

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Beaumont Unified School District

CDS Code: 33-66993-0000000

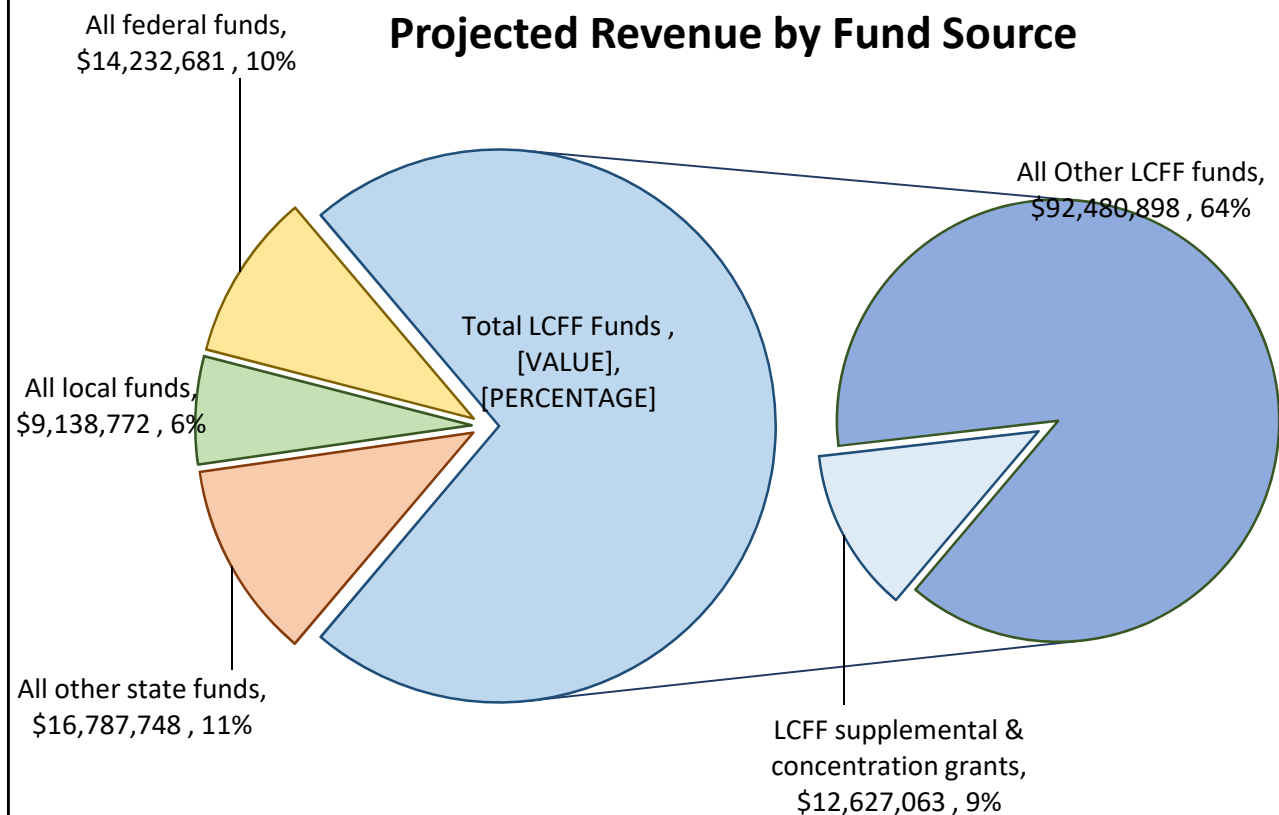
School Year: 2021 – 22

LEA contact information: [LEA Contact Information]

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

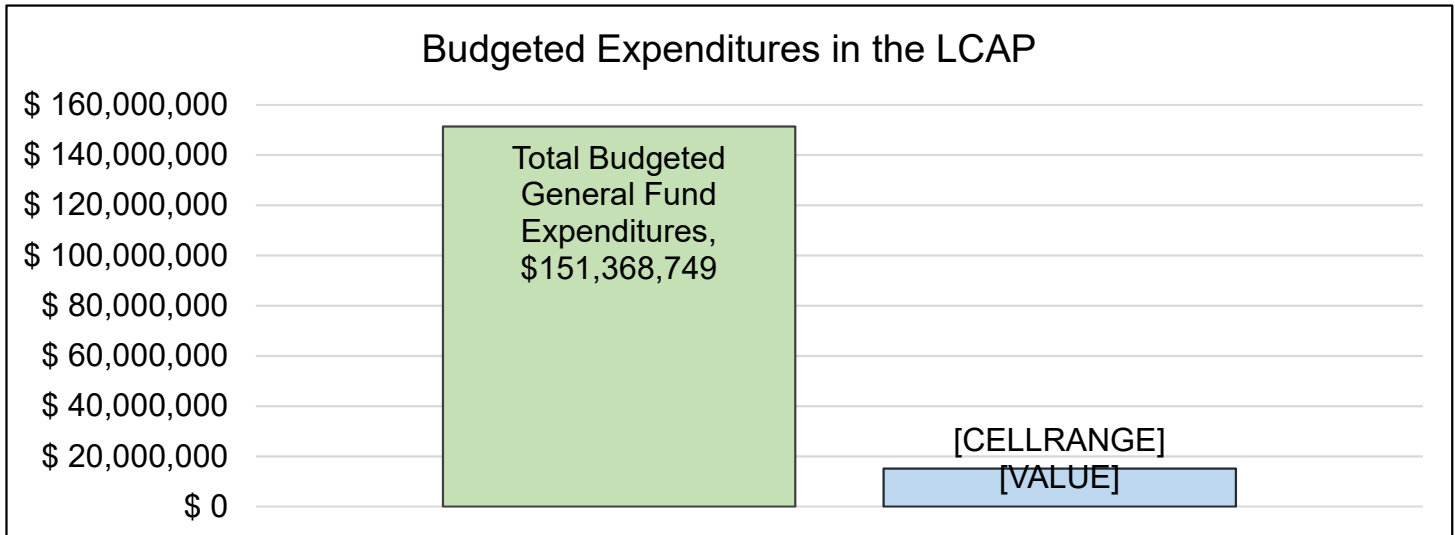


This chart shows the total general purpose revenue Beaumont Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Beaumont Unified School District is \$145,267,162.00, of which \$105,107,961.00 is Local Control Funding Formula (LCFF), \$16,787,748.00 is other state funds, \$9,138,772.00 is local funds, and \$14,232,681.00 is federal funds. Of the \$105,107,961.00 in LCFF Funds, \$12,627,063.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Beaumont Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Beaumont Unified School District plans to spend \$151,368,749.00 for the 2021 – 22 school year. Of that amount, \$15,099,211.00 is tied to actions/services in the LCAP and \$136,269,538.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for the 2021-22 school year for the Beaumont Unified School District is \$145,267,162, of which \$105,107,951 is Local Control Funding Formula (LCFF), \$12,627,063 is LCFF supplemental and concentration grants, all other state funds are \$16,787,748, all local funds are \$9,138,772, total federal funds are \$14,232,681. The total budgeted general fund expenditures are \$151,368,749. The difference between the total revenue and the total expenditures is \$6,101,587 which will be supported from prior year federal and state carryover. The total budgeted expenditures in the LCAP is \$15,099,211. The Total budgeted expenditures for high needs students in the LCAP was \$15,089,211. The Expenditures not in the LCAP, \$136,598,860; the majority of these funds include teachers; school support staff including office clerical and custodial; special education services; district maintenance and grounds; district office support staff including business services, instructional services, and human resources; and school and district administration. Significant costs also include continued purchase and maintenance of Chromebooks; instructional software; instructional materials, books, and supplies; and utilities. The total budgeted expenditures for high needs students in the 2020-21 school year (Learning Continuity Plan) was \$7,768,098 and the actual is \$7,186,730.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

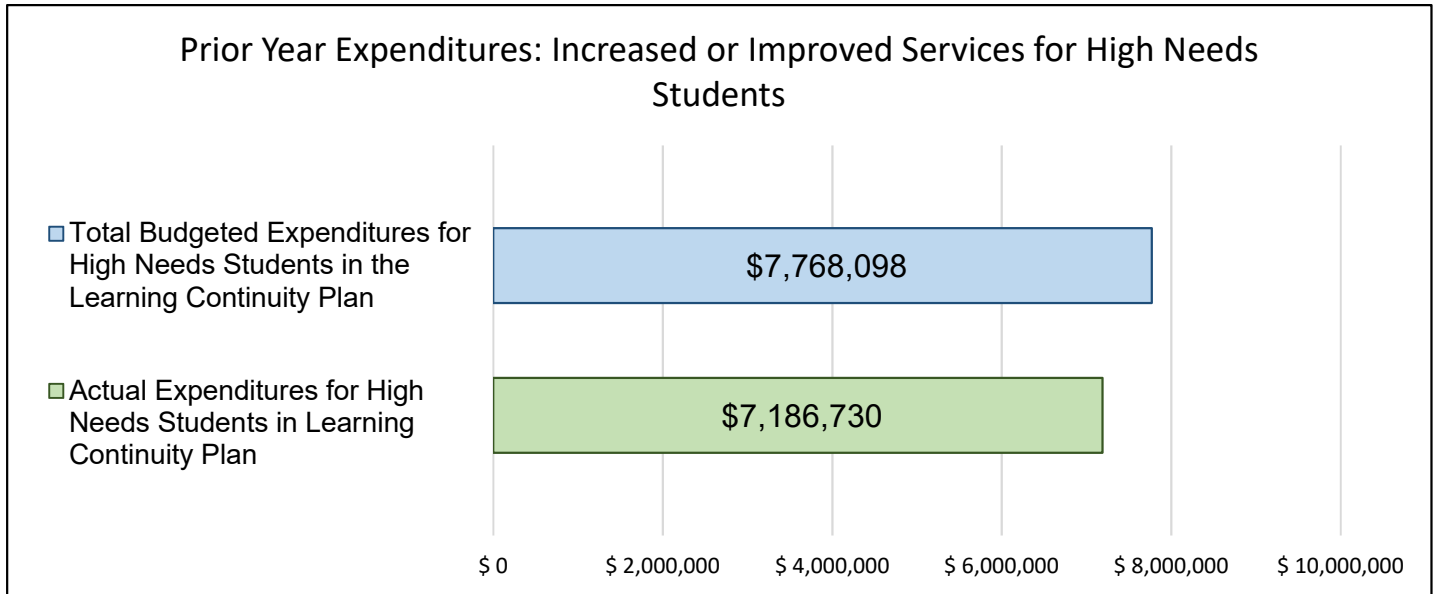
LCFF Budget Overview for Parents

In 2021 – 22, Beaumont Unified School District is projecting it will receive \$12,627,063.00 based on the enrollment of foster youth, English learner, and low-income students. Beaumont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.

Beaumont Unified School District plans to spend \$15,089,211.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

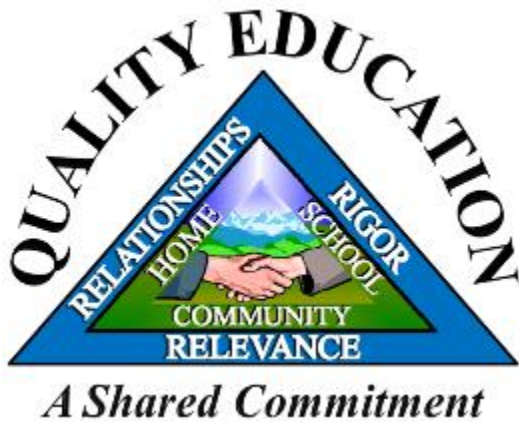
Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Beaumont Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Beaumont Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Beaumont Unified School District's Learning Continuity Plan budgeted \$7,768,098.00 for planned actions to increase or improve services for high needs students. Beaumont Unified School District actually spent \$7,186,730.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$581,368.00 had the following impact on Beaumont Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase/improve services for high needs students in 2020-21 is \$15,099,211. The actual expenditure was \$15,089,211, a difference of (\$10,000). The difference is primarily due to the actual cost of supplies and services that we not as expensive as budgeted.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Beaumont Unified School District	Amy Nguyen-Hernandez Assistant Superintendent of Instructional Support Services	anguyenhernandez@beaumontusd.k12.ca.us (951) 845-1631

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities:
 Resources/Materials/Equipment 5; Priority- Employees 1.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A. Suspension Rate State Indicator.</p> <p>19-20 A. All students Green (3.0%) with all student groups Green or better. Students with Disabilities: 4% African American: 4% American Indian: 4% Socioeconomically Disadvantaged: 3%</p>	<p>During the 2020-21 school year suspension rate was not calculated due to the COVID-19 pandemic. Suspension rates for the 2019-2020 school year stopped being calculated in February 2020 and therefore do not offer comparable data.</p>

Expected	Actual
<p>Baseline A. All students: Green (4.1%, -1%) Students with Disabilities: Red (8.9%, +0.7%) African American: Orange (8.3%, -1.7%) American Indian: Orange (9.3%, -1%) Socioeconomically disadvantaged: Yellow (5.7%, -1.3%) All other student groups Blue or Green</p>	
<p>Metric/Indicator B. California Healthy Kids Survey (Local Indicator - Climate Survey)</p> <p>19-20 B. Administer annually.</p> <p>Baseline B. The California Healthy Kids Survey is completed annually.</p>	<p>MET: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 5) for Beaumont USD measured the following with the students who stated yes, unless otherwise stated, to these measures (February 2021):</p> <p>Academic motivation - 78% Cyberbullying - 11% Bedtime before 10 pm - 67% breakfast or a morning meal - 79% Caring adult relationships Scale - 76% Five (5) or more days on school work at home - 85% Experienced frequent sadness - 17% High expectations scale - 89% Meaningful opportunities (most of the time) 51% Parent involvement scale - 73% Peer supports (most of the time) 64% Physical exercise(4 days or more) - 48% Problem solving (most of the time) - 58% Self-efficacy (most or all of the time) - 75% Sleep duration (8 hours or more) - 95% Synchronous instruction (4 days or more) - 88% Virtual peer interactions (4 days or more) - 52% Wellness (most or all of the time) - 75%</p> <p>While the results are comparable to other school years it is best to view the data in isolation based on the difference in learning environments (remote versus in-person)</p>

Expected	Actual
	<p>MET: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 7) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 23% Maintain focus on school work - 23% Caring adult relationships scale - 76% Bedtime before 11 pm - 58% Five (5) or more days on school work at home - 82% Experienced frequent sadness - 17% High expectations scale - 71% Promotion of parent involvement 52% Adult support 76% Meal after waking - 68% Physical exercise(4 days or more) - 48% Problem solving (most of the time) - 44% Self awareness - 65% Social emotional distress - 31% Synchronous instruction (4 days or more) - 84% Considered suicide - 16% Wellness (most or all of the time) - 75%</p> <p>MET: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 9) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 22% Maintain focus on school work - 19% Bedtime before 11 pm - 40% Caring adult relationships scale - 57% Five (5) or more days on school work at home - 83%</p>

Expected	Actual
	<p>Experienced frequent sadness - 17%</p> <p>High expectations scale - 63%</p> <p>Promotion of parent involvement 41%</p> <p>Adult support - 69%</p> <p>Meal after waking - 53%</p> <p>Physical exercise(4 days or more) - 48%</p> <p>Problem solving (most of the time) - 43%</p> <p>Self awareness - 60%</p> <p>Social emotional distress - 37%</p> <p>Synchronous instruction (4 days or more) - 85%</p> <p>Considered suicide - 19%</p> <p>Wellness (most or all of the time) - 75%</p> <p>MET: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 11) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 27%</p> <p>Maintain focus on school work - 17%</p> <p>Bedtime before 11 pm - 25%</p> <p>Caring adult relationships scale - 48%</p> <p>Five (5) or more days on school work at home - 83%</p> <p>Experienced frequent sadness - 17%</p> <p>High expectations scale - 61%</p> <p>Promotion of parent involvement 33%</p> <p>Adult support - 69%</p> <p>Meal after waking - 45%</p> <p>Physical exercise(4 days or more) - 48%</p> <p>Problem solving (most of the time) - 41%</p> <p>Self awareness - 60%</p> <p>Social emotional distress - 41%</p> <p>Synchronous instruction (4 days or more) - 87%</p> <p>Considered suicide - 21%</p>

