

Beaumont High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Beaumont High School
Street	39139 Cherry Valley Boulevard
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-3171
Principal	Chrisitna Pierce
E-mail Address	cpierce@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.us/bhs
CDS Code	33-66993-3330479

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

BHS Mission

Beaumont High School will maintain a positive learning environment to support a rigorous educational program focused on college and career readiness which responds to students' academic, social, technological, physical, and social emotional needs.

BHS Vision

Beaumont High School is committed to advancing as a center of academic excellence and fostering the development of lifelong learners who act responsibly, safely, and respectfully towards all members of their community. All stakeholders in learning are dedicated to ensuring that students are prepared to face the challenges of an evolving world.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	740
Grade 10	683
Grade 11	631
Grade 12	554
Total Enrollment	2,608

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	1.2
Asian	3.0
Filipino	3.1
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0.4
White	34.8
Two or More Races	2.1
Socioeconomically Disadvantaged	59.8
English Learners	7.9
Students with Disabilities	7.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	85	86	91	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.82	7.18
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2009	Yes	0.0%
Mathematics	McDougal Littell Adoption Year 2008	Yes	0.0%
Science	Glencoe (MacMillan/McGraw Hill) Holt Prentice Hall Scott Foresman Adoption Year 2007	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	W.W. Norton Adoption Year 2007 Glencoe Adoption Year 2006 Holt Adoption Year 2006 Houghton Mifflin Adoption Year 2006 Prentice Hall Adoption Year 2006	Yes	0.0%
Foreign Language	McDougal Littell Adoption Year 2004	Yes	0.0%
Health	DC Heath Adoption Year 1999	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Beaumont Senior High was originally constructed in 2005 and is comprised of 96 classrooms, one full size gym, an auxiliary gym, a shade structure, an Olympic size pool, a food/nutrition service area, a library, a staff lounge, a workroom and offices in each building four computer labs, and five athletic practice fields. In addition, there is a recently completed state-of-the-art performing arts theater and a 24-equivalent classroom building. Recent Cleaning Process: The administration works in collaboration with the maintenance and operation division and with six full-time custodial staff. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. District maintenance and operation staff have implemented a work order system for monitoring work order requests. This work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: the district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/09/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Room F14 & F15 housekeeping issues that custodian is correcting.
Electrical: Electrical	[X]	[]	[]	BLDG. B, C, D Some lamps being replaced by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/09/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Bleacher handrail and seating parts are on order.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	58	52	52	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	52
Male	52
Female	52
Black or African American	44
American Indian or Alaska Native	
Asian	63
Filipino	93
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	
White	58
Two or More Races	47
Socioeconomically Disadvantaged	50
English Learners	20
Students with Disabilities	31
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	58	56	58	62	59	54	56	55
Mathematics	17	18	15	48	52	49	49	50	50
History-Social Science	38	47	43	45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	5
Similar Schools	5	4	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	15	-5
Black or African American	-24	50	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	11	-4
Native Hawaiian/Pacific Islander			
White	9	8	-3
Two or More Races			
Socioeconomically Disadvantaged	2	47	-33
English Learners	-1	16	-15
Students with Disabilities	-11	11	41

Note: "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.

Career Technical Education Programs (School Year 2013-14)

Beaumont Senior High Career Technical and College/Career Planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, instructional technology, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Beaumont Senior High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with language and special needs. The school currently offers AFJROTC, Video Productions, Digital Arts, Gaming/Coding and S.T.E.(A).M Additionally, the school works with county ROP programs to offer Culinary Arts Law enforcement, and First Response/Sports Medicine pathways.

Advisors/Guidance Counselors offer additional support through various programs, including intervention programs, college planning events, individual counseling opportunities, career inventory testing and the development of four-year plans. Dual Enrollment program options are offered to junior and senior students. This program offers students an opportunity to enroll in dual high school/college courses on campus and receive dual credit.

The District established a Career Technical Education (CTE) Advisory Committee in March 2006 to develop and implement the Master Plan. The committee included the Assistant Superintendent of Instruction, two School Board members, Projects Coordinator, Beaumont High School Principal and Assistant Principal, both Middle School Principals, Alternative Education Principal, Adult Education Principal, Mt. San Jacinto Community College representative, and a diverse group of community and industry members. The Master Plan is continuously reviewed and updated. In addition to the above mentioned members, the advisory committee has also been represented by the following: construction, Beaumont chamber of Commerce, Economic Development Board, Rotary Club of Beaumont, Crafton Hills College, Redlands COMPACT Club, printing, Kiwanis, insurance, Citibank, National Association of Women in Construction, Independent Association of Pre-Paid Legal Services, Soroptimist, medical billing and coding, Beaumont electric, Job Corps, and San Gorgonio Memorial Hospital.

