

Beaumont Unified School District

Beaumont Senior High School

2008-09 School Accountability Report Card

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Principal's Message

Beaumont High School is part of the Beaumont Unified School District. The district, located in the San Geronio Pass between Riverside and Palm Springs, serves 8,128 K-12 students residing in the city of Beaumont, the unincorporated community of Cherry Valley, and portions of Banning and Calimesa. The community served by the district has expanded rapidly, from a population of approximately 11,000 in 2000 to its current estimated population of 27,000; the Beaumont Unified School District student population has increased dramatically as well. During the 2001-'02 academic year, the district served 3,912 students, 941 of them at the high school. The respective numbers for the 2007-'08 academic year were 7,758 and 2,141. Beaumont High School is currently the only comprehensive high school in the Beaumont Unified School District, providing educational services to students in grades nine through twelve; an additional 77 students participating in Laura May Stewart Independent Study students also receive services through the high school, taking the total number of students served to 2,218.

The local economy, driven largely by light industry, has not kept pace with population growth, so a significant percentage of Beaumont residents commute to jobs in San Bernardino, Riverside, and points west. Nevertheless, Beaumont retains much of its small-town feel and many of the commensurate values and sensibilities. Chief among those values is strong community support for Beaumont Unified School District schools. Beaumont High School athletic events, drama performances, and other extracurricular programs, such as Back-to-School Night and College Night, are well-attended.

Parents and community members who serve on decision-making committees like the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) have a direct and positive impact on the school program by providing input regarding fiscal, operational and cultural issues. Other parent volunteers provide assistance with school mailings, field trips, registration, History Day, and the athletic program, as well as helping out in the office and the library. The Beaumont High School Booster Club and the Band Booster Club are both large and active and provide extensive support to their respective programs. With continued growth in student population, more athletic teams on campus have added booster clubs to help with their specific needs. Local businesses and individuals have sponsored fundraisers, provided assistance with school events and event planning, and have otherwise given generously of their time and resources; the city of Beaumont and the Beaumont-Cherry Valley Recreation and Park District have graciously shared facilities and personnel as well. Beaumont High School Education and Human Development Academy (Academy) students have provided tutoring support to local elementary school within their reading program.

Beaumont High School maintains active partnerships with a variety of local businesses and post-secondary institutions. Local businesses and business people provide advice, mentoring, job-shadowing, and other hands-on, real-world experience for students enrolled in the Academy program. Both the Academy and Advancement Via Individual Determination (AVID) programs work with local colleges, universities, and trade schools (such as Mount San Jacinto and Crafton Hills Community Colleges, the University of California at Riverside and California State University at San Bernardino) to provide site visits and financial and academic information. Beaumont High School College Night has become an annual event and continues to expand along with our student population.

Beaumont High School faculty and staff are committed to providing all our students with the best possible learning experience. Our "Cougar Commitments" focus on academics, technological literacy, civic and social skills and post-secondary planning.

Mission Statement

The mission of Beaumont High School is to provide a challenging educational program in a positive, multicultural learning environment that meets students academic, social, physical, and psychological needs.

School Profile

Beaumont Senior High is one of 12 elementary/middle/comprehensive high schools in the Beaumont Unified. Curriculum is focused on on the California Content Standards.

The school supports cultural awareness on a daily basis through its diverse literature selections and the Multicultural Club, Rachel's Challenge, My Strength and the Health curriculum.

During the 2008-09, 2150 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	6.2%
American Indian	1.0%
Asian	3.2%
Caucasian	37.2%
Filipino	2.4%
Hispanic or Latino	46.7%
Pacific Islander	0.3%
Multiple or No Response	3.1%

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. 2000.

Parent Involvement

Beaumont Senior High greatly benefits from its supportive parents who are valued stakeholders in the educational process. The school has a strong base of parent volunteers who participate in School Site Council, Booster Clubs, ELAC, sporting events, and numerous student performance. Other parent volunteers provide assistance with school mailings, fieldtrips, registration, History Day and the athletic program, as well as helping out in the office and in the library. The Beaumont High School Booster Club and the Band Booster Club are both large and active and provide extensive support to their respective programs. With continued growth in student population, more athletic teams on campus have added individual booster clubs to help with their specific needs.