Expected	Actual										
	Wellness (most or all of the time) - 75%										
<p>Metric/Indicator C. Parent Engagement Local Indicator</p> <p>19-20 C. Maintain Met status.</p> <p>Baseline C. Use of the CDE Self-Reflection Tool has determined MET status.</p>	<p>MET: The community was given the option to participate through Thought Exchange. This was a safe way for families to give their thoughts and rate the thoughts of others.</p> <p>The community stakeholders Selection by school site then by:</p> <table data-bbox="1056 683 1661 862"> <tr> <td>Parent/guardian</td> <td>81%</td> </tr> <tr> <td>Students</td> <td>1%</td> </tr> <tr> <td>Staff with student in Beaumont USD</td> <td>6%</td> </tr> <tr> <td>Staff</td> <td>12%</td> </tr> <tr> <td>Community member</td> <td>>1%</td> </tr> </table> <p>1,253 participants 1,279 created thoughts 22,188 ratings</p>	Parent/guardian	81%	Students	1%	Staff with student in Beaumont USD	6%	Staff	12%	Community member	>1%
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Staff with student in Beaumont USD	6%										
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<p>Metric/Indicator D. Chronic Absenteeism State Indicator</p> <p>19-20 D. All students Green with all student groups Yellow or better.</p> <p>Baseline D. Initial Status results released Fall 2017; Status and Change released Fall 2018. The 2016-17 Chronic Absenteeism rate is estimated to be 9.1%.</p>	<p>At the end of 2019-20 and during the 2020-21 school year the indicator for chronic absenteeism was not used at the state level.</p> <p>During the pandemic the Chronic Absenteeism for all students is listed at 12.5% - local indicator (students who missed 10 or more days of school).</p> <p>EL students 9.1% Homeless 35.2%</p>										

Expected	Actual
	Special Needs 15.5% Native American/Indigenous People 27.3% Asian 5.6% Black/AA 17.2% White 14.2% Latinx 13.2%
<p>Metric/Indicator E. P-2 Attendance Rate</p> <p>19-20 E. Maintain 95% or better rate.</p> <p>Baseline E. The 2016-17 District P-2 rate (preliminary) is 95.708%</p>	<p>Attendance rate was at 95% on a given day for the 2020-21 school year.</p>
<p>Metric/Indicator F. TK/K Attendance Rate</p> <p>19-20 F. Maintain 95% or better rate.</p> <p>Baseline F. The 2016-17 TK/K P-2 attendance rate is 95.025%</p>	<p>TK/K attendance rate was at 93.1% on a given day for the 2020-21 school year.</p>
<p>Metric/Indicator G. Truancy Rate</p> <p>19-20 G. Decrease rate to 30%.</p> <p>Baseline G. The 2014-15 District rate is 38.25%</p>	<p>Due to the pandemic Student Services worked with families to gain access to the online instruction. Students Services and site leaders were able to do home visits to support students and their families.</p>
<p>Metric/Indicator H. Expulsion Rate</p> <p>19-20 H. Maintain rate at 0.2% or less.</p>	<p>Expulsion rate was met at 0.0% during the 2020-21 school year. Expulsion rate was met at 0.0% during the 2019-20 school year.</p>

Expected	Actual
<p>Baseline H. The 2015-16 Expulsion rate was less than 0.1%.</p>	
<p>Metric/Indicator I. Parent participation in programs for unduplicated pupils.</p> <p>19-20 I. Maintain 100% participation.</p> <p>Baseline I. All School Site Councils and English Learner Advisory Committees have required parent participation.</p>	<p>All families have the opportunity to go through all the presentations and family events that are offered via online platforms. Foster and Homeless Youth have priority status if they choose to participate.</p> <p>Each school site engaged in their ELAC meetings and the District received input from the DELAC members.</p>
<p>Metric/Indicator J. Parent participation in programs for students with exceptional needs.</p> <p>19-20 J. In collaboration with the Riverside County SELPA, Hold at least 4 Special Education Parent Advisory Committee meetings and/or parent education workshops each year.</p> <p>Baseline J. The District is re-establishing its Parent Advisory Committee for Special Education.</p>	<p>Parent Advisory Committee meetings were held via Zoom or Google Meets with school sites and at the District level.</p> <p>Meetings were held to gain information about synchronous and asynchronous learning. Creating meetings online for IEPs and working with families for students with exceptional needs.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide effective support for students through itinerant Support Teach Empower Prepare (STEP) counselors and case management to address mental health, behavioral, and socio-emotional needs.</p> <p>For 2019-20, the classified Mental Health Case Manager has been replaced with a certificated Counseling Coordinator. See annual update for details.</p>	<p>Continue 7.0 FTE STEP Counselors 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$640,317</p> <p>Continue one .9 FTE mental health counselor 1000-1999: Certificated Personnel Salaries 6512 Sp. Ed. Mental Health \$102,483</p>	<p>Continue 7.0 FTE STEP Counselors 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$588,109</p> <p>Continue one .9 FTE mental health counselor 1000-1999: Certificated Personnel Salaries 6512 Sp. Ed. Mental Health \$102,483</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide 0.8 FTE counseling coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$88,814</p> <p>Continue .2 FTE counseling coordinator 2000-2999: Classified Personnel Salaries 6512 Sp. Ed. Mental Health \$22,204</p> <p>Supplies and materials for STEP Services 4000-4999: Books and Supplies 0707 LCFF S/C \$9,400</p> <p>Mileage expenses for STEP Services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,600</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$253,143</p> <p>Employee benefits 3000-3999: Employee Benefits 6512 Sp. Ed. Mental Health \$41,790</p> <p>Kognito Software 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$6,596</p>	<p>Provide 0.8 FTE counseling coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$105,156</p> <p>Continue .2 FTE counseling coordinator 1000-1999: Certificated Personnel Salaries 6512 Sp. Ed. Mental Health \$22,204</p> <p>Supplies and materials for STEP Services 4000-4999: Books and Supplies 0707 LCFF S/C \$9,400</p> <p>Mileage expenses for STEP Services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$2,500</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$249,108</p> <p>Employee benefits 3000-3999: Employee Benefits 6512 Sp. Ed. Mental Health \$33,846</p> <p>Kognito Software 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$6,596</p>
<p>2. Provide Additional Campus Supervisors as determined by site needs to support a positive learning environment for all students.</p>	<p>Campus supervisor salaries 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$21,890</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$1,986</p>	<p>Campus supervisor salaries 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$29,524</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$4,359</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Provide Student Services Coordinator to align programs and support across the District for students, specifically to provide support to school sites and services to Homeless and Foster Youth.</p>	<p>Continue Student Services Coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$136,706</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$33,436</p>	<p>Continue Student Services Coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$136,706</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$33,597</p> <p>Supplies 4000-4999: Books and Supplies 0707 LCFF S/C \$300.00</p> <p>Services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$2,720</p>
<p>4. Provide additional Assistant Principals to provide optimum learning environments.</p>	<p>Continue 3.5 additional elementary assistant principals (0.5 FTE per elementary school) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$399,009</p> <p>Continue additional High School Assistant Principal at Beaumont High School. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$126,097</p> <p>Continue 1 additional middle school assistant principal at Mountain View Middle School and 1 additional assistant principal at San Geronio Middle School 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$236,458</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$256,252</p>	<p>Continue 3.5 additional elementary assistant principals (0.5 FTE per elementary school) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$405,451</p> <p>Continue additional High School Assistant Principal at Beaumont High School. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$127,978</p> <p>Continue 1 additional middle school assistant principal at Mountain View Middle School and 1 additional assistant principal at San Geronio Middle School 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$239,969</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$252,805</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. Increase parent outreach and support by providing additional site clerical support and focused parent engagement strategies and parent academies.</p>	<p>Continue additional 0.375 FTE (3 hour) clerk I at each elementary school 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$87,220</p> <p>Continue community/parent engagement liaison 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$62,938</p> <p>Parent academy services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$12,000</p> <p>Parent academy 5000-5999: Services and Other Operating Expenditures 3010 Title I \$15,000</p> <p>Homeless and foster youth transportation and school supplies 5000-5999: Services and Other Operating Expenditures 3010 Title I \$6,000</p> <p>School to home communication system(s) 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$40,800</p> <p>Website hosting 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$12,056</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$54,723</p> <p>Parent academy extra duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$5,000</p>	<p>Continue additional 0.375 FTE (3 hour) clerk I at each elementary school 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$87,220</p> <p>Continue community/parent engagement liaison 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$63,438</p> <p>Parent academy services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$12,000</p> <p>Parent academy 5000-5999: Services and Other Operating Expenditures 3010 Title I \$4,025</p> <p>Homeless and foster youth transportation and school supplies 5000-5999: Services and Other Operating Expenditures 3010 Title I \$6,000</p> <p>School to home communication system(s) 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$40,800</p> <p>Website hosting 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$12,056</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$114,258</p> <p>Parent academy extra duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$5,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Parent academy supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$10,000 Parent academy extra duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$500 Continue .5 FTE clerk at each middle school 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$31,976	Parent academy supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$10,000 Parent academy extra duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$500 Continue .5 FTE clerk at each middle school 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$31,976
6. Contract with RCOE to provide educational services to expelled students	Contract with RCOE 7000-7439: Other Outgo 0000 LCFF Base \$10,000	Contract with RCOE 7000-7439: Other Outgo 0000 LCFF Base \$0.00
7. Provide a Parent Engagement and Expanded Learning Coordinator to supervise and direct school and district activities to engage parents and provide comprehensive after-school services to students.	0.4 FTE coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$47,159 0.6 FTE coordinator 1000-1999: Certificated Personnel Salaries 3010 Title I \$70,738 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$16,895 Employee benefits 3000-3999: Employee Benefits 3010 Title I \$25,342	0.4 FTE coordinator 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$34,700 0.6 FTE coordinator 1000-1999: Certificated Personnel Salaries 3010 Title I \$70,738 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$11,644 Employee benefits 3000-3999: Employee Benefits 3010 Title I \$25,342
8. Provide for College and Career Symposium and a College and Career Signing Day to connect graduating seniors with community resources.	Supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$7,500 Vendor costs 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$7,500	Supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$2,500 Vendor costs 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$2,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9. Contract with Beaumont Police Department to provide a full-time School Resource Officer to provide a safe and secure campus; improve the learning environment, and improve the overall school climate.	Service agreement with Beaumont Police Department 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$137,560 Supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$1000	Service agreement with Beaumont Police Department 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$145,521 Supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$1,000
10. Provide District-wide incentives for increased/improved attendance and support for reporting bullying or other safety concerns.	Supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$4,200 StopIt App subscription and other services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$15,800	Supplies and Materials 4000-4999: Books and Supplies 0707 LCFF S/C \$4,200 StopIt App subscription and other services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,800
11. Partner with Physician's Memorial Foundation/Project K.I.N.D. (Kids In Need of Doctors) to address the acute health care needs of Beaumont Unified School District students that are ineligible for federal or state assistance and are without private insurance.	Memorandum of understanding with Physicians Memorial Foundation/Project K.I.N.D. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$10,000	Memorandum of understanding with Physicians Memorial Foundation/Project K.I.N.D. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$10,000
12. Provide for athletic programs at Mountain View Middle School, San Gorgonio Middle School, and Glen View High School.	Travel and officiating 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,500 Uniforms and equipment 4000-4999: Books and Supplies 0707 LCFF S/C \$22,097 Athletic stipends and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$0 Athletic stipends 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$16,000	Travel and officiating 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,500 Uniforms and equipment 4000-4999: Books and Supplies 0707 LCFF S/C \$22,075 Athletic stipends and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$2,058 Athletic stipends 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$11,870

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$3,403	Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$3,475
13. Improve public relations with parents and community and inform parents of involvement and engagement opportunities by continuing the District Communications Officer.	Continue the District communications coordinator. 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$105,900 Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$45,619	Continue the District communications coordinator. 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$107,484 Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$45,833
14. Provide additional health services to students by continuing additional Health Services Assistant (LVN) to write, monitor, and update health care plans and provide training to staff.	Continue 1.5 FTE Health Services Assistant (LVN) 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$62,940 Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$23,229	Continue 1.5 FTE Health Services Assistant (LVN) 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$62,940 Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$23,229
15. Provide training for administrators, teachers, and support staff in supporting students with improved behavior. Provide effective support for students struggling with behavior issues. Include focus on alternatives to suspension, restorative justice, and equitable discipline practices.	Substitutes and extra duty for certificated staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$2,100 Substitutes and extra duty for classified staff 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$1,000 Consultant agreement with Blue Water Educational Consulting for the training and on-site coaching for Alternative to Suspension (ATS) classrooms. 5000-5999: Services And Other Operating Expenditures 0707 LCFF S/C \$65,000	Substitutes and extra duty for certificated staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$2,100 Substitutes and extra duty for classified staff 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$1000 Consultant agreement with Blue Water Educational Consulting for the training and on-site coaching for Alternative to Suspension (ATS) classrooms. 5000-5999: Services And Other Operating Expenditures 0707 LCFF S/C \$65,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Provide 3.0 FTE teachers for Alternative to Suspension (ATS) classrooms. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$294,248 Provide three 6 hour (0.75 FTE) instructional assistants for Alternative to Suspension (ATS) classrooms. 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$60,346 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$123,337	Provide 3.0 FTE teachers for Alternative to Suspension (ATS) classrooms.. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$301,125 Provide three 6 hour (0.75 FTE) Instructional Assistants for Alternative to Suspension (ATS) classrooms. 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$60,346 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$125,343
16. To provide a safe and orderly school environment and to prepare staff and students in disaster preparedness, implement the Hour Zero protocols at all District school sites and facilities.	Consultant agreement and training 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,150 Hour Zero supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$8,500 Disaster preparedness supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$50,700	Consultant agreement and training 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,150 Hour Zero supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$8,500 Disaster preparedness supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$50,700

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used during the 2019-20 school year. There are slight differences in funds based on substitute and/or extra duty needed for the school year. Additional funds were provided for supplies for safety and security (\$1,000). The RCOE funding was moved to another funding source. These funds were made available to sites to increase parent and community engagement for Foster, EL and Homeless students on a need basis.

A description of the successes and challenges in implementing the Actions/Services to achieve the goal.

During the 2019-20 school year Beaumont USD was able to connect with families and their students through online platforms that allowed for individual and group site meetings. This happened at the end of the school year.

The challenge was engaging using an online platform (Google Meets or Zoom) with families and the community. Typically collaboration happens in person with the community and families. The staff and the community, at the end of the 2019-20 school year were all learning how to maneuver the online Google Meets or Zoom virtual tool. The virtual online platforms were able to keep families safe during a time that did not allow for in-person meetings or engagement. Some of the engagement strategies were school sites using online virtual platforms to guide parents in helping their children while using the online, synchronous learning platforms such as Google Classroom.

Typically the Parent Academy is accessible in-person. The Academy will resume in-person in the coming year.

Also, the on virtual platforms were available to all students and staff. School sites did virtual trainings on how to use the virtual tools and how to support students at home.

Successes and challenges for goal 1:

Attendance remained high for school sites during in-person learning and when students went to remote learning. Students, families and teachers were able to continue their learning and create new connections via the online platform. Families appreciate the new online connection because they had immediate access to families without having to leave their homes.

The challenge was making sure that students that were chronically absent had access to the online platform. These families were provided wireless access points.

Counselors were available for students that were having emotional concerns. Students that were either Homeless or Foster Youth were provided support from the Student Services Department. The School Resource Officer (SRO), Student Services and counselors were available to make sure students were safe, check on students well-being and attendance as needed. The SRO builds relationships between the community, students and their families to make sure they feel safe and secure.

The parent community liaison was available to work with families to provide extra support for academic impact. Project K.I.N.D. provided medical services to the community. Specifically with our Homeless and Foster Youth population.

Hour Zero remained available as an online platform to help the District with disaster preparedness.

Goal 2

Student Outcomes: Beaumont USD will prepare each student for the future through a rigorous and relevant standards aligned curriculum that exposes students to a broad course of study and meaningful career experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.

