

Beaumont High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 9	786
Grade 10	755
Grade 11	689
Grade 12	597
Total Enrollment	2,827

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	1.0
Asian	2.8
Filipino	3.2
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.3
White	32.7
Socioeconomically Disadvantaged	60.0
English Learners	6.7
Students with Disabilities	10.0
Foster Youth	0.4

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	98	102	107	437
Without Full Credential	2	4	4	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	3

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 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, 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
Reading/Language Arts	Pearson MyPerspectives Adoption Year 2018	Yes	0.0%
Mathematics	CPM Mathematics Adoption Year 2018	Yes	0.0%
Science	Glencoe (MacMillan/McGraw Hill) Holt Prentice Hall Scott Foresman Adoption Year 2007	Yes	0.0%
History-Social Science	Pearson History Adoption Year 2018	Yes	0.0%
Foreign Language	McDougal Littell Adoption Year 2004	Yes	0.0%
Health	DC Heath Adoption Year 1999	Yes	0.0%
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 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. After the school was completed of the state-of-the-art performing arts theater and a 24 room classroom building has been added to the campus.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/19/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	61.0	59.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	27.0	33.0	34.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	599	597	99.67	59.46
Male	292	290	99.32	51.38
Female	307	307	100.00	67.10
Black or African American	34	34	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	89.47
Filipino	26	26	100.00	76.92
Hispanic or Latino	307	306	99.67	50.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	185	184	99.46	71.20
Two or More Races	18	18	100.00	61.11
Socioeconomically Disadvantaged	347	347	100.00	54.76
English Learners	53	53	100.00	9.43
Students with Disabilities	44	44	100.00	11.36
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	601	599	99.67	26.54
Male	292	291	99.66	25.43
Female	309	308	99.68	27.6
Black or African American	34	34	100	14.71
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	63.16
Filipino	26	26	100	42.31
Hispanic or Latino	308	308	100	19.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	184	98.92	36.41
Two or More Races	18	18	100	22.22
Socioeconomically Disadvantaged	348	348	100	24.43
English Learners	54	54	100	3.7
Students with Disabilities	45	44	97.78	0
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	899
% of pupils completing a CTE program and earning a high school diploma	16%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	54.9

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.4	19.6	37.4

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 for 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 Beaumont USD 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.2	1.9	1.4	6.9	5.9	3.6	10.7	9.7	9.1
Graduation Rate	93.8	95.8	95.7	87.4	90.5	90.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	98.2	93.3	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	87.5	82.8
Asian	100.0	96.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.4	89.5	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	97.0	92.1
Two or More Races	88.2	94.1	91.2
Socioeconomically Disadvantaged	100.0	94.9	88.6
English Learners	48.9	53.5	56.7
Students with Disabilities	59.6	56.1	67.1
Foster Youth	100.0	75.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.1	4.6	2.5	4.0	4.1	2.6	3.7	3.7	3.5
Expulsions	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	16	9	59	31.0	13	9	64	30.0	15	21	59
Mathematics	33.0	7	9	60	32.0	11	8	62	31.0	12	15	60
Science	34.0	3	11	50	33.0	8	8	53	31.0	10	16	51
Social Science	32.0	7	9	44	31.0	11	11	44	31.0	12	5	52

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 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,048	\$959	\$5,088	\$79,716
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	-37.6	3.1
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-33.4	4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	3	N/A
Social Science	15	N/A
All courses	39	27.9

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)

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- Beaumont USD 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