

Arnold O. Beckman High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|-------------------------------|
| School Name | Arnold O. Beckman High School |
| Street | 3588 Bryan Ave. |
| City, State, Zip | Irvine, CA 92602 |
| Phone Number | (714) 734-2900 |
| Principal | Donnie Rafter |
| E-mail Address | drafter@tustin.k12.ca.us |
| Web Site | www.tustin.k12.ca.us/beckman |
| CDS Code | 30-73643-0102871 |

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

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 804 |
| Grade 10 | 716 |
| Grade 11 | 783 |
| Grade 12 | 684 |
| Total Enrollment | 2,987 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 38.0 |
| Filipino | 3.1 |
| Hispanic or Latino | 21.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 31.0 |
| Socioeconomically Disadvantaged | 25.4 |
| English Learners | 5.8 |
| Students with Disabilities | 6.3 |
| Foster Youth | 0.0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 104 | 106 | 109 | 917 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 11 | 9 | 9 | 53 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments * | 12 | 9 | 9 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

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

Year and month in which data were collected: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------------|---|
| Reading/Language Arts | <p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts. The Board of Education adopted these textbooks in 2000.</p> <p>Supplemental Textbooks and Materials National Geographic Edge (2008) is used as a supplemental material with English Language Learners.</p> | Yes | 0% |
| Mathematics | <p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards McGraw Hill Glencoe Algebra 1 (2018), McGraw Hill Glencoe Geometry (2018), and McGraw Hill Glencoe Algebra 2 (2018), Informal Geometry (1992), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), Precalculus: Mathematics for Calculus 5th Edition (2007), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999), Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals Student Solutions Manual 4th Edition (1999), Addison Wesley Longman, Inc. Calculus and its Applications (2007) are the adopted textbooks for high school Mathematics.</p> | Yes | 0% |
| Science | <p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe/McGraw Hill Earth Science California (2007), Marine Biology (2007) Biology – California Edition (2007), Biology – California Edition</p> | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| | (2006), Pearson/Prentice Hall Chemistry – California Edition (2007), Chemistry: The Central Science AP Edition (2009), Conceptual Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Biology AP Edition (2009), Biology (2007), Criminalistics:An Introduction to Forensic Science 8th Edition (2003), (Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics California Edition (2007), Cengage Physics for Scientists and Engineers (1997) and College Physics (1999), and J.W. Wiley Environmental Science 6th Edition (2007) are the adopted textbooks for high school science courses. | | |
| History-Social Science | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe World Geography (2005) and Economics: Principals and Practices (2005); Houghton Mifflin The Earth and Its People 3rd Edition (2005), The American Pageant 13th Edition (2006), and American Government 10th Edition (2006), The American Spirit Volume 1 and 2 (2005); Prentice Hall World History: Modern World (2007) and Magruder’s American Government (2006); Thomson Western Civilization 6th Edition (2006) and Principals for Economics 4th Edition (2007); Worth Psychology 8th Edition (2007); and Holt, Rinehart and Winston Psychology: Principles in Practice (2007) and Sociology: The Study of Human Relationships (2008), California American Anthem (2007) are the adopted textbooks for high school History-Social Science. | Yes | 0% |
| Foreign Language | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. 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 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 Lecel 1 and 2 (2001); McDougal Littell Images Un (1999), | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| | Aventuras Literarias 5th Edition (2000); and Holt, Rinehart and Winston Literatures 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); are the adopted textbooks for high school Foreign Language. | | |
| Health | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in high school. | 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 (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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, eight science laboratories, and eight centralized technology areas containing over 600 computers for student use. 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|---|
| Year and month of the most recent FIT report: 11/27/18 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Dead trees need replacing. |

Overall Facility Rating (Most Recent Year)

| | |
|--|-------------------|
| Year and month of the most recent FIT report: 11/27/18 | |
| Overall Rating | Exemplary Good |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 84.0 | 80.0 | 62.0 | 63.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 67.0 | 64.0 | 52.0 | 53.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 749 | 739 | 98.66 | 80.11 |
| Male | 379 | 376 | 99.21 | 76.06 |
| Female | 370 | 363 | 98.11 | 84.30 |
| Black or African American | 22 | 22 | 100.00 | 63.64 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 274 | 270 | 98.54 | 90.00 |
| Filipino | 26 | 26 | 100.00 | 88.46 |
| Hispanic or Latino | 154 | 151 | 98.05 | 60.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 238 | 235 | 98.74 | 81.28 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| Two or More Races | 29 | 29 | 100.00 | 86.21 |
| Socioeconomically Disadvantaged | 189 | 185 | 97.88 | 64.32 |
| English Learners | 79 | 74 | 93.67 | 29.73 |
| Students with Disabilities | 44 | 41 | 93.18 | 24.39 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 750 | 744 | 99.2 | 64.25 |
| Male | 380 | 377 | 99.21 | 63.4 |
| Female | 370 | 367 | 99.19 | 65.12 |
| Black or African American | 22 | 22 | 100 | 31.82 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 274 | 273 | 99.64 | 84.98 |
| Filipino | 26 | 26 | 100 | 76.92 |
| Hispanic or Latino | 154 | 153 | 99.35 | 28.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 239 | 235 | 98.33 | 63.83 |
| Two or More Races | 29 | 29 | 100 | 72.41 |
| Socioeconomically Disadvantaged | 189 | 189 | 100 | 38.1 |
| English Learners | 79 | 79 | 100 | 30.38 |
| Students with Disabilities | 45 | 41 | 91.11 | 7.32 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