Annual Measurable Outcomes

Expected	Actual								
<p>Metric/Indicator A. Academic State Indicator: ELA</p> <p>19-20 A. All Students Green with all student groups Yellow or better.</p> <p>Baseline A. All students: Yellow Students with Disabilities: Orange English Learners: Yellow socioeconomically disadvantaged: Yellow African American: Yellow Hispanic: Yellow All other student groups Blue or Green</p>	<p>The ELA indicator There is not a state (CAASPP) indicator for the 2019-20 & 2020-21. The local indicators were used to assess student achievement</p> <p>i-Ready Benchmark - Universal Screener Window 3 (K-5) ELA</p> <table border="0"> <tr> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>Tier I - 51%</td> <td>40%</td> </tr> <tr> <td>Tier II - 33%</td> <td>31%</td> </tr> <tr> <td>Tier III -17%</td> <td>28%</td> </tr> </table> <p>ELA at or above grade level for K-8</p> <p>English Language Learner - 43% Non-English Language - 54.5%</p>	2020-21	2019-20	Tier I - 51%	40%	Tier II - 33%	31%	Tier III -17%	28%
2020-21	2019-20								
Tier I - 51%	40%								
Tier II - 33%	31%								
Tier III -17%	28%								

Expected	Actual								
	<p>Foster Youth - 29.8% Homeless - 34.4% Special Education - 30.4% Asian - 70.2% African American/Black - 49.4% Latinx - 48% Multiple Ethnic Group - 60.2% White - 59.1%</p> <p>Student data will be used for 11th graders who were able to take the ELA CAASPP during the 2020-21 school year.</p>								
<p>Metric/Indicator B. Academic State Indicator: Math</p> <p>19-20 B. All Students Green with all student groups Yellow or better.</p> <p>Baseline B. All students: Yellow Students with Disabilities: Orange English Learners: Yellow SED: Yellow African American: Yellow Hispanic: Yellow All other student groups Green</p>	<p>Based on the local indicator students either maintained or grew over time</p> <p>i-Ready</p> <p>Benchmark - Universal Screener Window 3 (K-5) mathematics</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Tier I - 42%</td> <td>34%</td> </tr> <tr> <td>Tier II - 43%</td> <td>41%</td> </tr> <tr> <td>Tier III - 15%</td> <td>24%</td> </tr> </tbody> </table> <p>Mathematics at or above grade level for K-8</p> <p>English Language Learner - 36% Non-English Language - 42.5% Foster Youth - 16.5% Homeless - 22.9% Special Education - 21.9% Asian - 61.7% African American/Black - 33.6% Latinx - 36.6% Multiple Ethnic Group - 48.6% White - 48.4%</p>	2020-21	2019-20	Tier I - 42%	34%	Tier II - 43%	41%	Tier III - 15%	24%
2020-21	2019-20								
Tier I - 42%	34%								
Tier II - 43%	41%								
Tier III - 15%	24%								

Expected	Actual
	Student data will be used for 11th graders who were able to take the mathematics CAASPP the during 2020-21 school year.
<p>Metric/Indicator C. English Learner Progress State Indicator</p> <p>19-20 C. Maintain Green</p> <p>Baseline C. Green</p>	<p>Local Indicator</p> <p>i-Ready</p> <p>Mathematics - English Language Learner 36% ELA- English Language Learner 43%</p>
<p>Metric/Indicator D. English Learner Progress Toward English Proficiency</p> <p>19-20 D. Increase progress rate to 80%.</p> <p>Baseline D. The number of students making the required progress on CELDT in 2016-17 was 64.7%. The new ELPAC assessment will first be operational in the spring of 2018.</p>	<p>Ellevation is used as the local indicator. There was a decreased amount of students of English Language learners in the District. This is due to the amount of students that have been reclassified over time; 54% of students were reclassified.</p>
<p>Metric/Indicator E. English Learner Reclassification Rate</p> <p>19-20 E. Maintain rate at 20% or better.</p> <p>Baseline E. The 2017 English Learner Reclassification Rate is 12.9%.</p>	<p>Ellevation is used as the local indicator. There was a decreased amount of students that our English Language learners in the District. This is due to the amount of students that have been reclassified over time; 11% of students were reclassified.</p>
<p>Metric/Indicator F. Graduation Rate State Indicator</p> <p>19-20 F. All Students Green (rate of 94% or better) with all student groups Yellow or better. SWD: Rate of 80% or better EL: Rate of 85% or better</p>	<p>In 2019-20 Graduation rate - Met at 95.8% Dataquest was used as the indicator</p> <p>All - 95.8% African American - 95.2% Asian - 100% Filipino - 100% Hispanic/Latinx - 95.9% White - 94.3%</p>

Expected	Actual																										
<p>Baseline F. All Students: Green (92.6% +1.2%) Students with Disabilities: Red (60.3% -9.1%) English Learners: Yellow (78.4% +2.2%) White: Yellow (91.7% -1.1%) All other student groups Green</p>	<p>Two or more races - 100%</p>																										
<p>Metric/Indicator G. High School Dropout Rate</p> <p>19-20 G. Decrease the 2019 rate to: All Students: 4.0% Socioeconomically Disadvantaged: 4.0% English Learners: 5.0% Students with Disabilities: 10.0%</p> <p>Baseline G. The 2016 High School Cohort Dropout Rate was: All Students: 6.7% Socioeconomically Disadvantaged: 7.6% English Learners: 8.9% Students with Disabilities: 16.4%</p>	<p>2019-20 cohort data The high school drop out rate according to the California Ed-Data/Dataquest is 3.0% of the total student population.</p> <p>State listing is by cohort 2019-20 - Ed-Data. The state indicator by cohort has not been updated</p> <p>Drop Out rate</p> <table data-bbox="1052 699 2001 1170"> <tr> <td>Hispanic/Latinx:</td> <td>2.9%</td> </tr> <tr> <td>Native American/Indigenous People</td> <td>redacted</td> </tr> <tr> <td>Asian</td> <td>0.0%</td> </tr> <tr> <td>Pacific Islander</td> <td>0.0%</td> </tr> <tr> <td>Filipino</td> <td>0.0%</td> </tr> <tr> <td>African American/Black</td> <td>4.8%</td> </tr> <tr> <td>White</td> <td>3.8%</td> </tr> <tr> <td>Two or more races</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>4.7%</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>3.1%</td> </tr> <tr> <td>Foster</td> <td>6.7%</td> </tr> <tr> <td>Students with Disabilities:</td> <td>8.2%</td> </tr> <tr> <td>Homeless</td> <td>8.1%</td> </tr> </table>	Hispanic/Latinx:	2.9%	Native American/Indigenous People	redacted	Asian	0.0%	Pacific Islander	0.0%	Filipino	0.0%	African American/Black	4.8%	White	3.8%	Two or more races	0.0%	English Learners	4.7%	Socioeconomically Disadvantaged:	3.1%	Foster	6.7%	Students with Disabilities:	8.2%	Homeless	8.1%
Hispanic/Latinx:	2.9%																										
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Socioeconomically Disadvantaged:	3.1%																										
Foster	6.7%																										
Students with Disabilities:	8.2%																										
Homeless	8.1%																										
<p>Metric/Indicator H. Middle School Dropout Rate</p> <p>19-20</p>	<p>The drop out rate is less than 1% of all middle school students.</p>																										

Expected	Actual																				
<p>H. Maintain rate at 1% or less.</p> <p>Baseline H. The 2016 Middle School Dropout Rate was 0.55%. Due to the low number of students disaggregation was not possible.</p>																					
<p>Metric/Indicator I. Students receiving at least one D or F in 9th grade.</p> <p>19-20 I. All Students rate of 30% or less with all student groups at 35% or less.</p> <p>Baseline I. For 1st Semester 2016-17: All Students 44.0% (327/743) English Learners 56.4% (31/55) SED 48.6% (208/428) Students with Disabilities 55.1% (38/69) Foster Youth 58.3% (7/12) African American 60% (39/65) Asian 10.8% (4/37) Hispanic 47.3% (185/391) Two/+ Race 41.2% (7/17) White 38.7% (86/222)</p>	<p>Students receiving at least one D or F in 9th grade is 29% and is less than the baseline. Foster Youth was at 56% and was not met based on the baseline of 35% or less for student groups.</p> <p>2019-20 students in 9th grade that received an F or U:</p> <table data-bbox="1056 651 1650 1016"> <tr><td>All Students -</td><td>29% (260/889)</td></tr> <tr><td>English Learners -</td><td>22% (77/234)</td></tr> <tr><td>SED-</td><td>32% (146/457)</td></tr> <tr><td>Students with Disabilities -</td><td>32% (53/165)</td></tr> <tr><td>African American -</td><td>35% (29/83)</td></tr> <tr><td>Asian -</td><td>17% (7/41)</td></tr> <tr><td>Hispanic -</td><td>33% (165/501)</td></tr> <tr><td>Two/+ Race -</td><td>26% (12/46)</td></tr> <tr><td>White -</td><td>30% (204/673)</td></tr> <tr><td>Foster Youth -</td><td>56% (5/9)</td></tr> </table>	All Students -	29% (260/889)	English Learners -	22% (77/234)	SED-	32% (146/457)	Students with Disabilities -	32% (53/165)	African American -	35% (29/83)	Asian -	17% (7/41)	Hispanic -	33% (165/501)	Two/+ Race -	26% (12/46)	White -	30% (204/673)	Foster Youth -	56% (5/9)
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Foster Youth -	56% (5/9)																				
<p>Metric/Indicator J. Students receiving at least one F or U in 6th grade.</p> <p>19-20 J. All Students rate of 15% or less with all student groups at 17% or less.</p> <p>Baseline J. For 1st Semester 2016-17: All Students 23.1% (165/713) English Learners 42.2% (35/83)</p>	<p>The percentage of all students was not met based on the baseline of 15% or less and subgroups that were more than 17% did not meet.</p> <p>2019-20 students in 6th grade that received and\ F or U:</p> <table data-bbox="1056 1357 1650 1497"> <tr><td>All Students -</td><td>31% (256/834)</td></tr> <tr><td>English Learners -</td><td>37% (69/186)</td></tr> <tr><td>SED -</td><td>40% (195/491)</td></tr> <tr><td>Students with Disabilities -</td><td>45% (71/158)</td></tr> </table>	All Students -	31% (256/834)	English Learners -	37% (69/186)	SED -	40% (195/491)	Students with Disabilities -	45% (71/158)												
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SED -	40% (195/491)																				
Students with Disabilities -	45% (71/158)																				

Expected	Actual
<p>SED 28.5% (123/432) Students with Disabilities 24.2% (23/95) Foster Youth 40.0% (6/15) African American 29.2% (14/48) Asian 4.3% (2/46) Hispanic 29.3% (115/393) Two/+ Race 30.0% (6/20) White 14.0% (26/186)</p>	<p>African American - 37% (28/75) Asian - 16% (4/25) Hispanic - 36% (167/470) Two/+ Race - 14% (6/42) White - 31% (199/642)</p>
<p>Metric/Indicator K. College/Career State Indicator</p> <p>19-20 K. All Students Green with all student groups Yellow or better.</p> <p>Baseline K. Status available Fall 2017. Status and Change available Fall 2018.</p>	<p>The College and Career Going Rate: Dataquest and Ed-Data of a total of 756 students.</p> <p>African American - 56.1% Total 48.8% In-State 7.3% Out-Of-State Asian - 68.4% Total 68.4% In-State only Hispanic - 52.4% Total 51.1% In-State 1.3% Out-Of-State Filipino - 57.9% Total 57.9% In-State only Two/+ Race - 68.8% Total 56.3% In-State 12.5% Out-Of-State White - 58.2% Total 51.1% In-State 7.1% Out-Of-State</p>
<p>Metric/Indicator L. A-G Completion Rate</p> <p>19-20 L Increase the 2019 A-G Completion Rate to: All Students: 58% SED: 58% EL: 40%</p> <p>Baseline L. The 2016 A-G Completion Rate was:</p>	<p>2019-20 Students that met the A-G Requirement. Ed-Data was used for this indicator.</p> <p>All students - 47% African American -44.1% Asian - 77.8% Filipino - 65.2% Hispanic/Latinx 44.4% White - 49% Two or more races - 39.1% Homeless - 32.4% Foster Youth - 21.4%</p>

Expected	Actual										
All Students 43.5% SED: 37.9% EL: 15.2%	Socioeconomically disadvantaged (SED) - 41.9% English Learners - 30%										
Metric/Indicator M. CTE Program Pathway Completers 19-20 M. Increase the number of 2018 Completers to 213 students. Baseline M. The number of 2016 Pathway Completers was 160 students.	There were 72 students that completed the CTE Program during the 2019-20 school year.										
Metric/Indicator N. Advanced Placement Exam Pass Rate. 19-20 N. Increase AP Pass Rate to 40%. Baseline N. In 2015-16 31.7% of students who took AP tests received a score of 3 or higher.	The Advanced Placement (AP) pass rate for the 2019-20 school year was 53% for all students who took an AP exam (Ed-Data). African American - 42% Asian - 77% Filipino - 65% Hispanic/Latinx - 42% White 46% Two/+ Race - 39% 2019-20 33% of students were enrolled in AP courses Dashboard data: In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score. Scores by number of students: <table border="1" data-bbox="1052 1312 1428 1487"> <thead> <tr> <th>Score</th> <th># of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>92</td> </tr> <tr> <td>2</td> <td>134</td> </tr> <tr> <td>3</td> <td>110</td> </tr> <tr> <td>4</td> <td>60</td> </tr> </tbody> </table>	Score	# of Students	1	92	2	134	3	110	4	60
Score	# of Students										
1	92										
2	134										
3	110										
4	60										

Expected	Actual
<p>SED: 35%</p> <p>Baseline EAP Math College Readiness ready/conditionally ready rate for 2016 was: All Students:20% SED: 14%</p>	
<p>Metric/Indicator Q. Implementation of State Academic Standards Local Indicator, including English Learner access to State Academic Standards and English Language Development Standards.</p> <p>19-20 Q. Maintain Met status.</p> <p>Baseline Q. Use of the CDE Self-Reflection Tool has determined MET status.</p>	<p>Maintain Met status</p>
<p>Metric/Indicator R. FAFSA Completion as measured by Race to Submit</p> <p>19-20 R. Improve rate to: BHS: 85%, GVHS: 65%</p> <p>Baseline R. For 2016-17, BHS: 61%, GVHS: 33%</p>	<p>In 2020-21 the total for the district rate for FAFSA completion was 43% In 2019-20 the total for the district rate for FAFSA completion was 56%</p> <p>The high schools used the avenues that were available this year to remind students of FAFSA, and provide them with resources for completion:</p> <ul style="list-style-type: none"> • Information (link, PDF) regarding free, on-demand FAFSA help posted on Google Classroom on September 25, 2020 • FAFSA video tutorials posted on Google Classroom on September 28, 2020 (FAFSA available on October 1 each year)

Expected	Actual
	<ul style="list-style-type: none"> • FAFSA links and information available in "2021 Seniors College and Career Readiness Handbook" posted for students on October 1 • FAFSA completion YouTube video posted on October 29 • FAFSA link, tutorial and Web Grants information in "Senior Future Plans Presentation" shared with all seniors on November 10, 2020 • March 1-3 videos posted with step-by-step instructions and troubleshooting help; document with links to UC FAFSA help posted • Many colleges and universities (CBU, CSUSB, MSJC, Whitworth, La Sierra, MSMU, Harvard student tutorial organization, etc.) held virtual FAFSA help sessions/seminars that were open to class of 2021 students; information posted on Google Classroom pages • Multiple posts on Parent Square directing parents to these same resources • Monthly drawings (October - March) for prizes for students who submitted proof of FAFSA completion • Individual help given as requested by students/parents • Every counselor added college and career resources to signature line, directing students to College and Career Google Classroom page, where the resources were posted in addition to postings on Class of 2021 page • GPA verifications uploaded to CSAC in October, November and again in the winter
<p>Metric/Indicator S. All-District Professional Learning Day participation.</p> <p>19-20 S. Maintain participation rate at 90% or better.</p> <p>Baseline S. As measured by employee registrations, 80.3% of employees attended the October 2017 All-District Professional Learning Day</p>	<p>The District had at least 90% participation in professional development for the 2019-20 school year.</p>