Each year, the school's Career Technical and College/Career Planning program members works together to enhance and expand CTE programs.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1,078
% of pupils completing a CTE program and earning a high school diploma	18.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	24.0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	72.37
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	33.21

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	62	65	59	60	65	34	56	57	56
Mathematics	57	60	61	55	60	34	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	28	31	39	40	21
All Students at the School	41	28	31	39	40	21
Male	44	30	25	39	41	20
Female	37	25	37	39	38	23
Black or African American	50	29	21	48	41	11
American Indian or Alaska Native						
Asian	18	27	55	18	27	55
Filipino	13	33	53	13	47	40
Hispanic or Latino	46	28	26	45	39	17
Native Hawaiian or Pacific Islander						
White	33	28	39	31	44	26
Two or More Races	57	19	24	50	32	18
Socioeconomically Disadvantaged	63	21	16	58	36	6
English Learners	86	10	5	81	14	5
Students with Disabilities	91	9		94	6	
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	23.8	48.1

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Beaumont Senior High greatly benefits from supportive parents. They are considered valued partnering stakeholders in the educational process. The school has a strong base of parent volunteers who participate in School Site Council, WASC, Booster Clubs, Athletics, English Learner Advisory Committee, sporting events, and numerous student performances. Furthermore, parent volunteers provide assistance with school mailings, field trips, registration, and special events such as club activities, athletics, history Day and graduation. . Beaumont High School Booster Clubs are active and provide extensive support to their extra-Curricular respective programs.

The school also benefits from several community partnerships such as Chamber of Commerce, community organizations such as Rotary and Kwanis and addition committees such as Career Technical Advisory Committee. In addition, local businesses and individuals have sponsored fundraisers, provided assistance with school events and event planning through, I donations ranging from time, money and resources. The City of Beaumont and the Beaumont-Cherry Valley Recreation and Park District have graciously shared facilities and personnel. Beaumont High School Education and Human Development students have provided tutoring support to local elementary schools within their reading program.

The staff at Beaumont High School strongly encourages parents Beaumont High School.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Beaumont Senior High at (951) 845-3171 ext. 2033.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	3.9	6.3	4.0	8.0	9.4	7.2	14.7	13.1	11.4
Graduation Rate	93.12	90.93	93.80	85.91	86.93	88.93	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	93.07	90.34	84.56
Black or African American	78.95	80.95	75.90
American Indian or Alaska Native	150.00	140.00	77.82
Asian	94.12	89.47	92.94
Filipino	88.24	88.24	92.20
Hispanic or Latino	92.08	89.15	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	94.74	91.70	90.15
Two or More Races	128.57	112.50	89.03
Socioeconomically Disadvantaged	90.77	88.33	82.58
English Learners	55.17	47.22	53.68
Students with Disabilities	63.49	63.01	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.7	6.1	5.9	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.3	0.4	0.4	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern at Beaumont Senior High. The school is in compliance with all board policies, Education Code, laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is in the process of being reviewed and updated by the District and School Safety Committee and will be brought forth for approval to School Site Council in January 2015. All revisions to emergency, Disaster and evacuation plans were communicated to all staff members. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed. Students are supervised before school, after school, during brunch and lunch by certificated and classified staff. There is a designated area for student drop off and pick up. For safety purposes, visitors to Beaumont High School must sign in and out at the front office and must wear visitor badges while on campus at all times.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	30.5	14	15	50	27	30	16	51	29	24	11	58
Mathematics	33.5	4	17	47	28	24	14	48	30	20	8	58
Science	33.7	2	9	41	31	9	9	44	32	10	9	49
Social Science	32.8	0	14	34	27	22	10	41	27	22	9	42

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	495
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,637	\$795	\$3,842	\$60,775
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-16.6	-8.5
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-18.1	-10.3

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, Beaumont Senior High receives state and federal funding for the following categorical funds and other support programs: EIA/SCE, EIA/LEP, and Tier III Discretionary.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	6	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	4	---
Science	4	---
Social Science	8	---
All courses	25	0.5

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers staff development annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Professional development opportunities continue to be a priority and include:

Teaching Support

- BTSA Support Provider Training
- Instructional Leadership Training
- Instructional Rounds
- Learning Walks

Curriculum and Instruction

- WASC
- 21st Century Pedagogy and Change
- Common Core State Standards BUSD District Office (CDT)
- AVID Training / RIMS
- California State/University of California A-G
- CLAD / BCLAD Training
- Special Education Modifications and Accommodations
- CAHSEE Workshop Intervention Training
- Data Director Training
- Direct Interactive Instruction (DII)
- Differentiated Instruction
- M.A.A. Training
- Total Physical Response (TPR)

Instructional Technology

- Google
- Promethean Boards
- Tablets
- Chromebooks
- Specialized subject based software
- Illuminate Student Management System
- Quia and Haiku Learning Management Systems

Student Safety and Support

- Positive Behavior and Intervention Support (PBIS)
- School Safety and Security
- Safe Schools and Crisis Response
- Seizures and Anaphylaxis Training
- Advanced Placement Workshops