

Arnold O. Beckman High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Arnold O. Beckman High School
Street	3588 Bryan Ave.
City, State, Zip	Irvine, CA 92602
Phone Number	(714) 734-2900
Principal	Donnie Rafter
Email Address	drafter@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/beckman
County-District-School (CDS) Code	30-73643-0102871

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/

School Description and Mission Statement (School Year 2020-2021)

MISSION:

Beckman High School is dedicated to empowering students and staff with the academic, technological, and social skills necessary for post-secondary success through rigorous study and achievement inside and outside the classroom.

VISION:

Beckman High School is committed to maintaining high standards and academic excellence for all students. Beckman continues to challenge and engage all students and provides the curriculum, instruction, assessment, and support to succeed. The school is staffed by experienced and expertly-prepared teachers. Through a shared vision of academic success for all students, learning at Beckman High School is the focus of all instruction. Beckman High School practices widespread and meaningful inclusion of special education students and English learners. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems.

Staff and students take an active role in the school and greater community. As a center for innovation, collaboration, leadership, learning, and up-to-date technology, Beckman High School strives to be a school of renown, deeply rooted in the community. The positive involvement and support of staff, parents, and community challenges students to develop their potential as contributing members of society and become responsible and respectful citizens.

Beckman High School is a learning community in which strong, nurturing relationships are maintained in a personalized school environment. Families are welcomed, kept well-informed, support learning, and participate in decision-making. Students become self-motivated, self-disciplined, and tolerant members of society, who are culturally aware and have an appreciation for the arts, diversity, and community. The applied and performing arts and co- and extracurricular programs surround and support the academic curriculum at Beckman High School.

Beckman High School strives for continuous improvement by gathering and analyzing data and evidence from many sources. Beckman High School is committed to maintaining high standards and academic excellence for all students. Beckman continues to challenge and engage all students and provides the curriculum, instruction, assessment, and support to succeed. The school is staffed by experienced and expertly prepared teachers.

Through a shared vision of academic success for all students, learning at Beckman High School is the focus of all instruction. Beckman High School practices widespread and meaningful inclusion of special education students and English learners. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	741
Grade 10	776
Grade 11	756
Grade 12	678
Total Enrollment	2,951

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	40.2
Filipino	2.9
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.4
White	29.4
Two or More Races	3.8
Socioeconomically Disadvantaged	23.8
English Learners	7.3
Students with Disabilities	7.2
Foster Youth	0.1
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	109	107	108	904
Without Full Credential	0	1	1	8
Teaching Outside Subject Area of Competence (with full credential)	9	9	10	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	9	9	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Tustin Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home. Due to the impacts of Covid-19, for the 2020-2021 School Year, Tustin Unified School District is committed to providing curriculum and instruction support for virtual learning for all student K-12 grade implementing instructional materials and curriculum provided through Florida Virtual School (FLVS). FLVS was purchased to provide licenses for access to a catalog of online courses for students K-12. Teachers may teach these courses with an unlimited number of students.

On October 12, 2020, 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.

