

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Arnold O. Beckman High School	District Name	Tustin Unified School District
Street	3588 Bryan Ave.	Phone Number	(714) 730-7301
City, State, Zip	Irvine, CA 92602	Web Site	www.tustin.k12.ca.us
Phone Number	(714) 734-2900	Superintendent	Gregory A. Franklin, Ed.D.
Principal	Adele Heuer	E-mail Address	gfranklin@tustin.k12.ca.us
E-mail Address	aheuer@tustin.k12.ca.us	CDS Code	30-73643-0102871

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Mission Statement:

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.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, booster groups, The Beckman Ed Fund, School Site Council, and English Language Advisory Committee (ELAC). Chinese, Korean, and Latino 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. 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 Parent Institute for Quality Education (PIQE) began in October 2010 and served to increase parents' knowledge and skills to support the academic achievement of their students. Parents who are unfamiliar with the school system or the system of higher education learned to access resources and become more active supporters of their student's education. The PIQE presentations were in Spanish and English.

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, Early College Parent Night, 9th and 10th Grade Parent Night and 11th and 12th Grade Parent Night. Beckman hosts and or participates in six ELAC meetings each academic year. In addition, the Beckman Education Fund hosts a speaker series with topics ranging from financial aid, the college application process, and psychology of winning. Every third year, Beckman hosts the district wide College Night. Parents have access to their student's progress using Beckman's Parent Portal through the school's Aeries Data System. In addition, 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 progress in Naviance. There is an Academic Bulletin sponsored by the PTO, a Beckman website that is current, a digital marquee, and principal coffees.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	657
Grade 10	600
Grade 11	581
Grade 12	531
Total Enrollment	2,369

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	31.4
American Indian or Alaska Native	0.3	Two or More Races	1.5
Asian	32.6	Socioeconomically Disadvantaged	24.5
Filipino	2.4	English Learners	19.3
Hispanic or Latino	28.6	Students with Disabilities	5.1
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	27.3	37	11	33	28.7	3	18	45	31.5	8	20	43
Mathematics	29.4	18	17	32	34.5	1	15	40	31.2	7	19	34
Science	32.7	3	17	41	33.1	0	17	43	34	4	10	42
Social Science	33.1	2	17	44	33.2	1	22	49	33.2	5	12	33

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 is a direct link between the Tustin/Irvine youth community and the Irvine Police Department. The School Safety Plan was reviewed, updated, and approved by the School Site Council on October 17, 2011. The School Safety Plan was discussed with the faculty on September 7, 2011.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.11	3.08	4.47	4.62	4.38	4.87
Expulsions	0.63	0.23	0.13	0.18	0.19	0.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

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 and audio transmissions and 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 added eight classrooms and four science labs was completed in January 2010. Those classrooms include interactive whiteboards, LCD projectors, and access to WiFi. In the last year, the school upgraded all of the school's computer technology. 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. The facility inspection upon which this report was generated was completed on December 12, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	81	79	73	735
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence	10	8	7	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	8	7	7
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	750
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	2	---
Psychologist	.8	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	0	---
Other	3	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

Beckman appreciates its abundance of resources to make teaching and learning effective. English classes use class sets of textbooks and individual copies of novels for instruction. The library has a centralized system that expedites textbook distribution and record keeping. Parent Portal on the Aeries program allows students and parents to facilitate communication between school and home. The school also subscribes to turnitin.com, a service from the University of California, which encourages academic honesty in writing and researching. Each department has a budget for basic classroom supplies. Teachers who wish to enhance supplies need only apply to PTO or the Ed Fund. Beckman has eight computer labs that may be used to support learning. A host of books, catalogues, and software programs in the Career Center offers students information regarding future academic plans. The library houses 31 computers for student use. In the past six years over 10,000 books have been added to its collection for a total of 14,738. The library also is responsible for 22,054 student textbooks. Rigorous, relevant, and coherent standards-based curriculum serves as the foundation for all subject areas at every grade and course level. State standards (and National Standards for World Languages) drive the instruction at Beckman. Departments meet regularly to create and modify curriculum to ensure that current practices are addressing current students' needs. These collaborative efforts have produced curricular pacing guides or curriculum maps and common assessments. All departments are working towards conducting ongoing, comprehensive data analysis to align instruction with curricular objectives. There are also vertical teaming opportunities in most departments. While much collaboration occurs on teachers' own time, the newly adopted monthly late start days at Beckman afford teachers time within the workday for department meetings and collaboration. With this built-in collaboration time, teachers examine best practices in instruction, revising and developing common standards-based lessons.

While the ultimate curricular goal is to provide all students enrolled in all classes with a guaranteed standards-based curriculum that elicits higher order thinking skills and develops greater non-fiction literacy, each department is at varying stages of program-wide implementation and practice.

