

Beacon Park School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| 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 2018-19)

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 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 136 |
| Grade 1 | 114 |
| Grade 2 | 115 |
| Grade 3 | 113 |
| Grade 4 | 91 |
| Grade 5 | 85 |
| Grade 6 | 85 |
| Grade 7 | 100 |
| Total Enrollment | 839 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 54.1 |
| Filipino | 2.7 |
| Hispanic or Latino | 10.3 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 20.4 |
| Socioeconomically Disadvantaged | 12.5 |
| English Learners | 20.6 |
| Students with Disabilities | 6.7 |
| Foster Youth | 0.0 |

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 |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 18.40 | 36.20 | 39.60 | 1507.07 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 2.50 | 77.61 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

| 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, 2018. 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, 2018. 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, 2018. 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, 2018. 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, 2018. 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: 12/10/2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/10/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/10/2018 | |
|--|-----------|
| Overall Rating | Exemplary |
| | |

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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 78.0 | 75.0 | 77.0 | 77.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 82.0 | 75.0 | 74.0 | 74.0 | 37.0 | 38.0 |

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.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 526 | 513 | 97.53 | 75.05 |
| Male | 269 | 260 | 96.65 | 70.38 |
| Female | 257 | 253 | 98.44 | 79.84 |
| Black or African American | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 267 | 259 | 97.00 | 79.15 |
| Filipino | 15 | 15 | 100.00 | 60.00 |
| Hispanic or Latino | 58 | 58 | 100.00 | 56.90 |
| White | 118 | 116 | 98.31 | 79.31 |
| Two or More Races | 56 | 55 | 98.21 | 74.55 |
| Socioeconomically Disadvantaged | 80 | 80 | 100.00 | 57.50 |
| English Learners | 144 | 134 | 93.06 | 56.72 |
| Students with Disabilities | 36 | 35 | 97.22 | 45.71 |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 526 | 521 | 99.05 | 75.24 |
| Male | 269 | 267 | 99.26 | 76.78 |
| Female | 257 | 254 | 98.83 | 73.62 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 267 | 267 | 100 | 85.39 |
| Filipino | 15 | 15 | 100 | 66.67 |
| Hispanic or Latino | 58 | 58 | 100 | 51.72 |
| White | 118 | 116 | 98.31 | 67.24 |
| Two or More Races | 56 | 55 | 98.21 | 72.73 |
| Socioeconomically Disadvantaged | 80 | 80 | 100 | 52.5 |
| English Learners | 144 | 141 | 97.92 | 70.92 |
| Students with Disabilities | 36 | 35 | 97.22 | 40 |

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 21.1 | 34.7 | 33.7 |
| 7 | 18.1 | 23.8 | 40.0 |

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.4 | 0.4 | 1.2 | 1.6 | 1.2 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Beacon Park is a new school in Irvine Unified School District, opening its doors in 2016 with grades K-6. It is located and will serve the communities in the Great Parks Neighborhoods. Currently, we serve students in grades K-6. As a new school, we will continuously work to improve and enhance our comprehensive safety plan. Our plan is evaluated yearly and amended, as needed, by the School Site Council and by the leaders of the Safe School Plan committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition, monthly fire/evacuation drills, two simulation earthquake drills, and two shelter in place drills are scheduled and implemented throughout the school year to assess our level of preparedness. We purchase and replenish our emergency supplies annually with the help of the PTA and parent donations to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aide, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

Staff has also participated in CPR and First Aid Training provided through the district. We have updated our plan accordingly and continue to do so after each drill to ensure a fine tuned response system.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | | 27 | | 5 | | |
| 1 | | | | 28 | | 2 | | 29 | | 4 | | |
| 2 | | | | 25 | | 2 | | 29 | | 4 | | |
| 3 | | | | 26 | | 3 | | 28 | | 4 | | |
| 4 | | | | 26 | | 2 | | 30 | | 3 | | |
| 5 | | | | 28 | | 2 | | 28 | | 3 | | |
| 6 | | | | 29 | | 2 | | 29 | | 11 | 2 | |

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.6 | 100 |
| Counselor (Social/Behavioral or Career Development) | 0.4 | N/A |
| Library Media Teacher (Librarian) | 0.4 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.19 | N/A |
| Psychologist | 0.6 | N/A |
| Social Worker | --- | N/A |
| Nurse | 0.6 | N/A |
| Speech/Language/Hearing Specialist | 0.85 | N/A |
| Resource Specialist (non-teaching) | 1.8 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,745 | \$155 | \$5,589 | \$79,629 |
| District | N/A | N/A | \$5,566 | \$82,232 |
| Percent Difference: School Site and District | N/A | N/A | 0.4 | -3.2 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -24.2 | -1.4 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,823 | \$47,903 |
| Mid-Range Teacher Salary | \$85,411 | \$74,481 |
| Highest Teacher Salary | \$110,405 | \$98,269 |
| Average Principal Salary (Elementary) | \$121,210 | \$123,495 |
| Average Principal Salary (Middle) | \$146,697 | \$129,482 |
| Average Principal Salary (High) | \$165,402 | \$142,414 |
| Superintendent Salary | \$320,910 | \$271,429 |
| Percent of Budget for Teacher Salaries | 34.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Professional Development (Most Recent Three Years)

Beacon Park School began in 2016-17 school year. Professional development our first year focused on building structures and systems to best meet student needs. Our Professional Development time was spent on creating a positive culture for students and behavior by creating, teaching, and refining an effective Positive Behavior Intervention System. We also spent time on the creation and design of our system of intervention and enrichment to support student needs. We created and implemented our Multi-Tiered System of Support. These systems were evaluated by our team late in the year by reviewing student data and growth.

For the 2017-18 school year our school grew in population from 420 to 930. The inclusion of almost 500 new students focused the staff's attention on an inclusive culture that welcomed and integrated new students. Our Professional Development plan focused on expectations and behaviors that maintain a positive environment. In addition we focused training on emergency procedures so that our staff could effectively maintain student and staff safety in emergency situations. As our staff doubled in size, we also focused on effective staff dynamics and practices to evaluate student growth and progress through curricular alignment and instruction. Instruction, evaluation, and use of effective Professional Learning Community practices were implemented and reviewed.

The Professional Development focus for the 2018-19 school year is the refinement and use of high impact Professional Learning Community work. The staff has also selected to focus on writing and the writing process as an academic emphasis. In addition to the ongoing development of PLC work, our Professional Development sessions will be spent on Thinking Maps and other tools to enhance writing.