

Benjamin F. Beswick Elementary 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	Benjamin F. Beswick Elementary School
Street	1362 Mitchell Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7385
Principal	Stephanie Yang
E-mail Address	syang@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/beswick
CDS Code	30-73643-6030555

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Our vision at Beswick Elementary is to provide a nurturing and rigorous educational program that focuses on all students meeting district and Common Core State Standards. We will challenge all students to become independent thinkers and lifelong learners by implementing the standards in a systematic and meaningful way to meet the needs of our diverse population.

Our vision is to establish a clearly defined partnership between teachers, staff, parents, and community members to promote and motivate educational growth for all students.

Our vision as educators is to participate in on-going meaningful staff development that continues to build our knowledge as instructional leaders to educate all students.

Our vision is to prepare students to be college and career ready and productive members of a technological society that can face the challenges of the future by empowering all stakeholders who impact the educational program at Beswick.

Our mission is to Motivate Growth, Educate Every Child, and Empower ALL.

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	90
Grade 2	101
Grade 3	87
Grade 4	120
Grade 5	135
Total Enrollment	598

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	3.7
Filipino	1.3
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
White	3.2
Two or More Races	0.5
Socioeconomically Disadvantaged	69.7
English Learners	56.5
Students with Disabilities	8.9
Foster Youth	0.7

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	23	23	21	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p>	Yes	0%
Foreign Language	Not applicable.		N/A
Health	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%
Visual and Performing Arts	Not applicable.		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Not applicable.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School 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 (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The 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 and that emergency repairs are given the highest priority.

Beswick had extensive upgrading completed in 2003-2004. Restroom facilities and all classrooms were made ADA compliant as were bus and car access areas. The administration building and multi-purpose room were both re-roofed and exterior lighting was enhanced. During the summer of 2013, the entire school exterior was painted. Each classrooms' technology was upgraded throughout the campus to include a larger SMARTBoard, Apple TV, sound system and new teacher laptop or desktop. A recent inspection of our facility found the school to be rated GOOD in every category of inspection.

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: 11/02/17				
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/02/17				
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)	41	41	62	62	48	48
Mathematics (grades 3-8 and 11)	33	33	52	52	36	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	334	333	99.7	41.44
Male	185	185	100	36.76
Female	149	148	99.33	47.3
Black or African American	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	300	300	100	38.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	246	100	41.46
English Learners	246	246	100	36.59
Students with Disabilities	34	34	100	8.82
Foster Youth	--	--	--	--

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	332	331	99.7	32.93
Male	185	185	100	31.89
Female	147	146	99.32	34.25
Black or African American	--	--	--	--
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	298	298	100	30.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	244	100	34.02
English Learners	246	246	100	32.11
Students with Disabilities	33	33	100	6.06
Foster Youth	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	51	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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	17.7	23.1	20.8

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 are highly involved and active at Beswick Elementary School as evidenced by the many faces present on campus each and every day. Parents volunteer in many capacities: classroom volunteers, lunch helpers, Red Ribbon Week, parent representatives, Home School Communication with translations, preparing classroom resources, and Pace Message support, Movie Nights, Spring Carnival, PTA Board Members, and a multitude of other student-centered support teams.

Parents attend and participate in monthly PTA meetings, quarterly ELAC meetings and 4 times a year School Site Council meetings. Parents also attend Back to School night in the Fall and Open House in the Spring. Parents are valued and welcomed at Beswick Elementary.

Volunteers are always welcome and can contact our PTA President, Erika Martinez to find out more about involvement opportunities at (714) 730-7385.

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	1.0	1.0	0.8	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 11/29/2016 (Pending review 02/05/2018)

Date Updated and Approved by SSC:(Pending 02/05/2018)

Date Discussed by Staff: 8/17/17 (Pending 01/17/2018)

Student safety is of utmost importance at Beswick Elementary School. A comprehensive safety plan is part of our overall School Improvement Plan and is revised and assessed annually. Students and staff participate in both emergency drills and fire drills. Prior to these drills, students are taught the appropriate safety practices and staff members are trained on their specific area of support. After each drill, the staff reviews the effectiveness of our procedures and makes any necessary revisions. Emergency preparedness supplies and equipment are inventoried on an annual basis to ensure that the needs of our students will be met in the event of a disaster. A Crisis Response Team has been initiated at our site as well as a redesigned communication corridor to improve the speed and accuracy of communication in the event of a disaster.

Our School Safety Plan includes the following elements:

1. Child abuse reporting procedures;
2. Disaster procedures, routine and emergency (SEMS);
3. Suspension, expulsion, or mandatory expulsion;
4. Procedures to notify teachers of dangerous pupils;
5. Sexual harassment policy;
6. Provisions of any school wide dress code;
7. Procedures for safe ingress and egress;
8. Safe and orderly environment (School Safety Plan) includes school safety goals and objectives;
9. Rules and procedures on school discipline;
10. Hate crime reporting;
11. Staff roster and class lists; and
12. SPSA.

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		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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	16	6			15	6			16	4		
1	27		3		24		4		25		3	
2	29		5		29		3		23		5	
3	26	1	4		29		5		29		3	
4	31		3		34			4	30		4	
5	33		1	3	30		3		34			4

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.493	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	2	N/A
Other	0	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	\$7,130	\$1,680	\$5,450	\$84,599
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	0.6	2.3
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-17.1	6.8

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

Types of Services Funded (Fiscal Year 2016-17)

Beswick Elementary School receives funding from the following state and federal categorical funds for programs and services: Title I (support personnel, para educators, substitutes for teacher release days, technology, intervention program materials, professional development, parent involvement, data analysis, books to expand library selection, supplemental materials for at-risk students and program acceleration), and LCFF- ELL Local Control Funding Formula for English Language Learners (Connect Coach, para educators, ELD program, technology, supplemental materials for English learners).

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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)

Beswick Elementary surveys its teachers as well as reviews the results of assessments to identify areas of need and schedules staff development to strengthen the educational program. We analyze trend data trends and teachers have PLC time available every Monday and once a month on Wednesdays. We also have monthly Banking Minute Professional Development opportunities. During these times, teachers receive training in literacy, mathematics and English Language Development. The staff utilizes data analysis protocols to systematically evaluate the results of assessment and evaluate instruction and drive decision making. In addition to site based activities, teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills, especially in the areas of Balanced Literacy and Conceptual Mathematics. Over the past three years, there have been summer institutes, summer training on campus around CGI and Balanced Literacy, and ongoing coaching from our Connect Coach and expert push-in coaching by Momentum in Teaching. Curriculum Consults include representation from all District schools and meet to evaluate and recommend to the Board of Education all curricular changes, new courses and instructional materials. Beginning teacher Induction Programs, District workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers utilize student assessment results to target instruction to better meet the individual needs of students. Our school wide focus is Reading Workshop within a Balanced Literacy framework.