Expected	Actual																		
<p>Metric/Indicator T. Enrollment in AP Courses.</p> <p>19-20 T. Increase 2019-20 enrollment to 36% of the school population. Monitor student groups for proportional representation.</p> <p>Baseline T. For 2016-17, 726/2696 (27%) of BHS students were enrolled in one or more AP courses. Of the 726 students, the following students were enrolled: SED: 343/726 (47.2%, compared to 53.8% of enrollment) EL: 16/726 (2.2%, compared to 6.8% of enrollment) African American: 36/726 (5.0%, compared to 7.0% of enrollment) Hispanic: 358/726 (49.3%, compared to 50.4% of enrollment) Students with Disabilities: 11/726 (1.5%, compared to 11.3% of enrollment)</p>	<p>During the 2019-20 school year, 33% of students were enrolled in AP courses</p> <p>These course data for 2019-20 are not listed in Ed-data for this school year.</p> <p>In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score.</p> <p>These course data for 2019-20 are not listed in Ed-data for this school year. In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score.</p> <p>Scores by number of students:</p> <table border="1" data-bbox="1052 784 1423 1000"> <thead> <tr> <th>Score</th> <th># of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>92</td> </tr> <tr> <td>2</td> <td>134</td> </tr> <tr> <td>3</td> <td>110</td> </tr> <tr> <td>4</td> <td>60</td> </tr> <tr> <td>5</td> <td>29</td> </tr> </tbody> </table> <p>2020-21 Total of 682 students out of 2958 23% of all students take AP courses.</p> <p>Of that there are (rate # of students in demographic that take AP courses by the total number of students that take AP courses) African American 49 students at 7%</p> <table border="1" data-bbox="1052 1295 1566 1403"> <tbody> <tr> <td>Filipino</td> <td>54 students at 8%</td> </tr> <tr> <td>Latino</td> <td>331 students at 49%</td> </tr> <tr> <td>White</td> <td>174 students at 25%</td> </tr> </tbody> </table>	Score	# of Students	1	92	2	134	3	110	4	60	5	29	Filipino	54 students at 8%	Latino	331 students at 49%	White	174 students at 25%
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Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide professional learning to improve Equity practices throughout the District.</p>	<p>Certificated substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$1,000</p> <p>Classified substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$500</p> <p>Conference and travel expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$6,000</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$367</p>	<p>Certificated substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$1,000</p> <p>Classified substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$5,00</p> <p>Conference and travel expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$10,795.00</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$367</p>
<p>2. Maintain site based programs World Language and All Day Kindergarten. The programs are designed to ensure student achievement and college and career readiness. Lower class sizes to reduce the student:teacher ratio to support student needs</p>	<p>Continue one additional teacher at San Gorgonio Middle School to support the Dual Language program. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$67,629</p> <p>Continue one additional teacher at Starlight Elementary School to support Dual Language combo classes in the upper grades. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$77,682</p>	<p>Continue one additional teacher at San Gorgonio Middle School to support the Dual Language program. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$68,643</p> <p>Continue one additional teacher at Starlight Elementary School to support Dual Language combo classes in the upper grades. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$78,847</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide additional staffing to implement all-day Kindergarten (5.0 FTE) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$456,191</p> <p>Continue 10 FTE teachers to reduce secondary class sizes (2-SGMS, 2-MVMS, 6-BHS) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$856,486</p> <p>Continue 1.0 FTE for a teacher-coordinator to support the Building Assets Reducing Risks (BARR) 9th grade support program at Beaumont High School. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$89,237</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$553,877</p>	<p>Provide additional staffing to implement all-day Kindergarten (5.0 FTE) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$467,738</p> <p>Continue 10 FTE teachers to reduce secondary class sizes (2-SGMS, 2-MVMS, 6-BHS) 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$865,514</p> <p>Continue 1.0 FTE for a teacher-coordinator to support the Building Assets Reducing Risks (BARR) 9th grade support program at Beaumont High School. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$90,576</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$562,578</p>
<p>3. Support elementary sites to address the learning needs of students by providing an additional Intervention Teacher to each elementary school. (0.5 FTE funded from District Title I, 0.5 FTE funded through each school site plan)</p>	<p>intervention teacher 23% 1000-1999: Certificated Personnel Salaries 3010 Title I \$308,285</p> <p>Employee benefits 3000-3999: Employee Benefits 3010 Title I \$109,313</p>	<p>intervention teacher 23% 1000-1999: Certificated Personnel Salaries 3010 Title I \$308,285</p> <p>Employee benefits 3000-3999: Employee Benefits 3010 Title I \$109,313</p>
<p>4. Provide each school site with an allocation of Supplemental/Concentration funding to support site-identified needs to support student learning tied to their School Plans for Student Achievement. (\$665,000 total)</p>	<p>Certificated salaries, substitute, and extra-duty costs 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$167,718</p> <p>Classified salaries, substitute, and extra-duty costs 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$65,562</p>	<p>Certificated salaries, substitute, and extra-duty costs 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$156,965</p> <p>Classified salaries, substitute, and extra-duty costs 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$66,430</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplies, materials, and unallocated site funds 4000-4999: Books And Supplies 0707 LCFF S/C \$86,395</p> <p>Conference expenses and other services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$245,811</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$47,012</p>	<p>Supplies, materials, and unallocated site funds 4000-4999: Books And Supplies 0707 LCFF S/C \$93,793</p> <p>Conference expenses and other services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$256,344</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$48,013</p>
<p>5. Maintain Instructional Coaches to facilitate effective instruction of state standards through the District-adopted curriculum and supplemental materials, including instructional technology. Additionally, they will provide instructional support for classroom teachers to refine instructional practices to differentiate instruction for targeted student groups, Students with Disabilities, with particular support to beginning teachers. [8 total FTE funded with a mixture of LCFF and federal categorical funds]</p>	<p>Continue 7.0 FTE instructional coaches 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$466,150</p> <p>Interventions teachers 1000-1999: Certificated Personnel Salaries 3010 Title I \$125,699</p> <p>Continue 1.13 FTE instructional coaches 1000-1999: Certificated Personnel Salaries 4035 Title II \$82,195</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$163,814</p> <p>Employee benefits 3000-3999: Employee Benefits 4035 Title II \$41,410</p> <p>Employee benefits 3000-3999: Employee Benefits 4203 Title III LEP \$28,670</p> <p>Continue 1.0 FTE instructional coach 1000-1999: Certificated</p>	<p>Continue 7.0 FTE instructional coaches 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$401,383</p> <p>Intervention teachers 1000-1999: Certificated Personnel Salaries 3010 Title I \$0</p> <p>Continue 1.13 FTE instructional coaches 1000-1999: Certificated Personnel Salaries 4035 Title II \$125,699</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$139,226.00</p> <p>Employee benefits 3000-3999: Employee Benefits 4035 Title II \$41,410</p> <p>Employee benefits 3000-3999: Employee Benefits 4203 Title III LEP \$28,670</p> <p>Continue 1.0 FTE instructional coach 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries 0000 LCFF Base 91,786 Employee benefits 3000-3999: Employee Benefits 0000 LCFF Base 32,455	Personnel Salaries 0707 LCFF S/C \$110,792 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$175,033
6. Provide supplemental software to support standards-aligned instructional technology use.	Standards-based supplemental software subscriptions 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$415,000 Stipends for site technology coaches 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$13,073 Substitutes for site technology coach meetings 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$3,000 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$3,423	Standards-based supplemental software subscriptions 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$415,000 Stipends for site technology coaches 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$13,073 Substitutes for site technology coach meetings 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$3,000 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$3,423
7. Not implemented in 2020-21. See Annual Update for details. Resident substitute	Not Applicable \$0 Not Applicable \$0	Not Applicable \$0 Not Applicable \$0
8. Provide TK-12 Programs Director to provide leadership and focus for the implementation of standards-aligned instruction, professional learning, and support for English Learners.	1 FTE TK-12 programs director 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$156,050 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$77,132 Secretary K-12 programs 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$44,376	1 FTE TK-12 programs director 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$158,365 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$77,140 Secretary K-12 programs 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$44,376

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplies 4000-4999: Books And Supplies 0707 LCFF S/C \$1,000 Conferences 5000-5999: Services And Other Operating Expenditures 0707 LCFF S/C \$9,000
9. Provide staffing to support increased opportunities for students to become college and career ready.	Position eliminated. See Annual Update for details. Not Applicable \$0 Continue Beaumont High School counseling technician 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$39,452 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$55,369 1.0 FTE secretary IV for College and Career Readiness department 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$48,000 Services to support the World of Work initiatives 5000-5999: Services and Other Operating Expenditures 4127 Title IV \$74,000 World of Work professional learning substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$15,000 World of Work professional learning substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$3,000	Position eliminated. See Annual Update for details. Not Applicable \$0 Continue Beaumont High School counseling technician 2000-2999: Classified Personnel Salaries 0707 LCFF S/C 38,508.00 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$26,377 1.0 FTE secretary IV for College and Career Readiness department Not Applicable 0707 LCFF S/C \$48,000 Services to support the World of Work initiatives 5000-5999: Services and Other Operating Expenditures 4127 Title IV \$0 World of Work professional learning substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$15,000 World of Work professional learning substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>10. Provide additional support to English Learners and their parents, including Primary Language support, Interpreting and Translating services, and assessment services.</p>	<p>Continue bilingual instructional aides 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$195,265</p> <p>Continue bilingual stipends 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$9,600</p> <p>Assessment substitutes and extra-duty for ELPAC training and assessment. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$25,000</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$55,741</p> <p>Position eliminated. See Annual Update for details. 1.0 FTE Assessment & Accountability Assistant Not Applicable \$0</p> <p>Site EL coordinator stipends 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$28,700</p> <p>Substitutes for site EL coordinator meetings 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C 7,000</p> <p>Supplies for site EL coordinator meetings 4000-4999: Books And Supplies 0707 LCFF S/C \$500</p> <p>Ellevation English Learner data management, monitoring, and parent communication software 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$15,000</p>	<p>Continue bilingual instructional aides 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$181,279</p> <p>Continue bilingual stipends 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$8,800</p> <p>Assessment substitutes and extra-duty for ELPAC training and assessment. 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$25,000</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$45,248</p> <p>Position eliminated. See Annual Update for details. 1.0 FTE Assessment & Accountability Assistant Not Applicable \$0</p> <p>Site EL coordinator stipends 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$26,650</p> <p>meetings 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$7,000</p> <p>Supplies for site EL coordinator meetings 4000-4999: Books And Supplies 0707 LCFF S/C \$500</p> <p>Ellevation English Learner data management, monitoring, and parent communication software 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$15,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Services for site EL coordinator meeting 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$800</p> <p>Dual Language Immersion program support substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$10,000</p> <p>Dual Language Immersion program support substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$1,000</p> <p>Dual Language Immersion program support employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$2,435</p> <p>Dual Language Immersion program support supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$1,655</p> <p>Dual Language Immersion program support services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$4,265</p>	<p>Services for site EL coordinator meeting 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$800</p> <p>Dual Language Immersion program support substitutes and extra-duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$4,000</p> <p>Dual Language Immersion program support substitutes and extra-duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$1,000</p> <p>Dual Language Immersion program support employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$1,160</p> <p>Dual Language Immersion program support supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$2,300</p> <p>Dual Language Immersion program support services 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$6,436</p>
<p>11. Provide additional counseling to increase services to LI, FY, EL, and RFEP Students.</p>	<p>Continue 2.0 FTE additional high school counselors at Beaumont High School 1000-1999:</p>	<p>Continue 2.0 FTE additional high school counselors at Beaumont High School 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Certificated Personnel Salaries 0707 LCFF S/C \$208,197</p> <p>Continue 1.0 FTE additional counselor at San Gorgonio Middle School and 1.0 FTE additional counselor at Mountain View Middle School 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$212,999</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$131,640</p> <p>Professional learning for student support staff 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$50,000</p>	<p>Certificated Personnel Salaries 0707 LCFF S/C \$214,409</p> <p>Continue 1.0 FTE additional counselor at San Gorgonio Middle School and 1.0 FTE additional counselor at Mountain View Middle School 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$185,888</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$143,053</p> <p>Professional learning for student support staff 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$25,000</p>
<p>12. Provide additional learning opportunities for students through summer program credit recovery and enrichment, After-School programs, and Supplemental Educational Services to identified students.</p>	<p>Summer Program certificated staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$170,689</p> <p>Summer Program classified staff 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$21,850</p> <p>Summer program supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$21,800</p> <p>Employee benefits 3000-3999: Employee Benefits 3010 Title I \$7,176</p> <p>Provide 6 ASES site sides to provide additional services to students 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$67,069</p>	<p>Summer Program certificated staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$170,356</p> <p>Summer Program classified staff 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$22,650</p> <p>Summer program supplies and materials 4000-4999: Books and Supplies 0707 LCFF S/C \$21,800</p> <p>Employee benefits 3000-3999: Employee Benefits 3010 Title I \$0</p> <p>Provide 6 ASES site sides to provide additional services to students 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$46,814.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$46,142</p> <p>Supplemental educational services 5000-5999: Services and Other Operating Expenditures 3010 Title I \$0</p> <p>Supplemental educational services instructional aides 2000- 2999: Classified Personnel Salaries 0707 LCFF S/C \$154,325</p>	<p>Employee Benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$64,419</p> <p>Supplemental educational services 5000-5999: Services and Other Operating Expenditures 3010 Title I \$0</p> <p>Supplemental educational services instructional aides 2000- 2999: Classified Personnel Salaries 0707 LCFF S/C \$0</p>
<p>13. Provide ongoing professional learning for instructional coaches, site technology coaches, teachers, administrators, support staff, and substitutes to support effective instructional practices and 21st- Century learning skills and to strengthen leadership and management of changing instructional processes. Particular focus will be on equitable instructional practices and supporting Students with Disabilities.</p>	<p>Provide additional professional learning day for certificated Staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$225,712</p> <p>Professional Learning substitutes and extra duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$30,000</p> <p>Professional Learning conference expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$40,000</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$55,895</p> <p>Professional learning substitutes and extra duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$5,000</p>	<p>Provide additional professional learning day for certificated Staff 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$240,750</p> <p>Professional Learning substitutes and extra duty 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$0.00</p> <p>Professional Learning conference expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$0.00</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$48,983</p> <p>Professional learning substitutes and extra duty 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$0.00</p>
<p>14. Provide targeted professional development for administrators, teachers, and paraeducators on effective instructional strategies for English Learners through the Blueprint for Effective Leadership and Instruction in Ensuring our English Learners' Future (BELIEF) training.</p>	<p>Certificated substitutes 1000- 1999: Certificated Personnel Salaries 0707 LCFF S/C \$5,000</p>	<p>Certificated substitutes 1000- 1999: Certificated Personnel Salaries 0707 LCFF S/C \$5000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified substitutes 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$5,000 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$1,298	Classified substitutes 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$5,000 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$1,1532 BELIEF training access 5000- 5999: Services and Other Operating Expenditures 0707 LCFF S/C \$1,013
Continue implementation efforts of Advancement Via Individual Determination (AVID) and AVID strategies. Offer priority registration to students from targeted populations (Hispanic, African American, SWDs, EL and LI	AVID district/school membership fees 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$21,965 AVID Tutors for secondary sites 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$94,539 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$4,396 AVID professional learning conference expenses for district staff. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$5,000	AVID district/school membership fee 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$22,415 AVID Tutors for secondary sites 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$77,571 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$3,611 AVID professional learning conference expenses for district staff. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$12,896
15. Provide an effective monitoring tool (Progress Adviser) to effectively monitor implementation of District and site instructional expectations and provide support to build staff capacity.	Progress adviser annual subscription. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$10,795	Progress adviser annual subscription. 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$10,795
16. To remove barriers to participation, provide full suite of PSAT and SAT assessments including the fall PSAT for all 8, 10, and 11th grade students and the spring in-school SAT for 11th graders.	Contract with College Board 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$50,000	Contract with College Board 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
17. To directly address the low student group performance on state academic indicators, provide an additional Special Programs Assistant Principal at Beaumont High School to support targeted student groups.	1.0 FTE assistant principal 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$126,097 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$31,116	1.0 FTE assistant principal 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$10,679 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$27,182
Not continued for 2019-20. See Annual Update for details.	Not Applicable \$0	Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used to provide specific intervention and instructional support for EL, Homeless and the Foster Youth Population. All funds were used for the support of Conditions of Learning.

The Intervention teachers were increased and Goal 2 Action 2. Intervention teachers were available to students with the priority to serve EL, Homeless and the Foster Youth Population.

The World of Work Title IV funds were moved to support other programs and students (socioeconomically disadvantaged, EL, Homeless, Foster Youth students) with a focus on academic interventions and supports, a Response to Instruction and Intervention (RTI2). Funds were also increased for the Blueprint for Effective Leadership and Instruction in Ensuring our English Learners (BELIEF) subs and training costs for teachers.

Funds that were not used were placed in the oversight for instruction Support and Fiscal Services. These funds are available to adjust for increases in services for EL, Homeless, Foster Youth and other need based demographic groups such as socioeconomically disadvantaged students.

The Ellevation English Learner data management, monitoring, and parent communication software was purchased to enhance the data analysis and communication of how EL students are progress with their academic progress in English. Additionally, funds were used to allow for meetings between families and school and with students and their EL goals.

A description of the successes and challenges in implementing the Actions/Services to achieve the goal.

The professional development for staff (summer program) was held virtually allowing for the safety of all stakeholders during the pandemic. The funds for summer program were used for the 2019-20 summer program with specific access for EL, Foster Youth and Homeless populations.

Successes:

Students had access to intervention and acceleration if they choose to attend the summer program. The program was a remote online learning opportunity. Additional software was purchased to enhance the remote learning and teaching experience. Training was provided for new software and online learning.

The funds that were designated for Be Ready Beaumont initiative trainings will be carried over to the next fiscal year. However, the college and career preparedness initiative was still available for students and teachers. The After School Program was a great success. Students were able to have interventions via Google Meets with an after school program leader. Professional learning for teachers and staff was available. The need for substitutes did decrease this school year. The learning behind this showed that some students were able to thrive during the online interventions because their learning style intrapersonal.