*textbooks may be digital or hard copy depending on textbook and adoption cycle

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) Holt, Rinehart and Winston: Elements of Writing, Courses 3-6 (1998)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	California State Universities; Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt English3D (2020) Saddleback Publishing Newcomers (2020) Supplemental: TEDTalks ELD		
Mathematics	Globe Fearon Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Geometry, Algebra 2 (2018) Brooks/Cole Applied Mathematics (2010) Cengage Precalculus: Mathematics for Calculus, 7th Edition (2016) Addison Wesley Longman, Inc. Calculus and its Applications (2007) Cengage Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Bedford, Freeman, & Worth Practice of Statistics (eText) (2018)	Yes	0%
Science	Pearson/Prentice Hall Essentials of Anatomy & Physiology (2006) American Guidance Service Biology (2000) Pearson/Prentice Hall Biology (Dragonfly) (2007) Pearson Baccalaureate Biology: Higher Level Baccalaureate for IB Diploma (2008) Pearson/Benjamin Cummings Biology, AP Edition, 11th Edition (2018) Pearson/Prentice Hall Chemistry – California Edition (2007) Steck-Vaughn Modern Chemistry (2006) Pearson/Benjamin Cummings Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth Environmental Science for AP, 2nd Edition (2015) Pearson/Prentice Hall Criminalistics: An Introduction to Forensic Science, 8th Edition (2003) Prentice Hall Forensic Science: An Introduction (2008) Glencoe/McGraw-Hill Marine Biology, 6th Edition (2006)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Brooks/Cole Oceanography: An Invitation to Marine Science, 4th Edition (2002) Thomson Brooks/Cole Oceanography: An Invitation to Marine Science, 6th Edition (2007) American Guidance Service, Physical Science AGS 3.5 (2001) Pearson/Prentice Hall Conceptual Physics (2009) Cengage Publishing College Physics (2006)</p> <p>Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>		
History-Social Science	<p>Glencoe Economics: Principals and Practices (2005) Houghton Mifflin The Earth and Its People 3rd Edition (2005) Cengage The American Pageant, 17th Edition (eText) (2020) Prentice Hall World History: Modern World (2007) Magruder’s American Government (2006) Pearson American Government: Roots and Reform, AP Edition, 13th Edition (2018) Cengage Western Civilization Since 1300 AO, 10th Edition (eText) (2019) Bedford Freeman Worth Krugman’s Economics AP Course (eText) (2019) Worth Psychology 8th Edition (2007) Holt, Rinehart and Winston Psychology: Principles in Practice (2007) Houghton Mifflin Sociology: The Study of Human Relationships (2008) Holt, Rinehart, and Winston California American Anthem (2007)</p>	Yes	0%
Foreign Language	<p>Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999), Integrated Chinese Level 1 Part I Traditional Character Text – 2nd Edition (2006), Integrated Chinese Level 2 Part I Traditional Character Text – 1st Edition (2010), Integrated Chinese Level 1 Part 2</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Traditional Character Text – 2nd Edition (2010) Pearson/Prentice Hall Ecce Romani (2000) Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997), Conexiones: Comunicacion y Cultura (1998) Sendas Literarias Lecl 1 and 2 (2001) McDougal Littell Images Un (1999), Aventuras Literarias 5th Edition (2000) Holt, Rinehart and Winston Litteratures En Contexte (1994), Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Sorpresas 2nd Edition; Heinle & Heinle Abriendo Paso Gramatica (2000), Abriendo Paso Lectura (2000) Supplemental Textbooks and Materials		
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
Visual and Performing Arts	LTD Publications Guitar Method Book 1 (2009) ITP Gardner’s Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials		0%

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

School Facility Conditions and Planned Improvements

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.

The Beckman 40-acre campus features state-of-the-art facilities. All students have access to computer technology and wi-fi is available throughout the campus. Video streaming, data, WiFi, and audio transmissions are accessible in all classrooms. A 550 seat performing arts center, an Olympic-sized swimming pool, and an all-weather track are other resources enjoyed by the school community. The school has a college/career counseling center, library, television studio, and eight science laboratories. In addition, every classroom has computers for teacher and student use. To accommodate growth, ten relocatable classrooms were added to the campus in 2007-2008 and an extension to the science/math building adding eight classrooms and four science labs was completed in January 2010. Construction on an addition to the humanities wing was completed in 2015. Through funding from Beckman's Ed Fund, the library had been renovated to include seating and study areas conducive to interactive learning and collaboration. In 2013, the district upgraded all learning areas to include enhanced teaching stations including audio amplification, WiFi, interactive projection systems, and upgraded computers. Instructional materials are current and grounded in research-based practices. The most recent site inspection found the campus to be clean and in good repair. In November of 2016, a brand new 240,000 square foot artificial turf field was completed for student use. In May of 2017, an 80,000 square foot artificial turf field was completed and the outdoor track was resurfaced. In December of 2018 10,000 square foot patch of artificial turf was added to the student quad along with 20 trees and umbrellas to create a more comfortable and welcoming student environment.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: April 2020

System Inspected	Rating	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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	75	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	62	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	45	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Beckman High School offers CTE Pathways in Graphic Arts (Graphic Arts 1, 2, and 3), Media Arts (Dramatic Production, Digital Video Design/Film Making, and Digital Video Production), Visual Art: Photography 1, Visual Imagery, and AP Studio Art), Computer Engineering/Robotics (Introduction to Engineering, Principles of Engineering, and Computer Science AP.), Applied Medical/Athletic Training (Human Body Systems, Sports Medicine ROP, and Kinesiology/Athletic Training IVC).