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. Beckman is fortunate to offer students four ROP classes that fulfill the UC and Cal State Universities’ prerequisite for visual arts as well as one after-school class in the public services area: Fire Technology and First Responder. 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 Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 1129 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

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

| UC/CSU Course Measure | Percent |
|--|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.2 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 71.7 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 9.4 | 23.3 | 55.4 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 are 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.

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 | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 0.7 | 0.7 | 0.6 | 1.1 | 1.6 | 0.8 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 98.3 | 98.4 | 96.4 | 98.1 | 97.6 | 95.7 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 96.5 | 95.8 | 88.7 |
| Black or African American | 85.7 | 89.4 | 82.2 |
| American Indian or Alaska Native | 100.0 | 100.0 | 82.8 |
| Asian | 97.9 | 97.8 | 94.9 |
| Filipino | 100.0 | 100.0 | 93.5 |
| Hispanic or Latino | 95.0 | 94.0 | 86.5 |
| Native Hawaiian/Pacific Islander | 100.0 | 100.0 | 88.6 |
| White | 96.8 | 97.5 | 92.1 |
| Two or More Races | 94.4 | 96.8 | 91.2 |
| Socioeconomically Disadvantaged | 93.4 | 94.9 | 88.6 |
| English Learners | 61.1 | 72.6 | 56.7 |
| Students with Disabilities | 68.4 | 82.5 | 67.1 |
| Foster Youth | 100.0 | 100.0 | 74.1 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 1.4 | 2.1 | 1.7 | 2.5 | 2.8 | 2.7 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 11/26/18

Date Updated and Approved by SSC: 11/26/18

Date Discussed by Staff: 11/28/18

The School Safety Plan is a comprehensive plan that is updated annually. The plan details Child Abuse Reporting Procedures, Suspension and Expulsion information, Community Recourse lists, School Discipline Policy, Beckman High School's Dress Code, and the Site Emergency Evacuation Plan. Beckman has also implemented an Athletic Emergency Action Plan. The Beckman staff and students participate in four different types of emergency drills throughout the school year. 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, Sean Cronin, is a direct link between the Tustin/Irvine youth community and the Irvine Police Department. Our School Safety Plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS) procedures, suspension, expulsion or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of a school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; and school safety goals and objectives.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 31.0 | 11 | 26 | 56 | 31.0 | 11 | 36 | 49 | 30.0 | 14 | 36 | 51 |
| Mathematics | 29.0 | 13 | 40 | 40 | 29.0 | 12 | 42 | 41 | 29.0 | 15 | 38 | 47 |
| Science | 33.0 | 5 | 23 | 49 | 31.0 | 10 | 29 | 42 | 32.0 | 8 | 18 | 59 |
| Social Science | 32.0 | 4 | 25 | 55 | 30.0 | 5 | 51 | 29 | 31.0 | 4 | 45 | 39 |

Note: 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.

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 6 | 497 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.74375 | N/A |
| Psychologist | 1.4 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .6 | N/A |
| Speech/Language/Hearing Specialist | 1.4 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,937 | \$336 | \$5,601 | \$88,205 |
| District | N/A | N/A | \$6,218 | \$85,850 |
| Percent Difference: School Site and District | N/A | N/A | -10.4 | 2.7 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -24.0 | 8.8 |

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 by the EL Coach, 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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,636 | \$47,903 |
| Mid-Range Teacher Salary | \$83,297 | \$74,481 |
| Highest Teacher Salary | \$110,872 | \$98,269 |
| Average Principal Salary (Elementary) | \$140,065 | \$123,495 |
| Average Principal Salary (Middle) | \$158,854 | \$129,482 |
| Average Principal Salary (High) | \$159,484 | \$142,414 |
| Superintendent Salary | \$329,796 | \$271,429 |
| Percent of Budget for Teacher Salaries | 37.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 7 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 5 | N/A |
| Mathematics | 9 | N/A |
| Science | 27 | N/A |
| Social Science | 43 | N/A |
| All courses | 93 | 43.5 |

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All Beckman teachers are fully credentialed, instruct in their areas of expertise, and are CLAD certified. 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 CSTs and CAHSEE 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 fourteen times per year provide increased opportunities for teacher collaboration. While cross-curricular collaboration is a focus of the leadership team, 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 2018-19 school year for site staff development has been on writing across the content areas with a focus on EL strategies. The student goal for the year is: "Three times a year, students will write arguments to support claims in an analysis of meaningful topics or texts, using valid reasoning and relevant and sufficient evidence (Critical Thinking)." For teachers: "Teachers will administer common writing tasks three times a year and utilize rubrics to evaluate students progress and analyze results to influence instructional practices with a focus on EL Strategies"