Arnold O. Beckman High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 web page 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.

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.

2022-23 School 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
School Website	https://www.tustin.k12.ca.us/beckman
County-District-School (CDS) Code	30-73643-0102871

2022-23 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2022-23 School Overview

Mission Statement:
Learn. Lead. Serve.

Vision Statement

Beckman High School is a dynamic learning community of dedicated students, educators, staff, parents, and community partners, who are dedicated to achieving excellence in education through a focus on learning, leadership, and service. Our programs that focus on the Four A's (Academics, Activities, Arts, and Athletics) are dedicated to developing self-motivated, analytical, creative, and engaged members of society. Beckman High School strives for educational excellence and continuous improvement through researched-based instruction, current technology, professional development, and reflection on data. Beckman High School is committed to maintaining high standards and academic excellence for all students.

Learn: Beckman staff 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 who engage in continuous professional development individually and collaborate as a learning community on campus. Beckman High School holds high expectations for all students, and curricula are focused on rigorous content and meaningful application for post-secondary goals. Beckman High School practices widespread and meaningful inclusion of all students at all levels. Parents and the community are actively engaged in student learning and success through supporting high-quality instruction, curriculum, and activities.

Lead: Beckman High School is focused on developing excellent school leaders among the students. Beckman prioritizes leadership for all students, whether it is through academics, arts, activities, or athletics. Our Four A Philosophy is based on the belief that all students have the ability and responsibility to be leaders on campus and in the local and global community now and into the future. In addition, Beckman parents and the local community are a vital part of our focus on leadership. School staff are consistently supported in their efforts to improve in their profession and leadership through professional development and collaboration. Parents lead through involvement in parent groups, student support groups, and at home. Community businesses are actively involved in supporting student activities and fundraisers, and members of the community come to teach, inform, and inspire students through real-world applications for learning.

2022-23 School Overview

Serve:Beckman students take an active role in the school and greater community as part of our mission to develop engaged local and global citizens. The positive involvement and support of staff, parents, and community challenges students to develop their potential as responsible, engaged, and empathetic members of society and become responsible and respectful citizens. Through current and engaging curricula, school activities and clubs, community partnerships, and future-oriented counseling, students, and staff join in a mindset of service. Kindness, empathy, and application of learning for the betterment of the community at large are at the center of what it means to be a Beckman Patriot.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	688
Grade 10	690
Grade 11	699
Grade 12	734
Total Enrollment	2,811

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.6
American Indian or Alaska Native	0.2
Asian	42.0
Black or African American	2.6
Filipino	2.6
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.8
White	24.7
English Learners	7.2
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	22.3
Students with Disabilities	7.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	98.20	91.22	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.93	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	4.37	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown	3.70	3.48	56.70	6.61	18854.30	6.86
Total Teaching Positions	107.60	100.00	858.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	97.00	91.74	705.90	84.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	3.67	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.95	14.70	1.75	11953.10	4.28
Unknown	3.80	3.65	106.80	12.72	15831.90	5.67
Total Teaching Positions	105.80	100.00	840.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	4.70	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.70	3.80

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.00
Total Out-of-Field Teachers	0.00	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	2.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	3.30

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on 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.

On September 12, 2022, 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 the textbook and adoption cycle

Year and month in which the data were collected	November 2022

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) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Course C (2017) District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study	Yes	0%
Mathematics	Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018) Brooks/Cole: Applied Mathematics (2010) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016) Cengage: Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007) Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019) Bedford, Freeman & Worth: Practice of Statistics (eText) (2018)	Yes	0%
Science	Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006) American Guidance Service: Biology (2000)	Yes	0%

	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 (2006) 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) 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) Cengage Publishing: College Physics (2006) 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.		
History-Social Science	TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Holt, Rinehart and Winston: Psychology: Principles in Practice (2007) Worth: Myers' Psychology for AP, 2nd Edition (2014) Houghton Mifflin: Sociology: The Study of Human Relationships (2008) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 17th Edition (eText) (2020) TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)	Yes	0%
Foreign Language	Prentice Hall: Allons Au-Dela! (2012) Cseng and Tsui: Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2006), Integrated Chinese Level 1, Part 1 - Simplified Character Workbook 2nd Edition (2007), Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2005), Integrated Chinese Level 1, Part 2 - Traditional Textbook - (2005),Integrated Chinese Level 1, Part 2 – Simplified Character Workbook (2007), Integrated Chinese Level 1, Part 2 – Traditional Workbook, 2nd Edition (2005), Integrated Chinese Level 2, Part 1 - Traditional Textbook 3rd Edition (2010), Integrated Chinese	Yes	0%