Foster Youth, Homeless, EL and direct students groups had access to the AVID strategies for college and career.

Challenges:

The challenges with the after school program was that students had to be online and not in-person. This added additional screen time. Other challenges that occurred was that students may not log in and parents may not have been available to help. Also, supplies (manipulatives) were not ease to access. Parents were not always able to pick up supplies. Parents felt like students being online all day was too much. Enrollment in the after school program declined significantly. Typically the need for after school care was because parents worked. Many parents had to find alternate care for after school and the care provider may not have had access to internet or the ability to support at home. Homeless students did not have access to the school site at the end of the school year (March 2020).

Students that typically take the SAT for college were unable to take the assessment as it was not offered virtually.

Goal 3

Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly qualified and diverse certificated, classified and substitute employees and maintaining the District facilities for the benefit of the students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A. Every pupil in the school District has sufficient access to standards-aligned instructional materials.</p> <p>19-20 A. Maintain 100% Access.</p> <p>Baseline A. Every student in the District has a Chromebook and access to textbooks and other instructional materials.</p>	<p>All students had access to materials and curriculum with a chromebook to use at home and at school.</p>
<p>Metric/Indicator B. School facility ratings as measured by annual Facility Inspection Tool.</p>	<p>Maintain good or better status for each school and system based on the Facility Inspection Tool. These results can be found on the School Accountability Report Card (SARC).</p>

Expected	Actual
<p>19-20 B. Maintain Good or better status for each school and system.</p> <p>Baseline B. All schools rated Good or better, each system rates as Good.</p>	
<p>Metric/Indicator C. Teacher credentialing, including English Learner certification.</p> <p>19-20 C. Maintain 100% Certification.</p> <p>Baseline C. All teachers maintain appropriate credentials and are certified to teach English Learners.</p>	Maintained 100% Certification.
<p>Metric/Indicator D. Teacher Induction.</p> <p>19-20 D. Maintain 100% Completion.</p> <p>Baseline D. All year-two teachers in the Induction Program have completed the requirements for a clear credential.</p>	Maintained 100% Completion.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide comprehensive coaching and support to beginning teachers by contracting with RCOE for the Center for Teacher Innovation (CTI) beginning teacher induction program. Note: The Instructional Coach previously budgeted under this Action is now included in the total Instructional Coaches count in Goal 2 Action 5.</p>	<p>Stipend and substitute costs 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$10,000</p> <p>Continue contract with RCOE for CTI support 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$100,000</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$2,115</p>	<p>Stipend and substitute costs 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$38,000</p> <p>Continue contract with RCOE for CTI support 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$83,800</p> <p>Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$7,749</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide home-school transportation for eligible Low Income pupils.	Transportation services 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$202,542 Fuel and other supplies 4000-4999: Books and Supplies 0707 LCFF S/C \$196,135 Other operating expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$62,597 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$108,525	Transportation services 2000-2999: Classified Personnel Salaries 0707 LCFF S/C \$141,292 Fuel and other supplies 4000-4999: Books and Supplies 0707 LCFF S/C \$132,523 Other operating expenses 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$42,780 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$94,012
Provide wireless internet access for students who do not have internet access at home. Provide additional Chromebooks and Chromebook repair services to enable students who do not have access at home to check out a Chromebook.	Lease Chromebooks 4000-4999: Books and Supplies 0707 LCFF S/C \$603,663 Insurance coverage for leased Chromebooks 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$96,827	Lease Chromebooks 4000-4999: Books and Supplies 0707 LCFF S/C \$609,133 Insurance coverage for leased Chromebooks 5000-5999: Services and Other Operating Expenditures 0707 LCFF S/C \$0
Oversight of LCAP/LCFF by Instructional Support Services and support from the Business Services and Human Resources Divisions to implement and support LCFF Supplemental/Concentration Services. For the 2019-20 school year, the District has created a new position "LCAP/Programs and Services Coordinator" to provide oversight and guidance to LCAP Actions and Services.	Provide 1.0 FTE LCAP/programs and services coordinator - eliminated 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$111,018 Transfer of indirect Costs 7000-7439: Other Outgo 0707 LCFF S/C \$885,108 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$39,724	Provide 1.0 FTE LCAP/programs and services coordinator - eliminated 1000-1999: Certificated Personnel Salaries 0707 LCFF S/C \$0 Transfer of indirect Costs 7000-7439: Other Outgo 0707 LCFF S/C \$898,087 Employee benefits 3000-3999: Employee Benefits 0707 LCFF S/C \$0
Provide for more robust and actionable stakeholder input through the use of Thought Exchange online discussion and engagement software.	Contract with Thought Exchange 5000-5999: Services And Other	Contract with Thought Exchange 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures 0707 LCFF S/C \$23,000	Operating Expenditures 0707 LCFF S/C \$25,512

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The LCAP/Programs & services coordinator position was eliminated at the end of the school year. A new position was created, the Director of Research, Learning and Data was not filled until the next school year. These funds rolled over with the indirect services or used for working with teachers and students on reviewing their academic outcomes and creating goals. The priority was with EL, Foster Youth, and Homeless students.

A description of the successes and challenges in implementing the Actions/Services to achieve the goal.

There was an increase in Chromebook purchases and wireless access points for students and staff at the end of the 2019- 20 school year. Foster Youth, EL and Homeless students were given priority with access to wireless access points and Chromebooks.

Successes:

Site leaders reviewed data by demographics (ethnic groups, SED, disabilities, etc.) including English Language Learners, Homeless and Foster youth. The data were disaggregated by grade, academics, and attendance. This will be a continued support to make sure that all unduplicated and specific subgroups are closing the gap in their academics, emotional well-being and attendance. The success was that the data discussion allowed this to drive academic instruction for Foster Youth, EL and Homeless students. A success was that students did have access to at least one Chromebook.

Challenges:

The challenge during this school year was eliminating the Coordinator role for special programs and the LCAP. The other challenge was how to offer transportation to families in need during the closing of the school. The other challenge was that many school district needed wireless access and finding the technology was difficult. Also, adding more Chromebooks and parts became difficult because the production was as fast as the need.

The parts were difficult to find. During the school year, before the closure, Foster Youth and socioeconomically disadvantaged students were able to get transportation to school and from the after school program if needed. When the school closed early for the pandemic foster youth and homeless did not need transportation.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment – including disposable gloves, face masks, and face shields	\$184,479	608,411.43	No
Plexi-glass shields	\$223,538	238,544.73	No
Disinfectant & equipment – including hand sanitizer, sanitizer wipe buckets and solution, soap, and hand washing stations, disinfectant spray machines, etc.	\$220,973	488,071.74	No
COVID-19 signage and security during the March – June school building closures to ensure safe buildings for the return of the 2020 – 21 school year	\$26,697	131,768.52	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

As recommended by the Center for Disease Control (CDC), the California Department of Education (CDE) and the Department of Public Health (DPH) it was necessary to increase the budget to meet the safety protocols and to keep employees and the community safe. This meant added signage, disinfectant and equipment, personal protective equipment (PPE) and the necessary plexi-glass shields for in person learning.

The initial plan was to add a hybrid opportunity for students in a cohort A and cohort B. Students were able to return to a hybrid class for K-5 in March and middle and high school at the beginning April. All students, for consistency, stayed with their current teacher. The in-person instruction had a focus on social learning and connection for students.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Beaumont Unified School District was able to successfully secure the PPE items to meet the safety measures set in place by the CDC, CDE and DPH. The District safety plan team was able to work together to make sure all schools sites were adequately cleaned each time a teacher or staff member entered classrooms. Each classroom has the proper signage to notify campus custodians of the need to be cleaned. Site custodians and site staff were trained in the proper use of PPE and cleaning. The biggest challenge that was faced was working with the new knowledge. With this challenge we were able to work with the Riverside County Office of Education (RCOE) and the local health departments to make sure that Beaumont USD was able to keep all staff and families safe during the pandemic.

During the 2020-21 school year Beaumont USD found success in implementing online instruction. First, there were teachers that had the ability to learn new ways of educating students. Second, attendance was maintained at about 95% throughout the school via the online platform.

Some students found that this method of learning was more conducive as they did not have to deal with in-person instruction. The students were able to return in March and April. Elementary schools returned to hybrid in-person instruction in March of 2021 and the secondary schools return to hybrid in-person instruction in April 2021.

Successes: During the hybrid in-person instruction there was a focus on relationship building and social emotional learning. Students felt a connection to their teacher via online so the transition to hybrid instruction was smooth. The challenge was that not all students took advantage of the in-person instruction. Parents felt like for the amount of time students were in school, approximately 2 and 1/2 hours made it difficult to leave work to bring their child to school and pick up their child. Also, it was stated that if there was a family with multiple grade levels at home it was difficult to manage drop off and pick up as well.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Certificated and Classified extra duty for trainings, sanitizing, and preparations during March – June 2020 crisis instruction California Department of Education, July 2020	\$166,077	\$166,077	No
Certificated and Classified extra duty for trainings, sanitizing, and preparations for the 2020-21 school year	\$108,685	\$108,685	No
Technology equipment such as hover cam, web camera, headphones, and Chromebooks for teachers and students for virtual learning	\$5,897,839	5,408,500	Yes
Student hotspots	\$258,336	258,336.56	Yes
Interactive panels for two schools with the highest percentage of unduplicated students of unique needs – low income, EL, Foster Youth and Homeless	\$255,089	251,423.58	Yes
Touch screen Chromebooks for kindergarten students	\$457,434	457,434.00	Yes
Online software for specialized classes such as band and Spanish and additional virtual learning engagement software such as Pear Deck, Kami, etc.	\$108,684	\$108,684	Yes
Online software for speech therapist to use augmented services during virtual learning	\$2,129	\$2,129	No
Clear face masks for therapists working with students	\$1,804	\$1,804	No
iPads for preschool and students with disability with fine motor needs	\$24,646	\$24,646	No
Headphones with microphones for students receiving speech services	\$10,000	\$10,000	No
Anticipated need for mailing printed instructional materials as needed for low income students and students with unique needs during virtual learning during the 2020-21 school year	\$100,000	100,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Anticipated certificated and classified pay to meet the needs created by virtual learning	\$300,000	300,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The technology expenditures for teacher cameras, laptops/Chromebooks, and technology for students did not exceed the amount for distance learning. There is a slight difference in the amount of funds used to purchase these materials

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Student Services:

A Tiered Re-Engagement Attendance Action Plan was created in the 2020-21 school regarding tiered interventions to support attendance at the site and District level. This tiered plan assisted with how teachers could support student positive attendance, how the administrator could support positive attendance, the process for attendance site referrals and recommendations, as well as the school District action plan for attendance. We also changed the language to our site attendance meetings to Site Attendance Action Plan (SAAP) meetings and the District meetings to District Re-engagement Opportunity Plans (Drop) to align with our attendance re-engagement action plan. These plans were written specifically to support distance and hybrid academics-. The SAAP and DROP meetings were developed as a way to identify the support needed at both the site and District level to assist our families with eliminating barriers to school attendance. In identifying these barriers, we provided hot spots and Chromebook access to families in need, including our Homeless and Foster Youth students, who the site tracked weekly to monitor if support was needed. Our nurses worked with families who were identified as having chronic conditions.

Our mental health team was available for families that needed these services. Our parent engagement team was available for students that needed additional tutoring support, and our Homeless and foster youth liaison was available to address the needs of this special population. The Go Guardian online platform is an interactive monitoring system that looks for key words where students may be engaging in negative behavior. This system prompted Student Services to either make a wellness call or a home visit. The mental health team along with the school resource officer made home visits to work with families where students were struggling getting online, support for families that needed access to trauma and/or mental health services or just a wellness check in for families to encourage students through their struggles with online learning.

Professional development training was provided on how to conduct SAAP and Drop meetings in the virtual space. Ongoing professional development opportunities were also provided to all staff on how to access and input information in our new student information system, Aeries. Multiple surveys, emails, and polls taken from March 2020 to the current date assisted the Student Services Department with meeting the needs of our students via Distance Learning and in Hybrid.

K-12 Instruction:

The instructional coach team and technology coordinator collaborated to provide professional learning opportunities for teachers to support distance learning. We began the year with training aligned with our adopted materials and strategies to support student learning by using those materials. Coaches followed up with individualized support based on principal and teacher requests. We also met with leadership teams and met with schools at staff meetings about how to use data to identify students' instructional levels and use our Wonders curriculum to meet their needs. Additionally, we presented to staff meetings about how to teach designated ELD in a virtual setting using our adopted materials. Lastly, we worked with the special education math teachers at BHS to select and implement the Math 180 program to support special education student math achievement. We are looking at next steps for instruction when we return in the fall to support students by providing them with grade level instruction while supporting students with gaps in their learning.

Special Education:

Special education teachers who support students in general education implement interventions to support students in ELA, writing, and self-regulation (Read Naturally (LIVE & GATE), Fast Forward, Step Up to Writing & Zones of Regulation). Case managers, site admin, related service providers, and special education coordinators meet monthly to review student needs. Case managers and related service providers meet monthly to discuss specific student cases. IEP teams meet as a team to document and discuss parent concerns, review progress towards IEP goals, and review current supports and services to support the student's success. Instructional assistants, substitute and full time, are provided on the job training specific to a program or student they will support.

After School Program:

The After School Education & Safety (ASES) program was able to provide virtual support to all students who wished to participate in the virtual ASES program. The main focus was social-emotional, homework, and academic enrichment support. Normally there are 280 students that are serviced in the physical location, as of April 26, 2021 we have 61 students actively participating. ASES has offered reduced hours and targeted support to families as parents make the decision to disenroll their student. Incredible Minds has a total of 131 students participating and parents decide how much virtual interaction they would like to allow their student to have with the Incredible Minds instructor. The Incredible Minds team provides social-emotional and targeted academic support. Elementary and middle school students showed growth in both English language arts and mathematics do to the extra support. Some challenges were the amount of time students spent virtually in a learning environment.

School Site Successes responses:

The 21st Century Learning Institute students had access to devices and hot spots. We increased our program offerings to include additional AP classes. We increased the number of academic workshops for all grade levels to support student success. All teachers were able to attend professional development in Google and other online tools. Glen View High School issued 1:1 Chromebooks to our students prior to COVID therefore the distribution of Chromebooks and hot spots was available to support students with connectivity and access. Staff was able to adapt to distance learning and attended the August trainings on Google tools and distance learning resources. All teachers had the opportunity to attend additional virtual professional development throughout the school year.

Anna Hause Elementary students have been able to stay with their teacher and class all year long in both virtual and hybrid. Teachers have learned to teach the depth and not breadth due to time constraints. Teachers have learned to utilize all technology and online tools successfully. Students have learned to become independent learners. Connectivity has been an issue on and off the site for both teachers and students. Attendance has been very spotty and student motivation has lacked.

Brookside Elementary successes were the fidelity to our core instruction has been consistent the entire year. Students have shown growth despite the learning situation. Teachers have expanded their technological capacity over the year and have taken great strides in developing dynamic blended instruction.

Starlight Elementary, Sundance Elementary, Palm Innovation, Mountain View Middle and San Gorgonio Middle School agree that all staff participated in making sure students and families were aware of expectations. The attendance clerk, admin, secretary, teachers, librarian, aides, custodians, parents and ESF staff contributed to the success of our virtual learning program. This included following up with families to ensure they have what they needed for their student(s). Getting hot spots to students was a challenge due to the shortage in hot spots. It took awhile to get them to all students that needed them.

Tournament Hill Elementary students thrived during distance learning with academics and connectivity. There have been many connections online with students and their families.

Three Rings Ranch and other school sites worked five days a week on distribution of technology. They worked to make sure that technology issues were handled quickly. Teachers built their technology capacity and increased their literacy and mathematics routines during synchronous and asynchronous learning.

Innovation and Instructional Technology:

Allocating additional resources for devices, connectivity, infrastructure, and software is critical. The sustainability of our efforts was not feasible without additional funding. A focus on blended learning and the EdTech software added will enhance our outcomes for additional years to come.

Beaumont High School:

Successes:

*Continuity of instruction- students had time to process content between A/B days;

*Access to devices and connectivity

*Pupil Participation and Progress- some students thrived in the distance learning environment due to less distractions and/or social anxiety.

*Distance Learning Professional Development- Distance learning enabled educators to push through their technology online learning gaps as they persevered in increasing their understanding of online software, hardware and online engagement.

*Staff Roles and Responsibilities- staff learned how to prioritize and manage their instructional time with students due to less days and minutes. In addition, Student-Teacher Conferences provided opportunities for additional support to students who were failing their courses both semesters.

*Support for Pupils with Unique Needs- Students with disabilities that struggle with typical classroom distractions were able to remain the focus and have greater access to the curriculum.

