

School Accountability Report Card
Reported for School Year 2015 - 2016
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I. General Information

Contact Information

School Information	
School Name	Beacon Day School
Principal	Dr. Mary Joann Lang, PNP, PhD, ABPN, BCBA-D
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School Description and Mission Statement

Beacon Day School's VISION is to encourage, support and inspire students with Autism and related disorders to progress in a personalized course of study that focuses on academic skills, behavior, social-emotional, and adaptive skills.

Our MISSION embraces our passion for being a progressive education community, dedicated to providing safe, individualized educational care for students with autism and related disorders, through the partnership of parents, educators, and community members on behalf of the student.

Our STUDENTS are between the ages of 5 and 22 years and represent diverse cultural and ethnic backgrounds. Our school year is a 12- month program including 35 days of summer school to maximize generalization and maintenance of learned skills and minimize likelihood of regression in knowledge, social, and adaptive behavior skills.

Our school's VALUES guide our commitment to parents, students, faculty and staff:

- A safe and positive physical, psychological, and social environment
- Integration of research-based methods (applied behavior analysis, speech, occupational and physical therapy)
- Partnership with families and community
- Caring faculty and staff
- Respect within the organization and school community
- Lifelong learning process of students and staff

Beacon Day School takes pride in our unique environment. We recognize that students with Autism and related disorders have unique learning capabilities. Our goal is to enhance the students' positive experience in school with a holistic approach that integrates academic skills, behavior, social-emotional, adaptive skills, speech, occupational therapy and physical therapy. The personal interaction between faculty and staff with the student and family provide a positive learning environment.

Beacon Day School uses the principles of Universal Design for Learning which has three main components:

- 1) Engagement of the students: This will facilitate self-regulation, sustained effort and persistence towards tasks, as well as increasing individual choice and independence.
- 2) Representation: The student will be provided with opportunities for multi-sensory experiences that will enhance their ability to learn.
- 3) Action and expression: the student will develop options for communication and access to tools to support learning such as assistive technology.

In addition, the principles of Applied Behavior Analysis and Positive Behavior Interventions are implemented to improve positive social behaviors. Each student's program is based on his or her needs, which may include a combination of intensive one-on-one behavior intervention along with individual and small group instruction within the school and community-based settings. The unique application of these principles sets Beacon Day School apart.

Opportunities for Parental Involvement

At Beacon Day School, we believe in order for our students to be successful, parents must play an active role in their educational and social growth. We offer opportunities for parental involvement through several activities we host during the year such as back to school night, a holiday sing along, spring festival, end of the year award ceremony and graduation as well as educational seminars and "Share Your Voice" sessions. We also provide daily communication logs that are sent home with each student. Parents review and sign their child's daily log and write any questions, changes, special instructions or comments in the log. This communication log is an important communication tool for us to learn about student's home routine, daily activities, challenging behaviors or disorders such as sleep disorders, etc.

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Beacon Day School offers ungraded instruction as well as life skills curriculum at the elementary and secondary levels.

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	5	7.6	Hispanic or Latino	28	42.4
American Indian or Alaska Native	0	0	Pacific Islander	0	0
Asian	13	19.7	White (Not Hispanic)	15	22.7
Filipino	1	1.5	Multiple or No Response	4	6

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	January 2015	Date Last Discussed with Staff	January 2016
<p>In order to provide an environment that is as safe as possible for Beacon Day School's students and staff, a mass casualty and disaster plan for emergency situations, such as fires and earthquakes, has been developed. The City of Orange Fire and Police Departments have approved this plan. Practice drills for evacuating the building are conducted on a monthly basis.</p> <p>The students at Beacon Day School are always under close supervision of faculty and staff. During the school day, the exterior doors are kept locked to the outside. The fenced sensory area gate is kept closed during the instructional day and can be easily locked in case of emergency. Two-way radios and cellular telephones are available for the faculty and staff to facilitate communication during community outings.</p> <p>Parents, service providers, and visitors sign in at the administrative office in order to monitor who enters the campus and when visits occur. Emergency information for each student is kept in the administrative office and in the classroom. In addition, this information is taken on all community outings. Emergency food and supplies to support the Beacon Day School students and personnel for three days are maintained in the facility.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The philosophy of Beacon Day School is based on the following principles:

- The student's abilities must be viewed within context, including age, peer expectations and culture.
- The assessment of a student's progress is an ongoing process considered within the neuropsychological context (attention, problem solving, memory, language, visual spatial and motor functions, along with behavioral issues).
- The student's strengths must be emphasized, without ignoring limitations.
- Where limitations do exist, supports will be identified and emphasized.

At Beacon Day School, respect is a part of every student's daily life and education. We value human dignity and treat every student with the care and respect they deserve by giving them:

- Access to a comprehensive education
- Positive behavioral supports
- Safe, healthy surroundings so that functional development can occur
- The creation of teaching opportunities, spontaneous and structured
- Collaboration with medical and therapy providers

In order to provide the best services possible, Beacon Day School employs a quality assurance procedure for assessing the quality and consistency of programs and personnel. This review is conducted at least quarterly and the results are reviewed with faculty and staff. Identified areas of need are also examined and plans for improvement are developed.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

Suspension at Beacon Day School is part of a team decision. Actions regarding serious incidents that are in place consist of:

- Complete Behavior Emergency Report (BER) form and send to District of Record and parents/guardians.
- Conduct Case Management Meeting in order to develop positive intervention strategies. All members of the IEP team can be invited to participate. The student will participate to the extent of his/her ability.
- An "Emergency Situation" is defined as: A clear and present danger to the life, safety, or health of pupils or student personnel. In an Emergency Situation, the parents or other emergency contacts will be called and asked to transport the student to a safe environment (e.g., home, hospital, etc.). If parents or other emergency contacts are not available for transportation, the police will be called. A BER will be completed. Both parents and pupil (to the extent possible) will be informed of the pupil's right to a conference and to return to the school. A conference shall be held as soon as possible.
- No penalties will be imposed on the pupil for the parent/guardian's failure to attend a conference.
- In the event that there is not an administrator, in addition to the principal at the school site, a certified person may be specifically designated by the principal as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one such person at a time as the principal's primary designee for the school year.



IV. School Facilities

School Facility Conditions – General Information

School Facility Conditions and Planned Improvements

Beacon Day School makes every effort to maintain a safe and clean environment. The building meets all safety codes and standards set forth by the City of La Palma and County of Orange and its fire and police departments.

Professional custodial and landscaping service providers help maintain a clean and neat environment, both inside and outside, for Beacon Day School students, faculty and staff.

Building and restroom access is available for individuals who have physical disabilities.

A fenced, outdoor sensory area is also available for Beacon Day School students.

School Facility Conditions – Results of Inspection and Evaluation

Beacon Day School was granted a Certificate of Occupancy from the City of La Palma on January 1, 2012. Since that time, all of the systems of the building are inspected and determined to be in full operation on a regular basis. A fire inspection by the Orange Fire Department is conducted annually with the most recent being 9/4/2015. A comprehensive evaluation of the Beacon Day School facilities and grounds is conducted as part of the quarterly quality assurance procedure to ensure that all systems are in good working order and to identify any areas of needed improvement. In addition, Beacon Day School faculty and staff are aware of the need to report any known problems that may occur. Steps are taken to correct any identified problems in the school facility immediately.

Additional information about the condition of the school's facilities may be obtained by speaking with the Director, Support Services & Staff Coordination.

V. Academic Data

Standardized Testing and Reporting (California Alternative Performance Assessment)

The need for an alternative performance assessment is based on the student's IEP program. Students at Beacon Day School generally receive the California Alternate Assessment (CAA) because this assessment process focuses on functional life skills. When a student arrives at Beacon Day School, the IEP team may have previously determined that a student receive the CAA. If not, this is discussed in the IEP meeting and a determination is made. The participation criterion to receive the CAA is delineated on the California Department of Education website and is provided for parents in the Beacon Day School Parent handbook.