	Level 2, Part 1 – Traditional Workbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Textbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Workbook 3rd Edition (2010) EMC Publishing: Tes Branche 1 (2014) Glencoe/McGraw-Hill: A Bord, Level 2 (1998), En Voyage, Level 3 (1998), Tresors du Temps (1997) Prentice Hall: Allons Au-Dela! (2012) Pearson Education: AP French, Preparing for the Language and Culture Examination (2012) Cambridge University Press: Cambridge Latin Course Unit 1, 4th Edition (2000) Bolchazy-Carducci Publishers & Inc.: Vergil''s Aeneid Virgil (Translated) (1988), Vergil's Aeneid 10 & 12: Pallas & Turnus (2000) Random House: The Aeneid Virgil (Translated) (1990) Holt, Rinehart and Winston: Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000) Prentice Hall: Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014), AP Spanish: Preparing for the Language and Culture Examination (2014) Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014) Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001) McDougal Little: Tu Mundo: La Ciberedicion (2002) Heath, D.C.: Nuestro Mundo (2002) District created Supplemental Units of Study - Chinese, French, Spanish		
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%

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, turf athletic fields, 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. In November of 2016, a brand new 240,000-square-foot artificial turf field was completed for student use. In May of 2017, an additional 80,000 square foot artificial turf field was completed and the outdoor track was resurfaced. In December of 2018 a 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. In 2022, construction on a new CTE wing and auxiliary gym began along with the addition of 4 field lights to light our auxiliary turf field.

Year and month of the most recent FIT report	July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	80	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	689	650	94.34	5.66	80.15
Female	324	303	93.52	6.48	82.18
Male	360	344	95.56	4.44	78.20
American Indian or Alaska Native	--	--	--	--	--
Asian	291	287	98.63	1.37	88.15
Black or African American	20	19	95.00	5.00	68.42
Filipino	23	23	100.00	0.00	91.30
Hispanic or Latino	139	125	89.93	10.07	56.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	27	87.10	12.90	70.37
White	181	165	91.16	8.84	84.85
English Learners	44	40	90.91	9.09	12.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	44	43	97.73	2.27	65.12
Socioeconomically Disadvantaged	150	138	92.00	8.00	60.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	66	56	84.85	15.15	28.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	689	657	95.36	4.64	59.21
Female	324	307	94.75	5.25	58.96
Male	360	347	96.39	3.61	59.37
American Indian or Alaska Native	--	--	--	--	--
Asian	291	286	98.28	1.72	80.07
Black or African American	20	19	95.00	5.00	42.11
Filipino	23	23	100.00	0.00	43.48
Hispanic or Latino	139	130	93.53	6.47	22.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	28	90.32	9.68	57.14
White	181	167	92.27	7.73	56.29
English Learners	44	41	93.18	6.82	7.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	44	43	97.73	2.27	44.19
Socioeconomically Disadvantaged	150	145	96.67	3.33	31.72
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	66	61	92.42	7.58	13.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	52.4	--	40.11	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1397	1294	92.63	7.37	52.4
Female	675	622	92.15	7.85	52.41
Male	717	668	93.17	6.83	52.25
American Indian or Alaska Native	--	--	--	--	--
Asian	605	581	96.03	3.97	65.92
Black or African American	28	23	82.14	17.86	34.78
Filipino	38	37	97.37	2.63	59.46
Hispanic or Latino	287	259	90.24	9.76	27.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	61	88.41	11.59	54.1
White	362	325	89.78	10.22	47.69
English Learners	94	88	93.62	6.38	2.27
Foster Youth	0	0	0	0	0
Homeless	20	16	80	20	6.25
Military	83	78	93.98	6.02	33.33
Socioeconomically Disadvantaged	303	279	92.08	7.92	32.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	83	88.3	11.7	14.46

2021-22 Career Technical Education Programs

Tustin Unified School District provides students with rigorous, real-world learning opportunities that extend and apply their knowledge and skills beyond high school, supporting educational goals and career aspirations. The combination of engaging academics, Career Technical Education (CTE), early college credit opportunities, and a variety of real world experiences support all students in becoming college and career ready. Tustin Unified has an extensive list of CTE committee members including staff and students from Beckman HS, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film and business development industries.

