

# Beaumont High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<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 2017-18)

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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 2,850 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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	747
<b>Grade 10</b>	704
<b>Grade 11</b>	627
<b>Grade 12</b>	610
<b>Total Enrollment</b>	2,688

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	1.2
Asian	2.8
Filipino	3.4
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.2
White	32.3
Two or More Races	2.3
Socioeconomically Disadvantaged	57.8
English Learners	7.8
Students with Disabilities	9.7
Foster Youth	0.7

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	98	98	102	409
Without Full Credential	1	2	4	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 11/07/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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)**

<b>Year and month of the most recent FIT report: 11/07/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	58	61	49	47	48	48
Mathematics (grades 3-8 and 11)	24	22	33	33	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	595	590	99.16	61.36
Male	288	285	98.96	51.58
Female	307	305	99.35	70.49
Black or African American	41	40	97.56	57.5
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	80
Filipino	18	18	100	83.33
Hispanic or Latino	283	282	99.65	54.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	218	215	98.62	68.37
Two or More Races	12	12	100	75
Socioeconomically Disadvantaged	336	332	98.81	54.52
English Learners	63	63	100	15.87
Students with Disabilities	70	68	97.14	16.18
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	595	588	98.82	21.6
Male	288	283	98.26	22.26
Female	307	305	99.35	20.98
Black or African American	41	40	97.56	17.5
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	66.67
Filipino	18	18	100	33.33
Hispanic or Latino	283	281	99.29	17.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	218	214	98.17	24.77
Two or More Races	12	12	100	16.67
Socioeconomically Disadvantaged	336	331	98.51	16.62
English Learners	63	62	98.41	6.45
Students with Disabilities	70	67	95.71	1.49
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	35	49	47	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 CTE Pathways in the industry sectors of Arts Media and Entertainment, Business and Finance, Health Science and Medical Technology, Public Services, Engineering Occupations, Information Communications Technology, and Hospitality Tourism and Recreation. Pathways include Patient Care, Public Safety, Business Management, Design, Visual and Media Arts, Performing Arts, Systems Diagnostics Service and Repair, Production Innovation and Design, Games and Simulations, Food Service and Hospitality. Courses include, Sports Medicine, Emergency Medical Responder (EMR), Law Enforcement, Virtual Enterprise, Business Math, Digital Media Production, Theater Tech, Engineering Technology, Coding and Gaming, Robotics, and Culinary Arts.

Beaumont High School met the Non-Traditional participation rates demonstrating that the CTE programs serve special populations of students in suitable ways. Twelfth Grade Concentrators had a combined graduation rate of 99.17%. 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 Advisory Committee (CTEAC) in March 2006 to develop and implement the CTE Local Plan. The CTEAC meets three times per year to expand, enhance and improve CTE pathways and courses for students. The CTE program at BHS includes 8 pathways with highly qualified CTE teachers. The committee includes the Director of College and Career Readiness, Beaumont High School Administrative team, Unified secondary CTE teachers, Beaumont Unified Administrators, Alternative Education Principal, Adult Education Principal, Mt. San Jacinto Community College representatives, Crafton Hills Community College Representatives, parents, students, local business partners, and various other community partners. Industries represented at the CTEAC meetings include Precision Stampings Inc., Cal Trans, Beaumont PD, Probation, and other local industry partners. The CTE Local Plan is continuously reviewed and updated.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	851
% of pupils completing a CTE program and earning a high school diploma	14.0
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.7	20.3	38.4

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 State priority: Parental Involvement (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 2017-18)

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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, extra-curricular 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	6.4	3.2	1.9	10.1	6.9	5.9	11.5	10.7	9.7
<b>Graduation Rate</b>	90.18	93.76	95.85	85.13	87.4	90.46	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	94.98	88.72	87.11
<b>Black or African American</b>	100	92.11	79.19
<b>American Indian or Alaska Native</b>	85.71	77.78	80.17
<b>Asian</b>	100	94.74	94.42
<b>Filipino</b>	100	100	93.76
<b>Hispanic or Latino</b>	91.48	86.87	84.58
<b>Native Hawaiian/Pacific Islander</b>	100	100	86.57
<b>White</b>	97.27	88.48	90.99
<b>Two or More Races</b>	92.31	93.33	90.59
<b>Socioeconomically Disadvantaged</b>	64.71	58.46	63.9
<b>English Learners</b>	61.54	62.26	55.44
<b>Students with Disabilities</b>	93.27	85.94	85.45
<b>Foster Youth</b>	100	72.73	68.19

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.5	4.1	4.6	4.3	3.9	4.1	3.8	3.7	3.6
<b>Expulsions</b>	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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 November 29, 2017. 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 2017-18)

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	2014-15				2015-16				2016-17			
	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	32	14	8	58	30	16	9	59	31	13	9	64
Mathematics	33	8	11	56	33	7	9	60	32	11	8	62
Science	33	8	8	48	34	3	11	50	33	8	8	53
Social Science	33	5	13	38	32	7	9	44	31	11	11	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	540
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	1.56	N/A
Psychologist	.9	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	9.5	N/A
Other		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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5717	925	4792	72848
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	34.1	-0.2
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-27.1	-2.2

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	15	26.5

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
- BARR 9th Grade Support Program

### Curriculum and Instruction

- WASC
- 21st Century Pedagogy and Change
- California State Standards- BUSD District Office (CDT)
- AVID Training / RIMS
- Close Reading Strategies
- California State/University of California A-G
- NCAA
- BELIEF
- CLAD / BCLAD Training
- Special Education Modifications and Accommodations
- English Language Learner Training
- Technology workshops
- i-Ready Assessments
- Direct Interactive Instruction (DII)
- Differentiated Instruction
- M.A.A. Training
- Total Physical Response (TPR)
- Technology Resources
- Project-Based Learning
- Collaboration Staff Lead Workshops
- 21st Century Four C's
- SBAC/CAASPP
- Building Assets and Reducing Risks (BARR) 9th Grade Program
- All-District Inservice Days
- Site-Based Collaboration Workshops

### Instructional Technology

- SAMR
- Google
- Promethean Boards
- Tablets
- Chromebooks
- Specialized subject based software and supplemental resources
- Illuminate Student Management System

### 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  
PBIS/Restorative Justice Practices  
Alternative to Suspension (ATS)  
Building Assets and Reducing Risks (BARR) 9th Grade Program