Physical Fitness

Children and adolescents with Autistic Spectrum Disorder have varying gross and fine motor skills. Beacon Day School provides opportunities for the development and maintenance of the students' physical abilities. This is done through sensory integration breaks and regular physical education activities. For example, many students have exercise programs written into their IEPs that are implemented throughout the school day.

Students have access to a treadmill, elliptical, and stationary bike as well as an array of sensory activities. In addition, interventions recommended by the occupational and physical therapists are incorporated into the daily physical activities of the Beacon Day School students.

VI. School Completion (Secondary Schools)

Beacon Day School primarily offers functional skills curriculum for secondary education. We also offer an extensive adult transition program for student 18-22 years of age.

VII. Class Size

Average Class Size and Class Size Distribution

Efforts are made to maintain a low student-to-teacher ratio at Beacon Day School. This allows for the direct instruction in order to facilitate the academic progress of each student. Class size at Beacon Day School does not exceed a 12:1 student to teacher ratio. Additionally, students receive support from qualified behavior interventionists at a ratio no greater than three students for each interventionist.

VIII. Teacher and Staff Information

Teacher Credentials

	2013	2014	2015
Total Teachers	6	6	9
Teachers with Full Credential – Moderate to Severe Disabilities	5	4	7
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internships)	1	2	2
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
Doctorate	0
Master's Degree plus 30 or more semester hours	1
Master's Degree	2
Bachelor's Degree plus 30 or more semester hours	6
Bachelor's Degree	0
Less than Bachelor's Degree	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Each teacher at Beacon Day School holds a Specialist Instruction Credential for teaching students with moderate to severe disabilities. In addition, Beacon Day School evaluates each teacher annually based on their job description, which includes items such as development of direct instructional methodology, continuing education credits and academic credits.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100-percent (i.e., full-time). Two staff persons who each work 50-percent of full-time also equal one FTE.

Title	FTE
Psychologist	1
Board Certified Behavior Analyst (BCBA/BCaBA)	4
Speech/Language Therapy (on staff)	1
Occupational Therapy; Speech/Language Therapy	Contracted through Cornerstone Therapies

Professional Development

Information about the program for training the school's teachers and other professional staff.

We develop our teachers and other Beacon Day School professionals by providing opportunities for continued professional growth, regular feedback and financial support for continuing education. Our staff members attend workshops and conferences. We also provide regularly scheduled in-service training for faculty and staff. Recent topics have included the laws and procedures related to reporting suspected child abuse and the Picture Exchange Communication System (PECS).

IX. Curriculum and Instruction

School Instruction and Methodology

By integrating areas of knowledge and skill, Beacon Day School facilitates the evolution of a practical education applicable to the world in which these students must live and thrive. The process of integrating the curriculum areas listed below depends upon the creative planning and organization of our experienced faculty.

- Functional Academics
- Domestic Domain
- Vocational Skills Domain
- Recreation, Leisure and Community Domain
- Communication Domain
- Socialization Domain

For children to strive and succeed, their education must be focused on cognitive, psychological, and social development, as well as on personal independence. Beacon Day School's dynamic model of interdisciplinary education has been designed to help each student in all areas of functional and academic life.

As part of this well-rounded approach to educating our students, we provide a variety of non-academic activities and therapeutic programs every week, which our students truly enjoy and benefit from greatly. These therapies include: Art Therapy; Canine Therapy; Music Therapy; Speech/Language Therapy; Occupational Therapy; and Physical Therapy.