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Beckman High 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 Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts.</p> <p>Supplemental Materials Hampton Brown High Point (2002) is used as a supplemental text for English Language Learners.</p>		
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. Pearson/Prentice Hall California Algebra I (2008), McDougal Littell California Geometry (2007) and California Algebra 2 (2007), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999) are the adopted textbooks for high school Mathematics.</p> <p>Supplemental Materials</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 (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), Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics (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.</p> <p>Supplemental Materials</p>	Yes	0%
History-Social 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 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); 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) are the adopted textbooks for high school History-</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Social Science. Supplemental Materials		
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); Prentice Hall Ecce Romani (2000); Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997); McDougal Littell Images Un (1999); and Holt, Rinehart and Winston Litteratures En Contexte (1994) are the adopted textbooks for high school Foreign Language. Supplemental Materials	Yes	0%
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. Supplemental Materials	Yes	0%
Visual and Performing Arts	Supplemental Materials		0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,580	\$1,174	\$4,406	\$71,548
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	1.81%	-2.20%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-19.22%	4.94%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Under-performing students are provided with analysis of needs, tutoring and targeted instruction to assist them in meeting standards. Programs funded include Economic Impact Aid/English Learner Program. The purpose of the program is to develop fluency in English and academic proficiency of English learners. Although the student numbers in EL are relatively low, there is a need for higher level sheltered classes in math, science, and social science/history. 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, English 1 CP Sheltered, and English 2 CP Sheltered). Teachers with EL certification will 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 and the CST in English/Language Arts. Professional development in Defining Roles and Responsibilities, Academic Language, and Systematic ELD lessons are provided. English learners who have achieved reasonable fluency are placed in grade appropriate mainstream classes. They are grouped to facilitate sheltered instruction. 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 the CST in English/Language Arts. Professional development will be provided by the EL Liaison and through conferences in the appropriate curricular areas.

Beckman High School also receives funds from its PTO, Ed Fund, and grants.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	71	72	64	66	68	49	52	54
Mathematics	47	53	59	58	60	64	46	48	50
Science	69	70	72	66	70	75	50	54	57
History-Social Science	64	70	70	55	59	63	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	64	75	63
All Student at the School	72	59	72	70
Male	69	57	71	73
Female	76	61	73	67
Black or African American	62	33	47	51
American Indian or Alaska Native	0	0	0	0
Asian	87	81	85	84
Filipino	86	72	92	74
Hispanic or Latino	44	31	46	45
Native Hawaiian/Pacific Islander	0	0	0	0
White	82	61	82	78
Two or More Races	91	61	0	68
Socioeconomically Disadvantaged	42	31	43	46
English Learners	17	27	25	24
Students with Disabilities	18	22	38	20
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	71	71	81	65	66	74	52	54	59
Mathematics	74	78	81	66	67	70	53	54	56

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	49	30	40	29
All Students at the School	19	20	61	19	37	44
Male	24	22	54	21	37	42
Female	14	19	67	17	38	45
Black or African American	25	31	44	47	53	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	8	12	79	3	26	71
Filipino	0	17	83	8	17	75
Hispanic or Latino	42	28	31	48	36	16
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	8	20	72	6	51	43
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	47	27	26	49	37	15
English Learners	78	18	5	67	21	12
Students with Disabilities	81	14	6	78	19	3
Students Receiving Migrant Education Services	0	0	0	0	0	0

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

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.1	23.4	54

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	7	6	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	25	-3
Black or African American			
American Indian or Alaska Native			
Asian	9	21	-6
Filipino			
Hispanic or Latino	15	27	0
Native Hawaiian/Pacific Islander			
White	16	9	15
Two or More Races	N/D		
Socioeconomically Disadvantaged	27	28	-12
English Learners	-4	45	-26
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,739	866	17,141	857	4,683,676	778
Black or African American	44	761	374	771	317,856	696
American Indian or Alaska Native	2		36	871	33,774	733
Asian	598	935	2,775	958	398,869	898
Filipino	35	899	334	907	123,245	859
Hispanic or Latino	491	752	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	3		84	815	26,953	764
White	534	900	5,611	912	1,258,831	845
Two or More Races	28	895	246	922	76,766	836
Socioeconomically Disadvantaged	404	743	6,771	769	2,731,843	726
English Learners	337	723	5,506	761	1,521,844	707
Students with Disabilities	112	574	1,649	689	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.6	0.4	0.5	0.9	0.9	0.9	4.9	5.7	4.6
Graduation Rate	98.5	98.59	97.77	95.6	95.88	97.04	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	99.4	99.0	N/D
Black or African American	100	100	N/D
American Indian or Alaska Native	100	100	N/D
Asian	99.4	99	N/D
Filipino	100	100	N/D
Hispanic or Latino	100	98.8	N/D
Native Hawaiian/Pacific Islander	100	100	N/D
White	99.0	99.3	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	100	98.6	N/D
English Learners	99.8	98.5	N/D
Students with Disabilities	100	100	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Beckman High School has maintained its ROP offerings over the past six years. Beckman also 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 two ROP classes that fulfill the UC and Cal State Universities' prerequisite for visual arts as well as two after-school classes in the public services area: Fire Technology and First Responder. There are plans to complete the career cluster by offering the EMT course, which qualifies students to take the exam to become state-certified as an EMT. 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.

Current Beckman High School CTE courses include Graphic Arts 1 and 2, Media Arts, Media Arts Advanced, Digital Video Production, Computer Graphics, Digital Imagery, Robotics, Biomedical Technology, and Human Body Systems. Biomedical Technology and Human Body Systems are the first classes in the school's STEM (Science Technology Engineering Math) program.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	988
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	30%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	92.9
Graduates Who Completed All Courses Required for UC/CSU Admission	55.1

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	8	---
Science	11	---
Social Science	24	---
All courses	50	14.7

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

All Beckman teachers are fully credentialed, instruct in their areas of expertise, and are CLAD certified. All teachers have training in lesson design strategies, multiple learning styles, instruction, and technology use; AP 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 state standards and frameworks. 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 sixteen times per year provide increased opportunities for teachers 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 Beginning Teacher Support Assessment (BTSA), a 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.