Beckman High School has maintained its ROP offerings over the past ten years. Beckman partners with Coastline ROP in employing a full-time career specialist who is available to students for career and college guidance. Through the career center, students can enroll in a variety of ROP classes that are offered at other local high schools. In addition, BHS students can gain career experience by enrolling in ROP classes which provide internships at local businesses such as Allergan, Fletcher Jones Motorcars, The St. Regis, Wells Fargo Bank, and Mission Hospital, to name just a few. By successfully completing an ROP class, students can earn five or ten elective credits, depending on the course.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1138
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	70.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.48
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	75.41

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

For the 2020-2021 school year, schools are operating in a hybrid model due to COVID-19 and state guidance on physical distancing. Although schools are operating in a new model, Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Beckman seeks to include all members of its community through inclusive parent organizations. Beckman parents model respect for other cultures through their involvement in PTO, Super Boosters, 36 booster groups, The Beckman Ed Fund, School Site Council, and English Language Advisory Committee (ELAC). Chinese and Korean Parent Associations are organized under the umbrella of PTO to encourage parent participation for those new to the country or those more comfortable in a language other than English. The District offers language translation services in Spanish, Korean, and Vietnamese. At least ten different languages are spoken by the faculty and staff. The school's Community Liaison serves to connect Spanish speaking parents to the school community and assist families with enrollment and identifying appropriate support. The Community Liaison also works closely with mental health services to provide support for parents seeking outside assistance.

Beckman offers opportunities for parents to meet with teachers and counselors to maximize each student's success. The school offers a Back to School Night, two Report Card Nights, 8th Grade Parent Night, Financial Aid Night, Out of State College Night, Early College Parent Night, four counselor coffees, 9th and 10th Grade Parent Night, and 11th and 12th Grade Parent Night. Beckman hosts and/or participates in four ELAC meetings each academic year which is held at Heideman elementary which is closer to where a large majority of our Spanish speaking community lives. In addition, the Beckman Education Fund hosts a series of four nights presented by Beckman's counselors, "B" Prepared for College, each night dedicated to a specific grade level. Every third year, Beckman hosts the district-wide College/Career Night. Parents have access to their student's progress using Beckman's Parent Portal through the school's Aeries Data System. In addition, every student at the school has an account with Naviance Succeed, a web-based program for students to research colleges, plan careers, and organize college applications. Parents can monitor their student's college/career readiness and progress in Naviance. There is an updated Beckman website and a digital marquee. Beckman uses BlackboardConnect to disseminate various updates to families via email and phone messages and a monthly electronic newsletter with current events, photos of school activities, and links to various organizations on campus. We also utilize a Twitter feed to increase communication that currently has over 500 followers.

For more information on how to become involved at the school, please contact Donnie Rafter at (714) 734-2900.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.6	0.7	1.6	0.8	2.1	3.7	9.1	9.6	9
Graduation Rate	96.4	96.2	96	95.7	94.5	94.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.1	2.7	2.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	1.3	2.5
Expulsions	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Date Last Reviewed by School Site Council (SSC): 11/4/2020

Date Updated and Approved by SSC: 11/4/2020

Date Discussed by Staff: 8/11/20 and 10/11/20

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety. An Irvine Police Department School Resource Officer works in partnership with the Tustin Unified School District to provide a safe school campus. School Resource Officers are sworn Police Officers assigned to school sites to act as a resource for students, parents and school administration. Through enforcement of the law and education on many topics, the School Resource Officer is a direct link between the Tustin/Irvine youth community and the Irvine Police Department.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	30	14	36	51	31	15	27	59	29	20	33	50
Mathematics	29	15	38	47	29	16	33	51	30	15	35	45
Science	32	8	18	59	31	5	31	50	32	4	36	43
Social Science	31	4	45	39	32	5	25	54	33	5	12	64

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	590.2

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,393	\$2,919	\$7,474	\$85,159
District	N/A	N/A	\$7,751	\$87,448
Percent Difference - School Site and District	N/A	N/A	-3.6	-2.7
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-3.6	2.5