For students with Autistic Spectrum Disorder, an effective methodology is Direct Instruction. Direct Instruction is a highly effective teaching methodology that requires attention to detail concerning instructional design, organization, delivery of instruction, and evaluation. "Direct Instruction has been the focus of a vast amount of research and has been shown to be highly effective for a wide range of content with diverse learners, including those who require special education services," as cited in Marchand-Martella, Slocum & Martella (2004). The components of Direct Instruction are as follows:

- Program Design – This requires careful analysis of content matter and identifying central organizing ideas.
- Content Analysis – This involves the identification of concepts and rules that are embedded in the program.
- Clear Communication – This is essential to identify and design a sequence of instructions that enable the student to generalize skills, for example, from Discrete Trial Training to the community.
- Instructional format – Develops the specific way the teacher or assistant teacher will present each concept (e.g., how the presentation of information will be made, how the feedback is provided, and how data is collected).
- Sequencing of Skills – Learning can be more or less difficult for students with Autism, depending on the order in which skills are taught. According to Marchand-Martella, Slocum and Martella (2004), "The key principle is that students shall be well-prepared for each step of the program to maintain a high rate of success."
- Track Organization – A sequence of activities that teaches skills across multiple lessons. This is consistent with the integrated teaching and curriculum that is presented at Beacon Day School. Direct instruction can extend teaching and practice of skills across many lessons and weave prerequisite tracks into learning environments that integrate skills into more complex strategies.

Quality and Currency of Textbooks and Instructional Materials

The standards-based core curriculum of Beacon Day School is consistent with that of the Local Education Agencies with which the school contracts.

Availability of Sufficient Textbooks and Instructional Materials

Beacon Day School has textbooks and instructional materials for each student that supports the core curriculum. The NPS offers/provides students with access to the following educational materials: (a) for kindergarten and grades 1 to 8, inclusive, state-adopted standards-based core curriculum and instructional materials, (b) for grades 9 to 12, inclusive, standards-based core curriculum and instructional materials used by any LEA that contracts with the NPS. Examples of textbooks and instructional materials include but are not limited to:

- The SRA curriculum programs; reading mastery and language for learning, developed by S. Engelman. This direct instruction program is commercially available and covers the area of reading, writing, spelling and math. Based on the Teacher's Manual, the specific skills series "Gives students specific and concentrated experiences in academic subjects for different purposes. It provides practice materials for pupils at 10 different levels" (SRA Specific Skill Series Teacher's Manual). This program does allow for different philosophical approaches and class makeup. In order to facilitate this process, SRA provides *Specific Skills Placement Tests* that enable the teacher to place the student at an appropriate level. In addition, this program allows for group, as well as individualized instruction. Both individualized and group instructions are provided to autistic children at Beacon Day School.
- The Edmark Reading Program provides intrinsic motivation through small steps that ensure that even the poorest readers achieve over 90-percent correct answers. This programming eliminates incorrect responding and leads students to perceive themselves as "readers," rather than "non-readers." The task analysis allows for the students' success and facilitates achievement for children with Autistic Spectrum Disorder.
- Touch Math is another academic program that allows children with significant learning difficulties, such as Autism, to proceed in a systematic approach. "The materials in this program are systematically presented, beginning with touching/counting patterns and using both objects and Touchpoints for the numerals 1 through 9. The students then progress through additional facts associated with these numbers."

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	78,240	36,000
1	78,240	50,400
2	78,240	50,400
3	78,240	50,400
4	78,240	54,000
5	78,240	54,000
6	78,240	54,000
7	78,240	54,000
8	78,240	54,000
9	78,240	64,800
10	78,240	64,800
11	78,240	64,800
12	78,240	64,800

Types of Services Funded

Types of programs and services available at the school that support and assist students.

Designated Instruction Services (DIS), such as occupational therapy, are provided for Beacon Day School students as needed through a contractual agreement with Cornerstone Therapies. Beacon Day School verifies that these individuals have met the requirements to provide these services through the State of California Department of Consumer Affairs.

By offering services on campus, the faculty and staff are allowed to participate in the therapy process with the students, as appropriate. They can then employ the techniques and strategies used by the therapist in the classroom environment and private therapy areas. This increases the level of continuity of interventions between individuals serving the students and across environments.