Beckman High School offers CTE Pathways in Applied Medical/Athletic Training (Human Body Systems, Sports Medicine ROP, and Kinesiology/Athletic Training IVC), Computer Science (AP), Engineering(Introduction to Engineering, Principles of Engineering, and Design & Development), Film & Video Production (Dramatic Production, Digital Filmmaking, and Independent Film Products), Graphic Design (Graphic Arts 1, 2, 3 and AP Studio Art), and Visual Imagery (Photography and Design, Visual Imagery, and AP Studio Art). Beckman High School has maintained its ROP offerings over the past ten years. We partner 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, Beckman 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. By successfully completing an ROP class, students can earn five or ten elective credits, depending on the course.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1088
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	79.20

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.2%	94.8%	94.8%	94.6%	94.9%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor (HS) and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

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

2022-23 Opportunities for Parental Involvement

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 also hosts and/or participates in four ELAC meetings each academic year. 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 Parent Square 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 social media (Twitter, Instagram, Facebook) to increase communication that currently has over 1000 combined followers.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1	1.5		2.9	2.3		8.9	7.8
Graduation Rate		96.2	96.8		94.5	96.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	740	716	96.8
Female	356	349	98.0
Male	384	367	95.6
American Indian or Alaska Native	--	--	--
Asian	324	316	97.5
Black or African American	--	--	--
Filipino	18	16	88.9
Hispanic or Latino	156	149	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	36	100.0
White	189	183	96.8
English Learners	74	66	89.2
Foster Youth	--	--	--
Homeless	11	11	100.0
Socioeconomically Disadvantaged	213	204	95.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	55	40	72.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2908	2871	369	12.9
Female	1417	1400	181	12.9
Male	1481	1461	184	12.6
American Indian or Alaska Native	8	6	0	0.0
Asian	1196	1194	71	5.9
Black or African American	81	76	18	23.7
Filipino	76	75	5	6.7
Hispanic or Latino	673	656	161	24.5
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	139	137	16	11.7
White	710	702	95	13.5
English Learners	258	246	66	26.8
Foster Youth	3	3	0	0.0
Homeless	50	49	19	38.8
Socioeconomically Disadvantaged	737	721	161	22.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	255	249	80	32.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.33	0.93	2.45
Expulsions	0.07	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.58	0.10	2.01	0.20	3.17
Expulsions	0.00	0.10	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.10
Female	0.28	0.00
Male	0.88	0.20
American Indian or Alaska Native	0.00	0.00
Asian	0.25	0.00
Black or African American	1.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.49	0.45
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.42	0.00
English Learners	2.71	1.16
Foster Youth	0.00	0.00
Homeless	2.00	2.00
Socioeconomically Disadvantaged	1.36	0.27
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.53	0.78

2022-23 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 10/24/2022
Date Updated and Approved by SSC: 10/24/2022
Date Discussed by Staff: 08/12/2022

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.

At Beckman High School we also have a School Safety Committee that annually updates the School Safety Plan, and runs annual school safety drills for all students and staff. The committee is made up of administrators, certificated and classified staff, and may include parents or students. Additionally, an Irvine Police Department School Resource Officer works in partnership with the Beckman and 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.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise and several members of our staff took part in Stop the Bleed training.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	20	33	50
Mathematics	30	15	35	45
Science	32	4	36	43
Social Science	33	5	12	64

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	15	30	54
Mathematics	30	14	39	42
Science	32	5	32	44
Social Science	34	4	21	57

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	39	41
Mathematics	29	13	41	39
Science	30	10	32	35
Social Science	33	8	20	55

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	702.75

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,561	$3,443	$7,942	$89,166
District	N/A	N/A	7,840	$91,764
Percent Difference - School Site and District	N/A	N/A	1.3	-2.9
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	18.5	4.4

2021-22 Types of Services Funded

In addition to base per pupil funding, Beckman receives ESSER III, 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 categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Discovery Education, GimKit, Formative, Naviance, and NoRedInk.

Additionally, underperforming 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).

Please refer to our district LCAP or School Site Plan for Student Achievement, which is posted on our website, for a more detailed list of goals and actions that the school currently funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,195	$51,081
Mid-Range Teacher Salary	$85,813	$77,514
Highest Teacher Salary	$114,221	$105,764
Average Principal Salary (Elementary)	$140,633	$133,421
Average Principal Salary (Middle)	$149,232	$138,594
Average Principal Salary (High)	$166,315	$153,392
Superintendent Salary	$356,744	$298,377
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	42.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	4
Mathematics	10
Science	19
Social Science	36
Total AP Courses Offered Where there are student course enrollments of at least one student.	76

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

As a school, we focus on providing ongoing professional development opportunities that are aligned to our student needs. 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 2022-23 school year for site staff development has been in support of Rigorous Curriculum Design (RCD) and training for teachers geared toward helping our EL students. A majority of the RCD focus has been on the 4 core areas of Math, Science, English and Social Science while the strategies and training pertaining to EL students have been an all-staff endeavor.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11