The school also benefits from several community partnerships, including the Career Technical Advisory Committee. In addition, local businesses and individuals have sponsored fundraisers, provided assistance with school events and event planning, and have otherwise given generously of their time and resource. 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 Academy students have provided tutoring support to local elementary schools within their reading program.

Parents are encouraged to get involved at Beaumont High School.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	683	764	797
10th	488	556	604
11th	422	430	489
12th	344	391	384

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from bilingual or special education instructional aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
2	-	-	1	-	-	1	-	-	-	-	-	-
By Subject Area												
English	26	28	29	35	33	11	11	8	38	27	33	28
Mathematics	27	26	30	29	36	5	12	10	38	21	25	26
Science	33	33	33	1	4	2	13	9	12	28	36	37
Social Science	33	34	34	3	4	2	13	11	13	36	41	43

Discipline & Climate for Learning

Students at Beaumont Senior High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Beaumont Senior High discipline program is to provide a safe and caring learning environment for all students. Parents and students are informed of school rules and discipline policies through the Summer Mailer, the Student Handbook, the BHS Web-site which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	533	332	317	1681	1381	1395
Suspension Rate	27.5%	15.5%	13.9%	24.3%	17.8%	17.2%
Expulsions	6	11	5	21	23	14
Expulsion Rate	0.3%	0.5%	0.2%	0.3%	0.3%	0.2%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: ASB, Art Club, Friends of Rachel (F.O.R.), Cougars for Christ, California Scholastic Federation (CSF), Drama Club, FHA-Hero Foundation, MyStrength, Yearbook, Band, AVID, Varsity Club, National Honor Society (NHS), French Club, Academic Decathlon, Freshman Class, Sophomore Class, Junior Class, Senior Class, and GSA. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football, Tennis, Volleyball, Cross-Country, Golf, Water Polo, Basketball, Soccer, Wrestling, Track, Baseball, Softball, Swimming, and Cheerleading. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during assemblies, rewards lunches, awards nights and by their teachers.

Safe School Plan

Safety of students and staff is a primary concern of Beaumont Senior High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August, 2009 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. 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. Lockdown 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. Visitors to BHS must sign in and out at the front office.

School Facilities

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.

School Facility Conditions				
Date of Last Inspection: 10/09/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Beaumont High School-all buildings - ceiling tiles stained in office.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Beaumont High School-all buildings - Outside fountain needs daily cleaning, aux. gym hallway tile broken.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Beaumont High School-all buildings - Need to clean in/out way area.

Recent Cleaning Process: The administration works daily with the custodial staff six full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A 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. For the 2008-09 school year the district allocated \$421,912 for deferred maintenance program. This represents 0.72% of the district's general fund budget. During the 2008-09 school year, the district's governing board did approve deferred maintenance projects for the school, which included restripe/resurface curbs, parking stalls.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Beaumont Senior High had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	73	80	87	344
Without Full Credentials	4	6	3	7
Working Outside Subject	0	0	0	7

Three teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	5	3	3
Misassignments of Teachers (other)	0	0	5
Total Misassignments of Teachers	5	3	8
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.3%	1.7%
District	97.3%	2.7%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Physical Fitness

In the spring of each year, Beaumont Senior High is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Grade Level	Percentage of Students in Healthy Fitness Zone		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.1%	32.4%	42.5%

Staff 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 have included over 120 total hours in:

AVID Training RIMS	California State/University of California A-G	CLAD / BCLAD Training
Zangle	Quia Websites School Site	English Language Learner Training
Data Director Training	WASC Training	Managing School Based Crisis
School Safety and Security	Culture of Poverty	BTSA Support Provider Training
Safe Schools and Crisis Response	Seizures and Anaphylaxis Training	Advanced Placement Workshops
BTSA Support Provider Training	Direct Interactive Instruction	SB472 Mathematics Training
CAHSEE Workshop Intervention Training	English Language Professional Development Action Learning	