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to base funding, Beckman High School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Under-performing students are provided with additional/targeted counseling services, tutoring, and targeted instruction to assist them in meeting/exceeding standards. Programs funded include those funded by the Local Control Funding Formula (LCFF). The purpose of the program is to develop fluency in English and academic proficiency for English learners. English learners who have not yet achieved reasonable fluency are grouped by language level, as determined by the CELDT score, for two periods per day (ELD A and ELD B), or one period per day (ELD C). In addition, a transition program for English Learners in sheltered classes was modified this year to include English 1 Sheltered, English 2 Sheltered, and English 3 Sheltered. Teachers with EL certification provide level-specific standards-based ELD instruction to their groups as evidenced by the Classroom Observation Checklist for English Learners. Core curricular materials include: High Point Text Book by Hampton- Brown, Levels A, B, and C and Elements of Literature-3rd and 4th Course by Holt Rinehart Winston and other materials as required. Student progress on the EL Standards is measured against benchmarked expectations (ELD Master Plan). Annual progress is measured by CELDT/ELPAC. Professional development in Gradual Release of Responsibility, Academic Language, and Systematic ELD lessons are provided. English learners who have achieved reasonable fluency are placed in grade-appropriate mainstream classes. All teachers at Beckman High School are CLAD certified and provide lessons based on the integration of ELA/ELD Standards with Content Area Standards. Teachers use appropriate sheltered instructional strategies to ensure comprehensible input and access to the core curriculum as evidenced by the Classroom Observation Checklist for English Learners. Core curricular materials are used as well as supplementary materials as needed. Progress is measured against benchmarks and common assessments. Annual progress is measured by CELDT and ELPAC. Professional development will be provided through conferences in the appropriate curricular areas, and via all staff meetings.

Beckman High School also receives funds from its PTO, EdFund, the City of Irvine, and other grants to assist with funding for EL students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,152	\$50,029
Mid-Range Teacher Salary	\$84,130	\$77,680
Highest Teacher Salary	\$111,981	\$102,143
Average Principal Salary (Elementary)	\$138,130	\$128,526
Average Principal Salary (Middle)	\$144,818	\$133,574
Average Principal Salary (High)	\$165,717	\$147,006
Superintendent Salary	\$349,749	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	7	N/A
Science	15	N/A
Social Science	38	N/A
All courses	71	40.7

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	13

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. This year was no exception, as staff and teachers had to prepare to teach as virtual instructors with a new platform and base curriculum to ensure equity and access for all students. Additional days of professional development occurred to prepare staff for Hybrid/Virtual learning. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

All teachers have training in the Common Core State Standards, lesson design strategies, multiple learning styles, instruction, and use of educational technology; Advanced Placement teachers receive specialized training in developing their students' skills to facilitate student success on the AP exams.

The TUSD has a comprehensive, long-term plan for professional development that is aligned with the Common Core State Standards and frameworks. Teachers participate in district professional development day during three days dedicated to professional development. The plan is based on current research, driven by the analysis of data from CAASPP and needs identified by an annual survey of administrators, department chairpersons, and staff. The plan is reflective of the California Standards for the Teaching Profession. District goals focus on student achievement, planning for facilities, high-quality employees, financial responsibility, and parent/community partnerships. Beckman continues to focus on the language proficiency of English Learners. Teachers may attend after-school workshops and conferences for professional development.

Beckman teachers regularly share teaching ideas, materials, and strategies within and among departments. Late starts every Wednesday provide increased opportunities for teacher collaboration. While cross-curricular collaboration is a focus of the leadership team, unstructured school-wide collaboration occurs on a daily basis. Collaboration is a key component of the school's vision and includes teachers' use of essential standards, common assessments and/or benchmarks across the curriculum.

New teachers are supported through the TUSD two-year induction program that supports standard credentialing programs and also provides new teachers access to a mentor teacher at their site. Support Providers regularly meet with participating teachers to observe their teaching techniques, review the latest strategies for instruction in their subject area, assist beginning teachers in the effective implementation of differentiated lesson plans and provide valuable professional feedback.

The focus for the 2019-20 school year for site staff development has been on Creativity and it's implementation across subject areas. PD has been focused on exposing teachers to new definitions of creativity and encouraging them to take chances in their lesson design.

As we move into the 2020-21 school year, our focus is on creating and maintaining physical and virtual learning environments for students during COVID.