

# Beaumont High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Beaumont High School
<b>Street</b>	39139 Cherry Valley Boulevard
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 845-3171
<b>Principal</b>	Chrisitna Pierce
<b>E-mail Address</b>	cpierce@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="https://beaumonths-beaumont-ca.schoolloop.com">https://beaumonths-beaumont-ca.schoolloop.com</a>
<b>Grades Served</b>	9-12
<b>CDS Code</b>	33-66993-3330479

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

### School Description and Mission Statement (Most Recent Year)

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Beaumont Senior High is the only comprehensive high school in the Beaumont Unified School District located in Beaumont, California. The Beaumont Community is very support of it's schools. The school, parents and community work together to provide students the best educational program possible.

Approximately, 2500 9th-12th grade students are enrolled at Beaumont High School in 2015-2016 school year. Semester classes are arranged tradition schedule calendar. Class offerings are available to meet the instructional needs of all students. The focus this year is 21st Century College and Career Readiness. Staff members are transitioning the school program to meet 21st century skills, digital age and new California State Standards as well as prepare students for the new online CAASSP assessments.

#### 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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	682
<b>Grade 10</b>	695
<b>Grade 11</b>	553
<b>Grade 12</b>	578
<b>Total Enrollment</b>	2,508

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1.1
Asian	3.1
Filipino	3.3
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.4
White	34.8
Two or More Races	2.1
Socioeconomically Disadvantaged	57.9
English Learners	8.3
Students with Disabilities	9.1
Foster Youth	1.1

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	86	91	98	382
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	97.4	2.6
<b>High-Poverty Schools in District</b>	99.7	0.3
<b>Low-Poverty Schools in District</b>	78.4	21.6

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 2015-16)**

**Year and month in which data were collected:** 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Adoption Year 2009	Yes	0.0%
<b>Mathematics</b>	Mathematics Units of Study Adoption Year 2015	Yes	0.0%
<b>Science</b>	Glencoe (MacMillan/McGraw Hill) Holt Prentice Hall Scott Foresman Adoption Year 2007	Yes	0.0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	McDougal Littell Adoption Year 2004	Yes	0.0%
<b>Health</b>	DC Heath Adoption Year 1999	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Laboratory science equipment is available for science laboratory classes offered in grades 9-12, inclusive.	Yes	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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 10/09/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	42	44
Mathematics	22	29	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	512	497	97.1	20	25	40	16
Male	11		261	51.0	26	25	36	13
Female	11		236	46.1	12	25	44	19
Black or African American	11		25	4.9	20	40	20	20
American Indian or Alaska Native	11		5	1.0	--	--	--	--
Asian	11		19	3.7	5	26	42	26
Filipino	11		16	3.1	0	13	63	25
Hispanic or Latino	11		252	49.2	25	27	37	12
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		162	31.6	14	22	44	19
Two or More Races	11		14	2.7	36	14	29	14
Socioeconomically Disadvantaged	11		276	53.9	21	27	39	12
English Learners	11		35	6.8	69	17	11	3
Students with Disabilities	11		29	5.7	76	17	3	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	512	498	97.3	43	35	19	3
Male	11		261	51.0	48	32	16	3
Female	11		237	46.3	38	37	21	4
Black or African American	11		25	4.9	68	12	20	0
American Indian or Alaska Native	11		5	1.0	--	--	--	--
Asian	11		19	3.7	32	26	32	11
Filipino	11		16	3.1	19	56	19	6
Hispanic or Latino	11		253	49.4	48	37	13	2
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		163	31.8	36	34	26	4
Two or More Races	11		13	2.5	54	23	15	8
Socioeconomically Disadvantaged	11		276	53.9	46	35	16	3
English Learners	11		35	6.8	69	23	6	3
Students with Disabilities	11		28	5.5	93	4	4	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	51	51	40	57	59	49	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Students Scoring at Proficient or Advanced</b>
<b>All Students in the LEA</b>	49
<b>All Students at the School</b>	40
<b>Male</b>	39
<b>Female</b>	40
<b>Black or African American</b>	27
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	73
<b>Filipino</b>	58
<b>Hispanic or Latino</b>	36
<b>White</b>	41
<b>Two or More Races</b>	40
<b>Socioeconomically Disadvantaged</b>	5
<b>English Learners</b>	2
<b>Students with Disabilities</b>	34
<b>Foster Youth</b>	--

Note: 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.

**Career Technical Education Programs (School Year 2014-15)**

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 2014-15)

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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.33
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	29.84

### 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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	65	59	64	65	34	38	57	56	58
Mathematics	60	61	61	60	34	36	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	37	31	32	40	36	24
All Students at the School	36	31	33	39	37	24
Male	44	31	24	39	38	23
Female	27	31	42	39	35	26
Black or African American	58	25	18	59	29	12
Asian	6	50	44	17	33	50
Filipino	20	32	48	24	20	56
Hispanic or Latino	44	27	30	44	35	21
White	27	38	35	33	42	26
Two or More Races	19	25	56	44	38	19
Socioeconomically Disadvantaged	44	31	25	43	38	19
English Learners	88	12		83	12	5
Students with Disabilities	85	5	10	90	10	

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.70	24.30	43.70

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 strongly believes in maintaining relationships with parents and community members.

Parents 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 parents are active and provide extensive support to their extra-Curricular respective programs.

The school also benefits from several community partnerships through community organizations such asMSJC, Rotary, Chamber of Commerce and Kwanis and additional committees such as Career Technical Advisory Committee and Parent Advisory Council. In addition, local businesses and individuals have sponsored fundraisers, provided assistance with school events and event planning through 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 to volunteer.

#### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	6.30	4.00	6.40	9.40	7.20	10.10	13.10	11.40	11.50
<b>Graduation Rate</b>	90.93	93.80	90.18	86.93	88.93	85.13	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	89.53	86.84	84.6
Black or African American	91.89	86.36	76
American Indian or Alaska Native	112.5	100	78.07
Asian	90.91	90.91	92.62
Filipino	100	100	96.49
Hispanic or Latino	86.51	86.16	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	90.82	86.09	89.93
Two or More Races	88.89	80	82.8
Socioeconomically Disadvantaged	61.7	55.36	61.28
English Learners	61.36	64.58	50.76
Students with Disabilities	87.21	83.86	81.36
Foster Youth	--	--	--

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.10	5.87	4.47	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	0.39	0.38	0.18	0.21	0.20	0.13	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The safety of students and staff is a primary focus 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 November 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	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	26	30	16	51	29	24	11	58	32	14	8	58		
Mathematics	28	24	14	48	30	20	8	58	33	8	11	56		
Science	31	9	9	44	32	10	9	49	33	8	8	48		
Social Science	26	22	10	41	27	22	9	42	33	5	13	38		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	633
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,955	\$743	\$4,212	\$71,994
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-19.3	3.4
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-21.2	4.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

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:

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	3	N/A
Social Science	10	N/A
All courses	28	.4

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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
- Collaboration
- Mentors
- Department Chair Support

Curriculum and Instruction

- WASC
- 21st Century Pedagogy and Change
- California State Standards- BUSD District Office (CDT)
- AVID Training / RIMS
- California State/University of California A-G
- NCAA
- CLAD / BCLAD Training
- Special Education Modifications and Accommodations
- English Language Learner Training
- Technology workshops
- Data Director Training
- Direct Interactive Instruction (DII)
- Differentiated Instruction
- M.A.A. Training
- Total Physical Response (TPR)
- Technology Resources
- Project-Based Learning
- Collaboration Staff Lead Workshops
- Four C's

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

Link Crew