Challenges:

*Continuity of instruction- it was difficult for students and teachers to only see each other 2-3 times a week; made it difficult to go deeper into subject matter.

*Access to Devices and Connectivity- difficult for students in unforeseen circumstances on being able to pick up a hot spot or Chromebook.

*Pupil Participation and Progress- student accountability was difficult to enforce (turning on camera, etc.).

*Distance Learning Professional Development- time restraints and limited desire for staff to want to be online for additional time in the day

*Staff Roles and Responsibilities - offering opportunities for classified staff to support educators was a challenge.

*Support for Pupils with Unique Needs-Many students struggled to access the online format due to the impact of their disability.

*Some students could not join classes without parent support and therefore, were not able to join synchronous 100% of the time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Printing of instructional materials for students during March – June 2020 crisis instruction	\$25,260	25,259.87	Yes
Online programs/software to meet the needs of students receiving special education services such as Boom Learning, Teach Town, FastForward Math, Math 180, etc.	\$49,785	\$49,785	No
Future intervention curriculum and programs for students with learning loss	\$200,000	\$200,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No differences - these funds were used for online programs and software.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The English Language Learner Coordinators, EL Teachers on Special Assignment (TOSA) and site administrators worked with English Language Learners to make sure that they had the supplies they needed and offered Response to Intervention (RTI) to increase language development. Teachers also adjusted their instruction to increase the academic achievement of Foster, Homeless and EL students. Administrators and the Students Services Department worked with the unduplicated population by doing home visits to help make sure students had access to wireless connectivity and necessary supplies.

EL students were offered the Initial ELPAC in person in a safe environment with plexiglass. EL students that took the ELPAC summative assessment were able to take the assessment in-person or online. EL teachers were given professional development as needed to help with student academics and social emotional learning(specifically unduplicated students - EL and socioeconomically disadvantaged students) needed a repair on a Chromebook families could pick up the technology or administrators would bring the technology to their homes.

District and site counselors worked with Foster Youth and Homeless families to offer support in both academics and emotional well-being. Input was given by the DELAC to help parents and their EL students to support at home.

Anna Hause Elementary students were being taught the core essential concepts for each standard. The virtual environment has been conducive to intervention (students not missing time to walk to pull out missing assignments). A few of the challenges were that some of the data may be inaccurate based on support at home. We worked with our Foster youth by contacting the families and offering social emotional support from our counselors.

Brookside Elementary placed a high priority on the essential standards in mathematics and reading throughout the year. This helped teachers focus on developing student skill in the shortened instructional periods. Some of the students found that the virtual environment was very beneficial. Unfortunately, for some students, the level of engagement and support at home will have tremendous effect on their annual academic achievement.

The 21st Century Learning Institute offered more sections of learning labs and created more workshops for students to learn study skills. Additionally, we offered math tutoring in the afternoon (after school hours) for students who worked during the school day. There were some difficulties contacting some of our elementary families and students maintaining progress with their work.

Palm Innovation Academy focused on foundational literacy skills and the standards for mathematical practices (SMPs). Writing seems to be an area that teachers noticed a learning loss, especially observing and supporting in hybrid setting. Educational Monitoring Team (EMT) meetings were scheduled during the school year. PIA will be revisiting EMTs next year to address academic impact.

It is difficult to determine academic impact without accurate, reliable, and measurable data. We are learning with families on how to assess students. The data will help support intervention and instruction. While there may have been some academically related content area learning loss, there have been anecdotal gains in life readiness. The ability to follow through, work independently, navigate online programs, decipher information, overcome, etc. are all areas that are hard to measure but may have seen growth. We worked with our homeless families and our Foster Youth by contacting the families and offering social emotional support from our counselors.

Sundance Elementary, Tournament Hills, Three Rings Ranch and Starlight focused on specific standards to meet the learning needs of students. The Response to Intervention and Instruction (RTI) program continued to support struggling readers. However, attendance was often a problem. EMT's were scheduled throughout the year to monitor progress and to communicate needs with parents of students needing the most support. Our staff utilized both formal and informal assessments to monitor student progress and plan accordingly. Monthly MTSS collaboration helped us further monitor students and determine next steps to assist with academic struggles. Teachers communicated with parents/ guardians referencing student progress and family concerns.

Mountain View Middle and San Gorgonio Middle School attendance and genuine engagement were the school sites' biggest issues. However, overall students still made progress in both reading and math in all grade levels based on i-Ready diagnostic scores. It was

also a challenge to find staff members willing to support outside of the school day considering the demands of remote and hybrid learning. Support was offered either before or after school to help with academics.

Beaumont High School built rapport and relationships with students and their families who were in need that may never have been known unless we were in distance learning. BHS used multiple platforms to reach parents: The District Website, Parent Square, Twitter, and Instagram. Families overall became very distant and overwhelmed with distance learning. Many families were doing well during distance learning and were glad for student check ins and grade meetings, but became very disengaged by the start of 2nd semester. It was a challenge for families that were not able to have the typical high school experience. It was difficult connecting with some families. The BHS staff and teachers continued to reach out by calling and sending messages via Parent Square. We worked with our English language learner families, Homeless and Foster Youth by contacting the families and offering social emotional support from our counselors. If needed we brought wireless hot spots to homeless and Foster Youth families.

The Special Education Department and school sites worked with families to engage in conversation via Google Meets or Zoom. IEPs were held virtually. Teachers were able to work with families via the online platform. If parents need additional supports the special education department and school sites worked with families.

The After School Program was able to work collectively with students who participated in the expanded learning programs. Students that attended the program made growth in both ELA and mathematics based on i-Ready in ELA and mathematics. Additionally students showed growth on MyLexia (reading online platform). Homework and targeted academic enrichment support was provided to every student who participated. The staff that oversees students in these programs went through G Suite training specific to what they would need to effectively work with students virtually; they learned how to use Go Guardian; they completed 40 hours of expanded learning module training and 62 hours of Sanford SEL training in addition to implementing the SEL Harmony afterschool curriculum. They created their schedules for next year with a focus on SEL and STEAM/STEM activities to strengthen student engagement/voice for next year

The successes are that teachers and staff learned new online platforms. Students and teachers learned how to use The Google Platform (such as Jamboard, Docs, Slides, Sheets, Forms and much more), and assessment tools to engage students through synchronous learning and asynchronous learning. The academic coaches were able to do trainings online.

Beaumont High School:

Successes:

*Credit Recovery Saturday School allowed students to earn credits outside of the traditional school year and summer school.

*Student-Teacher Conferences provided opportunities for additional support to students who were failing their courses both semesters.

Challenges:

*Most departments would say they were only able to teach approximately half what was needed to be covered in the 2020-21 school year. There will need to be quite a bit of re-teaching of this year's (2020-21) key-content, next year (2021/22).

*A few students found it difficult to gain online access at the beginning of the school year and throughout the year even with the District provided wireless access point. This was due to the varied strength in connectivity of the service provider based on location of the household.

Innovation/IT: It is difficult to determine learning loss without accurate, reliable, and measurable data. While there may have been some academically related content area learning loss, there have been anecdotal gains in life readiness. The ability to follow through, work independently, navigate online programs, decipher information, overcome, etc. are all areas that are hard to measure but may have seen growth.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

School sites have been working with their staff on their emotional and social well-being. Some sites have been using Google Meets and Hang Outs to connect with students and their families. A few schools and staff members held online evening events or even morning circle and coffee time. There have been site specific surveys that have asked staff their personal needs. Some school admin have been co-teaching with students. Other staff have been taking lunch or 15 min walks outside and working with district counselors when their is a traumatic experience that happens.

Sites have offered open conversation about the effects of COVID 19 on their emotional well-being. When conducive to the learning environment, staff and teachers were able to work from home offering classes via Google Meets or Zoom.

The After School Program:

Students who participated in the expanded learning programs received SEL and academic support from the ASES and Incredible Minds teams. Counselors and staff members were able to have one-on-one conversations with students as needed to share their feelings and challenges. The discussion happened through Google Meets or Zoom. Families were provided options of having their student attend the expanded learning programs on a modified daily or weekly schedule as well.

K-12 instruction:

Students initially found it difficult to learn in their own home setting. Teachers had to learn a new way of teaching and learning quickly. This caused some amount of stress during the learning. Over time teachers and staff were able to embrace the new learning and created routines for the students' daily objectives.

Student Services:

Beaumont Unified School District offered comprehensive counseling services prior to the Covid-19 pandemic. Counseling services has been an integral part of each school's total education program designed to promote academic, career, and social development of all students. Currently, the District has 13 site counselors (3 at each of our middle schools, 6 at our comprehensive high school, and 1 at our Alternative Education school), along with 8 mental health counselors (1 at each of the elementary schools and 1 who gives additional support to our secondary schools). To meet the social-emotional well-being of our students, the District employed counselors at all school sites.

Counselors collaborated with classroom teachers on the delivery of social emotional lessons and worked in small groups and one-on-one with students as needed. In addition, the District counselors also worked with site administration to identify students in need of additional small group, and more independent target support. This information is used to provide additional intervention sessions. Screencast videos were made available to for teachers at the elementary level for teachers to attach these SEL lessons into their Google classrooms. A virtual check in and check out process was created for students in need of more targeted support. Our

counselors assisted with tracking the Homeless and Foster Youth students at each specific site. A Google Form was used to gain information from school staff and teachers to help their integration of social emotional well-being.

The information above really showcases the great support that the District counseling team provided for students, staff, and families. In addition to these successes mentioned above, the pairing of our Counseling Coordinator, our After School/Parent Liaison, and the District nurse to provide our families with classes in wellness and Love and Logic, has been amazing. In addition, the creation of our Family Resource Website has also been a fantastic resource to our families both during the pandemic. The partnership with both Gaggle and Care Solace have also been great in supporting students who need additional support in the virtual space (violence, harm to self, inappropriate material/video, bullying, etc.) and outsourcing care for students in need of additional resources (Care Solace).

Some of the challenges have been supporting all students who have experienced some form of trauma. Connecting with all students in need of counseling support in the virtual space and being able to identify and provide all of our families with what they specifically need to support them to the best of our capacity has also been a challenge. One challenge continues to be the growing need to support the mental health needs of our secondary students with additional mental health school counselors. Currently, we have one counselor that supports all the sites on an itinerant basis, but this has been challenging based on number of referrals and ERMHS cases at this level.

Special Education:

Students that are more impacted by their disability are supported using visual supports, social narratives, video modeling, and prompting. The Zones of Regulation are implemented to meet the child where they are. Special education teacher embed breaks into the daily schedule to facilitate regulation. Tier II site supports have been accessible via the online platforms. Tier II and Tier III behavior plans are considered and developed for students that benefit from more systematic behavioral support. IEP teams meet to discuss student well-being. Phone calls, emails, and home visits are made to reengage the student. Referrals for Care Solace are made as needed.

School Sites

21st Century Learning Institute Successes: We were able to provide students with mental health support identified through Gaggle alerts. Challenges: The mental health and SEL needs of students have increased with COVID 19 (ie. students taking on jobs to support households and lack of social activity in-person with peers)

Anna Hause Elementary School

Successes: Resources have been made available to families and students. Second Step lessons. Challenges: Have not been able to pull individually and in person to provide the Tier II and III needed for students.

Brookside Elementary School:

Success: Social Emotional Learning (SEL) expectations have been made through our commitment to daily morning meetings. During these meetings teacher utilized our Purposeful People curriculum as well as the supports provided by site counselor.

Palm Innovation Academy:

Leader in Me was used by all teachers for SEL. Our counselor routinely conducted SEL lessons. Weekly home visits for struggling students with attendance. Provided additional resources to parents dealing with trauma or loss. When necessary shared Care Solace resource for families. For staff, prioritized self-care highlighting different strategies at each staff meeting. Intentionally checked in with staff members by phone, text, email or in person.

Sundance Elementary School:

Our counselor was busy daily implementing 2nd Step lessons for all classrooms. Some classrooms completed the entire curriculum. Check-ins and individual counseling took place, as needed. Our counselor also led a PBIS team through an RCOE training to better prepare for SEL needs next year.

Starlight Elementary School:

Success: Our teachers and counselors worked together to identify students who needed Tier II support. Our counselor was able to provide small group intervention to those who needed the support. She also implemented 2nd step lessons for all classes. Administrators supported staff and families who needed SEL support.

Tournament Hills Elementary School:

Successes: strong Mental Health and SEL support: counselor implemented 2nd Step curriculum in all classes, and held weekly groups on topics such as grief and specific social skills. Weekly newsletters highlighted various SEL topics and provided links to numerous resources. SEL a daily feature in morning announcements, often including a read aloud on an SEL topic. Numerous home visits and daily meets with students and families. Workload large enough for 2 counselors. Teachers worked explicitly to build connections and create safe space in distance learning and hybrid.

Three Rings Ranch:

Teachers routinely reached out to parents with concerns. If more support was needed, teachers worked with admin and the school counselor to provide further support. Weekly home visits were established to reach out to families. The counselor implemented 2nd Step curriculum in all classes and provided individual support to students as various personal needs arose. We provided opportunities for socialization through a "virtual" recess; we continued our PTA activities such as Paint Night, Trunk or Treat and dress up days using the safety protocols development by the Beaumont Unified Team.

San Geronio Middle School:

We continued to provide Tier I, II and III services through the counseling department. Again the challenge is students logging in to the support opportunities. The middle school arranged Google Hangouts (meetings), made home-visits, and called families of scheduled appointments.

Mountain View Middle School:

Incorporated activities throughout the school year including spirit weeks, school wide celebrations, motivational speakers, contests, cultural celebrations, virtual student performances and concerts, etc. to increase the opportunities for student connection. Counselors provided direct services to students through classroom presentation and leading small groups. The greatest challenge with monitoring mental health and well-being is the dependence on technology for connection. We utilized attendance and engagement data to contact families, make home visits, and support through tiered counseling services but in some cases we didn't know a student was struggling until they contacted the school. These are the cases where a student may have been achieving academically and participating in classes but the lack of qualitative data related to their behaviors/mood limited our ability to identify challenges they may be facing.

Glenview High School:

Successes: We were able to provide students with mental health support identified through Gaggle alerts. Challenges: The mental health and SEL needs of students have increased with COVID 19 (ie. students taking on jobs to support households and lack of social activity in-person with peers)

Beaumont High School

Successes:

*Many students who struggled with social anxiety and the size of the campus and number of students, thrived in the virtual environment.

*SEL Lessons by our Counseling Department for all students.

* Trained and discussed suicide protocols.

* Able to use Zoom or Google Meets to meet with families regarding trauma and social emotional well-being.

Challenges:

*Students that need in-person instruction and interaction suffered with learning how to manage their time, classwork, and had no social outlet depending on family circumstances.

*Many students and their families who had never experienced this level of anxiety and unknowns struggled greatly over the last year.

*Counseling team has made:

*524- virtual student meetings/phone calls for social emotional help.

*Had to work with families on suicide protocols.

*Limited in how we could genuinely interact with students through online meetings/opportunities.

Some students need face-to-face, real-life interactions with others outside the home.

Innovation/IT:

This is the biggest unknown given the information we have. The impact to students being away from a physical school building is hard to quantify. Additionally, the levels of trauma differ greatly from student to student. This will be a huge challenge we face over the next few years.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The After School Program:

Parent Square was the main communication tool used to outreach to all families concerning the expanded learning programs. Parents were required to complete an interactive, parent meeting to understand the program guidelines. Websites were created so parents could access the information to pre-register their student into the program 24 hours a day/seven days a week. In December 2020, the Family Engagement Interactive website was created to provide immediate resources to families. RCOE virtual presentations were sent out to families so they could participate in various virtual parent events. Beaumont USD began in house Zoom family events in February 2021. The events that have been offered are: Love and Logic Parenting Class (9 session, 1 hour series), Selfcare/Mindfulness, Grief & Loss, and International SEL Day.

Student Services:

In accordance with SB 98, Beaumont Unified School District has implemented a robust engagement and outreach process, including a tiered re-engagement plan for students who are absent during the daily virtual learning instructional blocks. Outreach with our parents during the re-engagement process is able to be completed in English or Spanish based upon the needs of our parents.

Each school created an attendance team with multiple members such as Administration, Classified and Certificated staff. The school site's attendance teams are responsible to ensure attendance is taken daily and/or during each period at the secondary schools. A success was the dedication that the site teams had in identifying where every student from their site was. Members from the school site teams attempted to make contact to re-engage any student that was not participating. A challenge was not being able to get every student to actively participate.

