade 4	52
Grade 5	55
Grade 6	58
Total Enrollment	430

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	58.4
Filipino	4.4
Hispanic or Latino	6
Native Hawaiian or Pacific Islander	0
White	22.8
Two or More Races	7.4
Socioeconomically Disadvantaged	4.7
English Learners	19.8
Students with Disabilities	6
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	N/A	18.40	36.20	1495.50
Without Full Credential	N/A	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	67.90

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments *	N/A	0	0
Vacant Teacher Positions	N/A	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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 August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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			

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	
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			

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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		78		77		48
Mathematics (grades 3-8 and 11)		82		74		37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	244	95.31	77.87
Male	144	135	93.75	77.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	112	109	97.32	77.98
Asian	137	127	92.7	82.68
Filipino	11	11	100	63.64
Hispanic or Latino	18	18	100	55.56
White	61	60	98.36	75
Two or More Races	27	26	96.3	80.77
Socioeconomically Disadvantaged	14	14	100	50
English Learners	62	51	82.26	68.63
Students with Disabilities	22	22	100	45.45

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	252	98.44	82.14
Male	144	142	98.61	84.51
Female	112	110	98.21	79.09
Asian	137	135	98.54	88.89
Filipino	11	11	100	72.73
Hispanic or Latino	18	18	100	55.56
White	61	60	98.36	78.33
Two or More Races	27	26	96.3	76.92
Socioeconomically Disadvantaged	14	13	92.86	61.54
English Learners	62	59	95.16	81.36
Students with Disabilities	22	22	100	54.55

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23	24.6	29.5

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 State priority: Parental Involvement (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 2017-18)

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions			0.4	1.4	1.2	1.6	3.8	3.7	3.6
Expulsions			0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

- o IPD Safe Routes to School: August 23, 2016

- o School Safety Plan reviewed and approved by Safety Committee (School Site Council, ELAC, and other community members): by October 31, 2016

- o 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 2017-18)

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	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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								27		3		
1								28		2		
2								25		2		
3								26		3		
4								26		2		
5								28		2		
6								29		2		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	---	
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	---	N/A
Library Media Services Staff (Paraprofessional)	1.12	N/A
Psychologist	0.4	N/A
Social Worker	---	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other	---	N/A

Note: Cells with N/A values 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 2015-16)

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	---	\$79,635
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$79,228
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 2016-17)

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. IUSD has used supplemental funding to support the following programs:

District level: 1) additional course sections for EL students at the secondary level, 2) release periods for EL Coordinators to facilitate program placement and progress monitoring of students, 3) instructional paraprofessionals in the classroom, and 4) professional learning, coaching opportunities, and collaboration time for integrated program development districtwide.

Site level: 1) instructional paraprofessionals in the classroom and staff for intervention and wellness programs, 2) teacher release for professional learning, instructional rounds, and PLC work, 3) supplemental instructional and intervention materials, and 4) the development of flexible learning environments that meet the unique needs of a very diverse student population.

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,869	\$47,808
Mid-Range Teacher Salary	\$81,921	\$73,555
Highest Teacher Salary	\$105,894	\$95,850
Average Principal Salary (Elementary)	\$123,093	\$120,448
Average Principal Salary (Middle)	\$128,842	\$125,592
Average Principal Salary (High)	\$145,097	\$138,175
Superintendent Salary	\$286,537	\$264,457
Percent of Budget for Teacher Salaries	36%	35%
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/>.