

# Beaumont High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<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>	Christina 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>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>	Mr. Terrence Davis
<b>E-mail Address</b>	tdavis@beaumontusd.k12.ca.us
<b>Web Site</b>	www.beaumont-ca.schoolloop.com

### **School Description and Mission Statement (School Year 2016-17)**

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

Beaumont High School is home to approximately 2,700 9th-12th grade students. Semester classes are arranged on a traditional schedule calendar. Beaumont High School structures class offerings to meet the instructional needs and interests of all students. The School Wide Instructional Focus this year is on 21st Century College and Career Readiness. Staff members are transitioning the school program to meet the expectations of 21st century technology skills, California State Content Standards, state and local assessments, and the needs of a future global work force.

#### **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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	717
<b>Grade 10</b>	676
<b>Grade 11</b>	631
<b>Grade 12</b>	538
<b>Total Enrollment</b>	2,562

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	1.3
Asian	3
Filipino	3.3
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.4
White	34.2
Two or More Races	2.3
Socioeconomically Disadvantaged	58.6
English Learners	7.5
Students with Disabilities	9.4
Foster Youth	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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	91	98	98	388
Without Full Credential	0	1	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.9	3.1
All Schools in District	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)**

**Year and month in which data were collected:** 09/27/2016

Beaumont Unified held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English Language Arts Units of Study Adoption Year 2016	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 High School 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, offices in each building four computer labs, and five athletic practice fields. In addition, we recently completed construction of the state-of-the-art performing arts theater and a 24-equivalent classroom building.

The administration works in collaboration with maintenance and operations division along with six full-time custodial staff to establish standard cleaning practices. The district governing board has adopted the 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 with the highest priority 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 of the most recent FIT report: 10/03/16				
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 of the most recent FIT report: 10/03/16				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	58	42	49	44	48
Mathematics	22	24	29	33	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	609	583	95.7	58.3
Male	11	311	300	96.5	51.8
Female	11	298	283	95.0	65.0
Black or African American	11	33	32	97.0	56.3
Asian	11	23	20	87.0	85.0
Filipino	11	24	23	95.8	78.3
Hispanic or Latino	11	295	286	97.0	51.6
White	11	209	200	95.7	62.5
Two or More Races	11	16	14	87.5	64.3
Socioeconomically Disadvantaged	11	337	329	97.6	52.3
English Learners	11	35	34	97.1	5.9
Students with Disabilities	11	50	46	92.0	17.4

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	609	582	95.6	23.6
Male	11	311	299	96.1	23.1
Female	11	298	283	95.0	24.0
Black or African American	11	33	32	97.0	15.6
Asian	11	23	20	87.0	40.0
Filipino	11	24	23	95.8	43.5
Hispanic or Latino	11	295	285	96.6	18.0
White	11	209	200	95.7	30.0
Two or More Races	11	16	14	87.5	7.1
Socioeconomically Disadvantaged	11	337	328	97.3	17.4
English Learners	11	35	34	97.1	2.9
Students with Disabilities	11	50	46	92.0	4.3

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

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51	40	35	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b># of Students with Valid Scores</b>	<b>% of Students with Valid Scores</b>	<b>% of Students Proficient or Advanced</b>
<b>All Students</b>	648	637	98.3	34.9
<b>Male</b>	318	314	98.7	31.9
<b>Female</b>	330	323	97.9	37.8
<b>Black or African American</b>	41	41	100.0	24.4
<b>Asian</b>	16	16	100.0	56.3
<b>Filipino</b>	18	18	100.0	55.6
<b>Hispanic or Latino</b>	313	307	98.1	32.9
<b>White</b>	238	233	97.9	36.5
<b>Two or More Races</b>	12	12	100.0	33.3
<b>Socioeconomically Disadvantaged</b>	369	365	98.9	27.7
<b>English Learners</b>	55	55	100.0	14.6
<b>Students with Disabilities</b>	80	77	96.3	16.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)**

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 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.33
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.3

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	20.6	46.8

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 (School Year 2016-17)

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Beaumont High School strongly believes in maintaining strong, positive relationships with parents and community members.

Parents are considered valued partners 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 (ELAC), Coffee with the Counselors, Coffee with the Principal, 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 intra-and extra-curricular respective programs.

Beaumont High School benefits from community partnerships through organizations such as the Mount San Jacinto Community College, Rotary, Chamber of Commerce and Kiwanis. Additional committees such as the Career Technical Advisory Committee (CTEA), Parent Advisory Council, School Site Council, and ELAC all involve parent and community members. In addition, local businesses and individuals have sponsored fundraisers, provided assistance with school events, and supported programs with donations, time, and resources. The City of Beaumont and the Beaumont-Cherry Valley Recreation and Park District have graciously partnered with BUSD to share facilities and personnel. Students from special programs, clubs and athletics have provided tutoring and reading intervention at local elementary schools.

The Beaumont High School staff 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.00	6.40	3.20	7.20	10.10	6.90	11.40	11.50	10.70
Graduation Rate	93.80	90.18	93.76	88.93	85.13	87.40	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	92	90	86
Black or African American	83	86	78
American Indian or Alaska Native	100	100	78
Asian	93	93	93
Filipino	100	100	93
Hispanic or Latino	88	86	83
Native Hawaiian/Pacific Islander	100	100	85
White	95	93	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	51	52	66
English Learners	69	68	54
Students with Disabilities	87	86	78

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	4.5	4.1	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	5.9	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary focus at Beaumont High School. 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 was reviewed and updated by the District and School Safety Committee and was brought forth for approval to the School Site Council on December 1, 2016. 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, and during lunch by certificated and classified staff. There is a designated area for student drop off and pick up. For safety purposes, Beaumont High School utilizes RAPTOR to check in and out our visitors. All visitors 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

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

Subject	2013-14				2014-15				2015-16			
	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	29	24	11	58	32	14	8	58	30	13	12	58
Mathematics	30	20	8	58	33	8	11	56	33	7	8	61
Science	32	10	9	49	33	8	8	48	34	3	11	50
Social Science	27	22	9	42	33	5	13	38	32	7	9	44

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	540
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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,534	\$760	\$4,774	\$70,152
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-11.2	0.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-15.9	-1.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general state funding, Beaumont Senior High receives state and federal funding to support site programs: Discretionary, Perkins, Title 1 and Supplementary.

Data Sources:

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	6	N/A
Science	3	N/A
Social Science	10	N/A
All courses	31	23%

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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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

- 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
- SBAC/CAASPP

### 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

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