A success was that students who were identified as having hot spot or connectivity issues were provided with hot spots and Chromebooks to access instruction. A challenge was that even when barriers were eliminated, some students were still absent. Students who continued to not come to school became chronically absent and attendance letters were generated to begin the SAAP and DROP process. The first notice was a reminder of the importance of coming to school. The second notice required parents to attend the SAAP meeting and the third notice invited our families to the District Drop meetings. A success is that when families attended these meetings, barriers were identified and removed. A challenge was getting all parents to attend these meetings. The

District Attorney's office has supported our District with families who continue to show no improvement in their attendance. Another success is that our department has continued to support our families through the virtual family resource center. Parent classes are also held weekly to support families with wellness and Love and Logic. In addition, all families were provided with breakfast and lunch during the Pandemic. Our Homeless and Foster youth liaison has also facilitated resources to families in need.

K-12 Instruction and Educational Services:

The District continued to hold DELAC meetings during the 2020-21 school year and had good participation in those meetings. Thought Exchange and Parent Square were used to gain input from the community regarding learning opportunities, technology/materials and social emotional well-being. Parents were invited via Zoom for board meetings and when in-person resumed, parents and the community could come into the board room or remain online via zoom.

Special Education:

Case managers, related service providers, site admin, general education teachers, and SPED Coordinators work together to make contact with families. The parent/community liaison supports the special education department's efforts to engage families and follow the District's reengagement plan when families do not respond to these efforts.

21st Century Learning Institute:

Successes: We were able to increase our student and family out reach in general. In the past parents/guardians and students would have to come to campus for their bi-weekly check-in. Having the check-in virtually increased participation and allow parents to check in from work. Additionally, having our workshops and awards virtually increased student and family participation. Challenges: Some students needed the in-person learning labs, although we had them virtually some needed the in-person opportunity.

Anna Hause Elementary:

Successes: Parents have been more willing to share their challenges and successes (take an active role). Challenges: Tougher to get families to participate when there are not in person events to draw them in (PTA nights).

Brookside Elementary:

Success: Parents have really engaged in a partnership this year in student learning. More so than ever before. Challenge: The ability to offer family activities through our PTA was a major loss this year.

Palm Innovation Academy:

Not being able to have volunteers on campus was difficult for families; the connection allows for social capital growth. District provided parent trainings and opportunities for SEL. We've been able to track Parent Square engagement - we finally got to 100% parents reachable! Data shows us that teachers are reaching out to parents. Sometimes parents get overwhelmed when teachers and administrators are checking on them too frequently.

Sundance Elementary School:

We typically have 75 regular volunteers on campus every week. In virtual learning, this was not possible. Parent engagement was down. Many were not interested in attending the virtual engagement options.

Starlight Elementary School:

As most sites, parent engagement was a challenge this year. Our PTA was still very active in making donations and reaching out to us for any site needs. They organized virtual events such as paint nights, story time, book fairs, etc., which helped our community in staying connected.

Tournament Hills Elementary:

Parent engagement has been a challenge. Parent Square is the main form of communication and interaction. Regular newsletters and posts keep families informed. The counselor has set up a resource-rich counseling corner for students and families to access resources. Challenge has been getting students who require the most support to log into individualized sessions, whether for counseling, small group, or Specialized Academic Instruction (SAI).

Three Rings Ranch Elementary:

The assistant principal and school counselor visited homes on a weekly basis to provide support to students and families with engagement challenges. The school counselor scheduled individual sessions with students, however, there were some challenges with students logging into them and other small group instruction.

Mountain View Middle School:

Authentic family engagement has been a challenge. We have hosted virtual family events, drive through events, and delivered items and awards to their home. Parent Square has been the primary means of communication but the oversaturation of information has led to some families to ignoring messages. It has been a difficult balance of providing timely information and asking for feedback with overwhelming them with written communication.

San Geronio Middle School:

We hosted monthly virtual Coffee with the Counselors and Q&A's with Administration with very little turn-out. In a "Typical" year we would have between five and 15 families join each month. Counselors created and sent out monthly newsletter to all families with supports embedded. We utilized Parent Square frequently to communicate. We also started doing pre recorded videos (screen-castify) to give information to families.

Beaumont High School:

Successes:

*Built rapport and relationships with students and their families who were in need that may never have been known unless we were in distance learning.

*Using multiple platforms to reach parents: Website, Parent Square, Twitter, Instagram

Challenges:

*Families overall became very distant and overwhelmed with distance learning. Many families were doing “ok” and were glad for students check ins and grade meetings, but became very disengaged by the start of 2nd semester.

*Not being able to have in-person connections or in-person opportunities to provide parents with positive experiences with the high school

*Difficult connecting with some families with IEPs and ELs. We found that using the online platform was a great way to connect and would be of benefit in the future so parents don't have to drive to the site.

*Parents working at their physical workspace made it difficult for them to support and hold their child accountable during distance learning.

Glen View High School:

Successes: We were able to have an increase in participation in our SSC and PBIS Awards Celebration with the use of Zoom.

Students were able to go on virtual college field trips in areas we would not be able to travel (ie. UC Santa Barbara)

Challenges: Students prefer to have in-person engagement activities. A lot of our students do not know each other due to activities being in the virtual place.

Innovation/IT:

We have communicated more than ever before via surveys, notices, drop offs, pick ups, etc. I think this area will encourage any hesitancy from parents and/or staff to collaborate together on issues.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The challenges and successes seem to have gone hand in hand with our program these past 13 months. For example, while the method in which we provide meals to our students was our first challenge (moving from serving students on-site to curbside meal distribution) the successful execution of that shift was one of our greatest successes as well.

Financially, we suffered at the end of last year as a result of stay home orders issued by the State of California, but the summer saw a sharp increase in participation over past years and assisted in partially recovering for the year overall. The start of the 2020-21 school year was a challenge financially as the State required us to operate under the National School Lunch Program (NSLP) regulations, which dictate that we charge for meals in accordance with Free and Reduced Price Meal (FRPM) eligibility of students. This caused a decrease in participation overall as parents chose not to participate if they were being charged for meals. This was remedied in the fall when extensions of waivers and the ability to migrate from NSLP to the Seamless Summer Option (SSO) program, where all students are provided meals free of charge regardless of meal eligibility status; our participation has grown since the shift to SSO and our reimbursement revenue is projected to be the highest year to date for Beaumont.

LCFF considerations were a challenge as well as the requirement to operate under NSLP guidelines at the beginning of the year saw us attempting to obtain FRPM data through families filling out meal applications; there was no incentive for families to do so as they related that to having meals on campus and that was not what was happening during school closures. Once we received the green light to migrate from the NSLP to SSO, we were also able to convert to the alternative income form for data collection for LCFF Fall 1 purposes through Aeries. This conversion brought an increase of 2.07% FRPM bringing the FRPM to 57.49 as a result of the campaign launched to encourage families to fill out the less complicated alternative income form in Aeries as opposed to the 55.42% captured by meal applications alone. As a result, we were able to report an Unduplicated Pupil Percentage (UPP) of 59.19% at the Fall 1 reporting.

Procurement of food was a challenge both due to supply chain inadequacies as well as the method of meal distribution. Our success was the ability to pivot to a "pantry" style service, as opposed to the traditional individual meal component per student, per meal. We took advantage of service waivers to provide a more accessible and appealing product to our families that would subsidize other assistance being provided by the government in the form of EBT and stimulus monies; our success has been evident in the increased participation and the outpouring of gratitude from the community for the meals that they are able to acquire from us that provide a balanced variety of fresh fruits and vegetables along with students' favorites for entrees.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Anticipated additional Counseling curriculum and training as needed to target social-emotional needs for identified students who have experienced learning loss	\$50,000	\$50,000	Yes
Distance Learning Program (Continuity of Instruction)	Prioritizing students with unique needs, and to allow for additional students to enroll in our District's independent study program, additional furniture was bought to accommodate the increased staffing at our 21st Century Learning Institute	\$11,402	\$11,402.10	Yes
Distance Learning Program (Continuity of Instruction)	Due to the increased number of students with unique needs enrolled at our 21st Century Learning Institute, additional learning software was purchased to address the elementary students' needs	\$9,750	\$9,750	Yes
In-Person Instructional Offerings	Prioritizing students with unique needs, an addition of E-Dynamics for CTE courses at 21st Century Learning Institute was purchased for students in grades 6-12	\$5,940	\$5,940	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No differences

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Distance Learning allowed Beaumont Unified School District and the community to evaluate the way students learn and how teachers are offering content knowledge. Teachers have gained new knowledge in technology, visual meeting platforms, creative ways of teaching both synchronous and asynchronous education. Teachers, students and staff have learned how to create videos to both demonstrate learning and to offer new knowledge.

As a collective District we have been able to give access to conferences via the video platform where typically parents that work could not make a meeting or conference due to inconvenience. Now, teachers, administrators and families can meet with educational services, their teachers, and more without having to leave their work space or home.

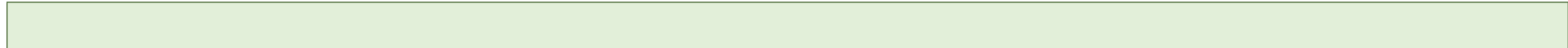
Additionally, student services created ways to work with families where students and families may have had trauma or emotional services needs due to the pandemic. We are now going to use a universal tool to assess the emotional well-being of students and to address building relationships through restorative practices. Also, our goals were developed around the Whole Child Design to make sure we are looking at Universal Design for Learning (UDL) that includes academics, self discipline and social emotional learning of the entire community. The educational services department, administrators, teachers, staff and the community will create a Multi-Tiered Systems of Support that includes "All Means All" around Academics, Behavior and Social Emotional learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will address learning loss by continuing to use a universal screening for academics and add the universal screener for social emotional learning. The Instructional Services team will develop the Universal Design for Learning (UDL) with an MTSS framework of how students learn based on Brain-Based research and Best-First instruction (Fullan, 2018 Hattie, 2020; Kelemanik, et al 2016; Dweck, 2016; Bush & Cook, 2019; Konicek-Moran & Keely, 2015; Sousa, 2017; Sheninger, 2019; Lencioni, 2016; Serravallo, 2017; Almarode & Vanas, 2019; Siegel & Bryson, 2011)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The differences was knowledge learned collectively over time. The past school year Beaumont Unified School District was able to gain knowledge on how to address learning loss from a new educational lens, work towards an updated system of learning and engage with the community to address learning loss.



Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the input from stakeholders we will move collectively in moving towards in-person instruction. By the end of the 2020-21 school year all students had the option of returning to hybrid instruction. Monday through Friday students had access to asynchronous learning in the morning and were in a stable group, A (Monday and Tuesday afternoon) or B (Thursday and Friday afternoon) cohort model. Students were not penalized for not attending the afternoon hybrid.

Students with disabilities were serviced via the online platform. When hybrid became available students with special needs was a population that took advantage of this in person instruction. There challenges meeting the needs of all students; specifically, homeless students. If homeless students moved or changed location in became difficult to work with these families. However, students that did have access to the wireless access points were able to access the content online. Counselors worked with these families making sure they had access to the free meals that were given to families through the District.

Foster Youth and Homeless students/families were given priority in the after school program and were also contacted by site administrators to follow for additional support. English Language Advisory Committees (site) continued throughout the school year. Teachers and administrators worked directly with families on their attendance, well-being and academic progress. There were continued small group instruction for EL students, Foster Youth and Homeless on a need or requested basis.

The District School Resource Officer (SRO) is part of the community. The SRO works with families throughout the week doing home checks and phone calls. Based on the feedback families appreciate the SRO as they feel like their children and school sites are safe from unwanted intruders that are not thinking of the best interests of students and staff.

Due to the CDC, CDPH and RCPH guidelines we could not return to in-person instruction until the local community was in a Tier that was safer for staff, students and the community. Students were allowed to return to competitive sports as they were in smaller cohort groups.

With the support of teachers, staff and the community, students were offered online instruction and given a hotspot if needed and a Chromebook device. There were additional devices provided to staff the requested a Chromebook.

The additional counselors that were hired to meet the emotional needs of students will continue to service students.

All school sites will maintain physical distancing in accordance to the state mandate, CDC, CDPH and RCPH Guidelines. Students

and staff will continue to wear masks and will be provided alternate forms of face covering based on the COVID19 Safety Plan.

The learning blocks in ELA and mathematics along with intervention, designated ELD supports and specialized academic instruction will continue during the summer program and/or the Extended School Year.

We will continue with the following programs:

- Google Meets
- Google Classroom, Seesaw, Flipgrid (these are interactive platforms that allow the student and the teacher to use the tool for learning and to create content by the student and teacher)
- Virtual Learning strategies
- Summer school professional learning and summer program will be open to all students
- Special Education virtual IEPs if needed or in person

We will continue the efforts on a Universal Design for Learning with the Multi-Tiered Systems of Support Tier I, Tier II and Tier III (Best First Instruction, Response to Intervention and Instruction)

- Virtual learning strategies - Students are digitally literate when entering school. These skills need to be strengthened from a positive perspective to increase the social awareness of online platforms
- State-adopted, board approved curriculum and how to deliver in the virtual setting
- Creativity/Productivity software selection to best meet the teachers' objective
- i-Ready for diagnostic in a virtual learning environment (K-8) and we will move to STAR reading and Mathematics for the High School during the 2021-2022, 2022-2023 & 2023-2024 school years

- Reading foundational literacy training/literacy intervention support and the standards for mathematics practices (SMPs)
- Revisit the Next Generation Science Standards and Framework (NGSS) K-8 and science domains for high school
- Grade level and subject area teaching support and engagement strategies
- Aeries for attendance and grade book
- Zearn (this is the online mathematics platform)
- Be Ready Beaumont (CTE and career related trainings)
- Emergency Conditions Plans
- Google Meets, Classroom, and Virtual Learning strategies for instructional aides

With the start of the school year, we continue to conduct professional training for our staff through open office hours hosted by teachers on Special Assignment (TOSAs).

Some of our current and future trainings we are planning for are:

- Zoom
- Gear Up training for Math support in the secondary schools

- ELD strategies for virtual engagement
- ELPAC Assessment training for virtual assessment
- Diagnostic #2 implementation
- Response to i-Ready Diagnostic 1 results
- Lesson planning for the hybrid model
- CTE Model Curriculum for new CTE teachers
- Project Lead the Way (PLTW) for CTE teachers
- Be Ready Beaumont (Vita Navis, Nepris, and World of Work) - these are interactive sites that gives students access to careers that they typically may not know about. Also, students can see people in careers that look like them.
- SANDI
- Teach Town
- Fast Forward
- ASHA Learning Pass for Speech and Language Pathologist

We will continue with training for substitute teachers, instructional and health aids to support in the academic and social emotional learning of students. We will increase the learning opportunities for students and families that will be remaining on distance learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	13,563,617.70	12,840,810.00
	0.00	0.00
0000 LCFF Base	134,241.00	0.00
0707 LCFF S/C	12,494,645.00	11,962,795.00
3010 Title I	541,979.70	523,703.00
4035 Title II	123,605.00	167,109.00
4127 Title IV	74,000.00	0.00
4203 Title III LEP	28,670.00	28,670.00
6512 Sp. Ed. Mental Health	166,477.00	158,533.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	13,563,617.70	12,840,810.00
1000-1999: Certificated Personnel Salaries	6,171,148.70	5,936,389.00
2000-2999: Classified Personnel Salaries	1,429,994.00	1,093,518.00
3000-3999: Employee Benefits	2,478,200.00	2,581,338.00
4000-4999: Books and Supplies	1,023,545.00	969,724.00
5000-5999: Services And Other Operating Expenditures	1,565,622.00	1,313,754.00
7000-7439: Other Outgo	895,108.00	898,087.00
Not Applicable	0.00	48,000.00
	0.00	15,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	13,563,617.70	12,840,810.00
1000-1999: Certificated Personnel Salaries	0000 LCFF Base	91,786.00	0.00
1000-1999: Certificated Personnel Salaries	0707 LCFF S/C	5,515,536.00	5,306,980.00
1000-1999: Certificated Personnel Salaries	3010 Title I	379,148.70	379,023.00
1000-1999: Certificated Personnel Salaries	4035 Title II	82,195.00	125,699.00
1000-1999: Certificated Personnel Salaries	6512 Sp. Ed. Mental Health	102,483.00	124,687.00
2000-2999: Classified Personnel Salaries	0707 LCFF S/C	1,407,790.00	1,093,518.00
2000-2999: Classified Personnel Salaries	6512 Sp. Ed. Mental Health	22,204.00	0.00
3000-3999: Employee Benefits	0000 LCFF Base	32,455.00	0.00
3000-3999: Employee Benefits	0707 LCFF S/C	2,192,044.00	2,342,757.00
3000-3999: Employee Benefits	3010 Title I	141,831.00	134,655.00
3000-3999: Employee Benefits	4035 Title II	41,410.00	41,410.00
3000-3999: Employee Benefits	4203 Title III LEP	28,670.00	28,670.00
3000-3999: Employee Benefits	6512 Sp. Ed. Mental Health	41,790.00	33,846.00
4000-4999: Books and Supplies	0707 LCFF S/C	1,023,545.00	969,724.00
5000-5999: Services And Other Operating Expenditures	0707 LCFF S/C	1,470,622.00	1,303,729.00
5000-5999: Services and Other Operating Expenditures	3010 Title I	21,000.00	10,025.00
5000-5999: Services and Other Operating Expenditures	4127 Title IV	74,000.00	0.00
7000-7439: Other Outgo	0000 LCFF Base	10,000.00	0.00
7000-7439: Other Outgo	0707 LCFF S/C	885,108.00	898,087.00
Not Applicable		0.00	0.00
Not Applicable	0707 LCFF S/C	0.00	48,000.00
		0.00	48,000.00
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,969,157.00	3,957,757.00
Goal 2	7,153,206.70	6,810,165.00
Goal 3	2,441,254.00	2,072,888.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$655,687.00	\$1,466,796.42
Distance Learning Program	\$7,690,723.00	\$7,197,719.14
Pupil Learning Loss	\$275,045.00	\$275,044.87
Additional Actions and Plan Requirements	\$77,092.00	\$77,092.10
All Expenditures in Learning Continuity and Attendance Plan	\$8,698,547.00	\$9,016,652.53