Instructional Materials

Beaumont Unified held a public hearing on September 22, 2009, 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 and to take home. 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.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th-12th	English/Language Arts	Holt	2009	Yes
9th-12th	Foreign Language	MacMillan/ McGraw Hill	1999	Yes
9th-12th	Foreign Language	McDougal Littell	2004	Yes
9th-12th	Foreign Language	McGraw-Hill	1987	Yes
9th-12th	History/Social Science	Glencoe	2003	Yes
9th-12th	History/Social Science	Prentice Hall	2007	Yes
9th-12th	History/Social Studies	Glencoe	2006	Yes
9th-12th	History/Social Studies	Holt	2006	Yes
9th-12th	History/Social Studies	Houghton Mifflin	2006	Yes
9th-12th	History/Social Studies	Prentice Hall	2006	Yes
9th-12th	Language Arts	American Guidance Ser	2002	Yes
9th-12th	Language Arts (AP)	Bedford/St. Martins	2006	Yes
9th-12th	Language Arts (AP)	Prentice Hall	2001	Yes
9th-12th	Mathematics	American Guidance Ser	2002	Yes
9th-12th	Mathematics	John Wiley & Sons	2008	Yes
9th-12th	Mathematics	McDougal Littell	2008	Yes
9th-12th	Mathematics	Prentice Hall	2008	Yes
9th-12th	Mathematics	Thomson Learning	2008	Yes
9th-12th	Mathematics	Venture	2008	Yes
9th-12th	Mathematics	W.H. Freeman	2008	Yes
9th-12th	Science	Glencoe (MacMillan/McGraw Hill)	2007	Yes
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes
9th-12th	Science	Mosby	2007	Yes
9th-12th	Science	Prentice Hall	2007	Yes
9th-12th	Science	Saunders College	2007	Yes
9th-12th	Science	Scott Foresman	2007	Yes

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/ Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library located in the city of Beaumont, which contain numerous computer workstations.

Counseling & Support Staff

It is the goal of Beaumont Senior High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:555. The table lists the support service personnel available at Beaumont Senior High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Classified Library Technician	1	1.0
Counselor	3	3.0
Credentialed Librarian	1	0.05
Nurse	2	0.18
Occupational Therapist	1	0.1
Resource Teachers	3	3.0
School Psychologist	3	0.27
Speech Language Pathologist	1	1.00

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	36	42	46	41	46	50	43	46	50
Mathematics	11	15	15	37	43	44	40	43	46
Science	35	40	47	36	46	49	38	46	50
History/Social Science	18	25	31	21	27	34	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	37	11	32	24
American Indian	47	12	*	42
Asian	55	33	56	51
Filipino	60	32	38	44
Hispanic or Latino	40	12	44	24
Pacific Islander	*	*	*	*
Caucasian	52	16	53	38
Males	43	16	52	34
Females	49	14	42	28
Socioeconomically Disadvantaged	39	13	41	25
English Learners	14	9	18	7
Students with Disabilities	23	17	17	10
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	4	
Similar Schools Rank	4	1	4	
All Students				
Actual Growth	2	45	13	713
Socioeconomically Disadvantaged				
Actual Growth	-37	60	14	681
Hispanic or Latino				
Actual Growth	-3	46	20	687
Caucasian				
Actual Growth	14	38	13	739
Students with Disabilities				
Actual Growth	-61	39	51	542
English Learners				
Actual Growth	-	-	28	649

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	25.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/ Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard>.

Reporting scores for each subject area is not available for the same year, reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress					
Reading and Mathematics Results for					
Students with Disabilities (SD) and/or English Language Learners (ELL)					
By Grades 4 & 8 and Participation Rate - All Students					
	Participation Rate				
	State		National		
	SD	ELL	SD	ELL	
Reading 2007 Grade 4	74	93	65	80	
Reading 2007 Grade 8	78	92	66	77	
Math 2009 Grade 4	79	96	84	94	
Math 2009 Grade 8	85	96	78	92	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law.

The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	54.2	51.4	48.6	49.3	47.4	52.9	54.2	52.0	52.0
Mathematics	43.8	41.4	49.9	42.6	41.0	51.3	51.2	48.6	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	45.8	29.2	25.0	48.8	39.5	11.7
Males	48.5	31.6	19.9	44.4	44.0	11.6
Females	42.6	26.5	30.9	53.8	34.3	11.9
African American	53.1	9.4	37.5	57.6	30.3	12.1
Asian	23.8	47.6	28.6	23.8	47.6	28.6
Filipino	-	-	-	45.5	36.4	18.2
Hispanic or Latino	53.1	28.6	18.3	56.1	35.1	8.8
Caucasian	39.9	31.5	28.6	42.0	45.4	12.7
English Learners	72.3	14.5	13.3	64.7	27.1	8.2
Socioeconomically Disadvantaged	53.2	27.2	19.6	54.7	36.2	9.1
Students with Disabilities	80.9	17.0	2.1	87.0	13.0	-

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements

	School	District	State
All Students	100.0%	*	*
Migrant Education	0.0%	*	*
Socioeconomically Disadvantaged	31.1%	*	*
African American	6.4%	*	*
American Indian	1.1%	*	*
Asian	0.0%	*	*
Filipino	3.3%	*	*
Hispanic or Latino	40.8%	*	*
Pacific Islander	0.0%	*	*
Caucasian	43.6%	*	*
English Learners	4.2%	*	*
Students with Disabilities	10.0%	*	*
Chinese	0.3%	*	*
Japanese	0.0%	*	*
Korean	1.4%	*	*
Vietnamese	0.6%	*	*
Asian Indian	0.0%	*	*
Laotian	0.3%	*	*
Cambodian	0.3%	*	*
Other Asian	0.8%	*	*
Native Hawaiian	0.3%	*	*
Guamanian	0.0%	*	*
Samoan	0.0%	*	*
Tahitian	0.0%	*	*
Other Pacific Islander	0.3%	*	*
Multiple or No Response	0.3%	*	*

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs

Beaumont Senior High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, 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 special needs. 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.

The District Career Technical Education (CTE) Advisory Committee was formed in March 2006 to develop 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: medical, fire, EMT, construction, Carnegie Mellon Engineering & Robotics Institute, 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 Geronio Memorial Hospital.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	355
What percent of the school's pupils complete a CTE program and earn a high school diploma?	5.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	20.0

Dropout & Graduation Rates

Beaumont Senior High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: CAHSEE Preparation, and after school tutoring. In addition, there is support provided through the school counseling department where counselors meet regularly with students, both individually and in small groups, in order to evaluate progress.

Graduation & Dropout Rates

	05-06	06-07	07-08
Dropout Rate	2.80%	2.90%	1.90%
Graduation Rate	98.00%	94.40%	94.80%

Advanced Placement Classes

Beaumont Senior High encourages students to continue their education past high school. Beaumont Senior High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2008-09, 256 students participated in taking the exams. Of the 541 tests taken, 168 tests scored a "3" or better.

Advanced Placement Classes

	# of Courses	Enrollment
Science	3	69
Social Science	2	118
English	2	155
Foreign Language	2	83
Mathematics	3	88
Totals	12	513
Percent of Students in AP Courses		4.3%

UC/CSU Course Completion

Students at Beaumont Senior High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	57.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	28.8%

* Duplicated Count (one student can be enrolled in several courses).

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$43,300	\$40,917
Mid-Range Teachers	\$65,629	\$64,688
Highest Teachers	\$89,548	\$82,849
Elementary School Principals	\$103,651	\$102,130
Middle School Principals	\$112,786	\$108,050
High School Principals	\$123,983	\$117,805
Superintendent	\$152,250	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.6%	40.3%
Administrative Salaries	6.3%	5.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,270
District	\$61,544
Percentage of Variation	2.80%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	1.52%

District Expenditures

Beaumont Unified spent an average of \$4012 to educate each student (based on 2007-08 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,486
From Restricted Sources	\$869
From Unrestricted Sources	\$3,618
District	
From Unrestricted Sources	\$4,012
Percentage of Variation between School & District	9.83%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	34.36%

District Revenue Sources

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

Data Sources

Data within the SARC was provided by Beaumont Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