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$655,687.00	\$1,466,796.42
Distance Learning Program	\$313,341.00	\$313,341.00
Pupil Learning Loss	\$49,785.00	\$49,785.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,018,813.00	\$1,829,922.42

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$7,377,382.00	\$6,884,378.14
Pupil Learning Loss	\$225,260.00	\$225,259.87
Additional Actions and Plan Requirements	\$77,092.00	\$77,092.10
All Expenditures in Learning Continuity and Attendance Plan	\$7,679,734.00	\$7,186,730.11



A Shared Commitment

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Beaumont Unified School District	Amy Nguyen-Hernandez Assistant Superintendent of Instructional Support Services	anguyenhernandez@beaumontusd.k12.ca.us (951) 845-1631

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Beaumont Unified School District shall provide high-quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school, and community. The vision of the Beaumont Unified School District is to provide quality education by leading, assisting and motivating students to establish and achieve goals to become responsible and productive citizens. A partnership involving the school, home and community will provide an environment that is conducive to intellectual, academic, personal and social growth. The shared vision will continue to have a collective dialogue so that we, as a district, will continue to increase our collective efficacy.

Beaumont Unified School District is located in the San Geronio Pass area within a growing city of over 54,900 residents. As the City of Beaumont has grown, so has the District, adding an average of nearly 300 students each year. With a student enrollment that is now at approximately 10,800 students, we are looking forward to building the community, social and emotional capital of the District.

The District's growth in the community and student population has allowed the District to open a new K-8 school, in the growing area of Summerwind Trails. Students residing on the south side of the freeway are within the school's boundaries. A strength of the Beaumont community is that there is a strong belief of being involved and engaged in their children's academic and sporting activities. Challenges over the coming years will be to work on academic and social impact due to the unexpected pandemic. The families, students, teachers and staff will be coming back in the fall with new perspectives of education.

During the 2016-17 school year the enrollment was approximately 9,600 student and as of the 2020-21 school year the enrollment is at 10,800 showing an increase in enrollment over time.

Beaumont Unified proudly serves a changing and diverse student population. Our 2019-20 demographic data is as follows (Dataquest):

African American = 5.56%

White = 31.6%

Hispanic/Latinx = 51.3%

Two or more races = 5.15%

Asian = 2.4%

Filipino = 2.3%

Our emergent bilinguals and multilingual speakers (English language learners or EL) in 2016-17 was at a percentage of 12.3% and in 2019-20 was at a percentage of 8.8% showing a significant decline. Our foster youth are maintained at 1.4% since 2016-17 and was listed at 1.4% in 2019-20.

Students in our unduplicated population (EL, Homeless and Foster Youth) and our emergent bilingual students bring specialized needs which drive many of our actions and services throughout the LCAP. As the District has grown, we have had the opportunity to expand our services to meet the needs of our increasing student population. The District's primary focus for the 2021-24 LCAP will be on the unduplicated population and/or students with disabilities, closing the gap in academic achievement and working with our families to provide a safe space for learning while working the social emotional well-being of students, staff and the greater community.

The District takes pride in the face that we work collectively with our educators and support staff to increase learning opportunities, sporting activities and building the social-emotional capital of our students. This means as a District we will work together with our community to increase our connections with students and staff. We do this through offering rigorous courses with a focus in deep learning opportunities and building relationships with our community.

The District's Career Technical Education (CTE) initiatives are extensive and play a vital role in closing the achievement gap for unduplicated youth and specific subgroups that are not at or above the state and county in academics. Over the past five years, the District has created a significant number of CTE pathways leading to a District-wide CTE participation rate of nearly 40% of all students. CTE students in all student groups out-perform non-CTE students with an Academic Proficiency in Reading and Language Arts of 60.60%. The District continues to allocate resources and support for CTE pathways that embrace equity and technical skills attainment for unduplicated youth. Along with the CTE courses at the middle and high school there are two pathways at the elementary level; both Dual Language Immersion

and science, technology, engineering and mathematics (STEM). Students who have access to specific pathways starting in kindergarten increase their self-efficacy, perceptions and career interests at a younger age. These students also outscore non-Dual Language Immersion or STEM students.

The mission of the District will support systems through strategic uses of the Local Control Funding Formula (LCFF) funds that provide actions and services promoting equity in order to meet the identified needs of our changing student population. This focused approach will work with all students, specific subgroups and/or students with disabilities, and our unduplicated population towards closing the academic achievement gap through relationship building and increasing the social emotional well-being for students.

During the 2021-24 school years the District will focus on the many challenges that occurred because of the un expected pandemic. We are aware that there is an academic impact and emotional trauma for our students. The District is committed to working with classified staff, certificated staff, students and their families to collectively create and atmosphere of trust, benevolence, integrity, openness and competence.

The District believes through our shared commitment we can use the new knowledge gained through the exponential learning that occurred this past year. We learned how to work with our families, teachers, staff and students through a virtual environment and created new ways of connecting with our families. We know the Beaumont community has a resilience that meets the forever changing educational atmosphere. The District will be able to build a stronger social-emotional and academic high achieving community where there is continued growth. Our commitment is resolved by the understanding we will have access to high quality education with dedicated and resilient staff.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the last two school years and LCAP plan cycle, we developed the Be Ready Beaumont initiative with a focus on college and career readiness for all students. The roll out started in 2019-20 and was designed around vocational themes to increase students' strengths, interests and values (SIV). Each elementary school had access to an intervention literacy teacher to help with the gaps in English language arts (ELA) and literacy foundational skills.

This past year was unique due to the unexpected pandemic. The District's educational leaders and teachers received online training in giving students access to both synchronous and asynchronous learning. Teachers and support staff worked together to give families learning opportunities via virtual learning. While this was not the ideal learning environment, teachers, staff and families worked together to do the best they could under the circumstances to meet student needs.

We are very proud of our ongoing accomplishments as a District . These included on the California Dashboard:

- * Increase in ELA and Math for all students changing from Orange to Yellow.
- * Increase in high school graduation rate of 93.62%, maintained 0.4% (Green);
- * Increase in College/career preparation rate of 49%, increasing by 3.9% (Green),
- * Lowered Chronic Absenteeism rate of 9.8%, declining 0.7%, moved from Orange to Green

2018-2019 CAASPP Data

English Language arts	Exceeded/Met	39.89%
Mathematics	Exceeded/Met	27.20%
Science	Exceeded/Met	29.92%

With the local indicator (i-Ready) student data showed growth over time in both ELA and mathematics. The Tier I, Tier II and Tier III placement distribution for growth. Tier III students are at risk and two or more grade levels below, Tier II is approaching grade level and Tier I students are at or above grade level.

2020-21 Local Indicator (Benchmark 3)

Benchmark - Universal Screener Window 3 (K-5) ELA

- Tier I - 51%
- Tier II - 33%
- Tier III - 16%

Benchmark - Universal Screener Window 3 (K-5) mathematics

- Tier I - 42%
- Tier II - 43%
- Tier III - 15%

2020-21 ELA i-Ready Local Indicator:

At or above grade level: K-8 Window 3 -

- English Language Learner - 43%
- Non-English Language - 54.5%
- Foster Youth- 29.8%
- Homeless - 34.4%
- Special Education - 30.4%
- Asian - 70.2%
- African American/Black - 49.4%
- Hispanic/Latinx - 48%
- Multiple Ethnic Group - 60.2%

White - 59.1%

2020-21 Mathematics i-Ready Local Indicator:

At or above grade level: K-8 Window 3

English Language Learner - 36%

Non-English Language - 42.5%

Foster Youth-16.5%

Homeless - 22.9%

Special Education - 21.9%

Asian - 61.7%

African American/Black - 33.6%

Hispanic/Latinx - 36.6%

Multiple ethnic group - 48.6%

White - 48.4%

Each year school sites and the administration with teachers work together to make sure that all students have access to the LEA-wide academic curriculum.

Over the three year LCAP cycle student academics has continued to increase in ELA. Mathematics has maintained on the California Assessment for Student Performance and Progress (CAASPP). The data show that there are gaps between subgroups. The school sites are continuing to address the academic impact on their School Plan for School Achievement (SPSA).

During the 2020-21 school year we used i-Ready as a local measure for kindergarten through grade 8. Grade 11 students had the option of taking the California Assessment for Student Performance and Progress (CAASPP) in ELA and mathematics. While there was steady growth throughout the school year, the growth was still less than the 2019-20 school year. The challenge during the 2020-21 school year was the negative academic impact due to the pandemic compared to a typical school year.

Students who have barriers at school, like distractions in the classroom, peer pressure or the negative impact of bullying, did not have these same barriers during online learning and found success in the virtual learning environment. Parents with ability to allow their children to work remotely will have access to the 21st Century Learning Institute for grade K-12.

The District plans on continuing to build on its achievement by providing additional professional development in instructional strategies to meet the needs of our English Language Learners, strengthening the implementation of new K-12 ELA and mathematics curriculum, providing comprehensive professional development in high impact instructional practices, using evidence based diagnostic measurements in ELA and mathematics and by developing Districtwide Tier II interventions. Extended service have been provided to all students including the neediest students through the development of a comprehensive mental health counseling program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Fall 2019 California School Dashboard indicates that all Indicators are Green except for ELA(Yellow) and Math(Yellow) for the District. Within each of these indicators the following student groups were ranked in the Red and Orange levels:

- * English Language Arts - Orange(Foster Youth, Hispanic and Students with Disabilities)
- * Math - Red (Students with Disabilities), Orange(Native American, Foster Youth and Homeless)
- * College and Career - Orange(African-American, Students with Disabilities)
- * Chronic Absenteeism - Red(Homeless), Orange(African-American)
- * Graduation Rate - Red(Students with Disabilities), Orange(African-American)
- * Suspension - Red(Native American), Orange(Homeless, Two or more Races and Pacific Islanders)

The above indicators from the state Dashboard are still relevant data. The data can be used as a benchmark for comparison in the coming years (2021-22, 2022-23 and 2023-24) when the CAASPP, CAST and CAA are used for state testing.

Based on the local indicator (i-Ready) there still is a gap in learning in both ELA and mathematics. We will be working towards or unduplicated population, English Language Learners, Foster Youth, Homeless and other subgroups in both ELA and mathematics. Grade 11 took both the ELA and mathematics CAASPP at the end of the 2020-21 school year. The data will be available in the last fall of 2021-22 school year.

The local indicator, i-Ready with Schoolzilla, show the following data:

i-Ready 2020-21

Benchmark - Universal Screener Window 3 (K-5) ELA

2020-21	2019-20
Tier I - 51%	40%
Tier II - 33%	31%
Tier III -17%	28%

ELA: at or above grade level: K-8

English Language Learner - 43%

Non-English Language - 54.5%

Foster Care - 29.8%

Homeless - 34.4%

Special Education - 30.4%

Asian - 70.2%

African American/Black - 49.4%
Latinx - 48%
Multiple ethnic group - 60.2%
White - 59.1%

Benchmark - Universal Screener Window 3 (K-5) mathematics

Tier I - 42%
Tier II - 43%
Tier III - 15%

Mathematics: at or above grade level: K-8

English Language Learner - 36%
Non-English Language - 42.5%
Foster Care - 16.5%
Homeless - 22.9%
Special Education - 21.9%
Asian - 61.7%
African American/Black - 33.6%
Hispanic/Latinx - 36.6%
Multiple ethnic group 48.6%
White 48.4%

The universal assessment tool i-Ready shows that students are showing growth from the beginning of the 2020-2021 (benchmark 1) to the third assessment (Benchmark 3) in English Language Arts and mathematics. However, the growth comparison shows that either schools are at the same point as the past year or slightly lower than previous years. This could be due to the academic impact of synchronous learning and other factors that were outside of the control of the online classroom. The data also show that there needs to be specific instruction for Homeless, Foster Youth and English Language Learners in the areas of both ELA and mathematics. There is a Multi-Tiered Systems of Support (MTSS) being developed with stakeholder input to drive Best-First Instruction and Response to Intervention and Instruction (RTI2). Additionally, the focus will be on the All Means All Model where academics, behavior/attendance and social-emotional learning will be embedded in the learning for students and within the instruction.

The need in ELA and mathematics from year to year shows specific grades have a slight decrease. When comparing student cohort groups students show a decline in specific grade levels. This means students may have academic increase in mathematics in one grade and then decrease academically in another grade. This is based off of three-year CAASPP data and i-Ready data. There is a need to address student learning and outcomes in ELA and mathematics. There is a need to improve academic achievement in Science based on grade 5, grade 8 and 11 compared to the state and the county. However, there is only one year of assessment data for the California Science Test (CAST) and no comparison data at this time.

Additionally, the District notes a continuing concern about Students with Disabilities (SWD) outcomes at the high school level in the areas of Graduation Rate and College and Career Readiness. As identified in the Fall 2019 California School Dashboard, (SWD are performing two or more levels below all students in the Graduation Rate and College and Career Readiness (Red for SWD, Green for all students) indicator. Additionally, SWD performed at the Red level for the Mathematics Academic indicators. Because this student group performed in Red in these indicators, the District has been identified as eligible to receive Technical Assistance for addressing this need.

The District participated in the Differentiated Assistance workshops sponsored by the Riverside County Office of Education. In these workshops, the District conducted a root cause analysis and identified needs related to the SWD group. An improvement team has been formed to direct and organize efforts to improve outcomes for students with disabilities with the support of the CORE collaborative. The district has begun a process rooted in improvement science methodology in order to analyze and address performance gaps for the students with disabilities group. A team from the District Instruction and Support Services department will convene regularly to monitor results and guide improvement efforts. Current improvement efforts include adjustments to the support process for resource and SDC students at the elementary level, explorations in inclusionary practices, a relaunch of the EMT process and the Multi-tiered Systems of Support Structure (MTSS), and a focus on monitoring progress for the SWD group in ELA and mathematics. This methodology will extend to other student groups as identified through the Differentiated Assistance process.

To address this need, the District has undertaken several actions and plans additional actions through this LCAP:

- * Implementing i-Ready Diagnostic Assessments to provide teachers actionable data about their students throughout the year. The District will need to review the i-Ready platform for additional training and support for teachers and school leaders so that teachers are able to use the online instructional piece for student small groups for tier II and tier III academic achievement. The high school will implement STAR Reading and STAR Math as a universal screener to allow educators to inform instruction and intervention.
- * Prepare and review mathematics with teachers to provide additional professional development support of Zearn with the integration in the Standards for Mathematical Practices (SMPs) and Best-First Instruction for the Common Core State Standards (CCSS) in mathematics.
- * Prepare and review with teachers to provide professional development to support the 2018-19 adoption of new mathematics textbooks and instructional materials in grades 6-12(GEAR UP).
- * Measure mathematics by using Renaissance Learning STAR Reading and STAR Math for grades 9-12. Aligns with the Common Core ELA and mathematics.
- * Instructional Coaches continue to support Units of Study to refine the implementation of the new instructional materials.
- * Provide ongoing professional development in effective teaching strategies, with particular focus to support Students with Disabilities and English Learners.
- * Continue implementing and refining the comprehensive Early Literacy program at each elementary school utilizing Early Literacy Intervention Teachers.
- * The District has sponsored monthly "perfect attendance challenge" days to increase awareness for the importance of school attendance.
- * School sites continue extend outreach to parents of pupils who are, or are in danger of being, chronically absent to discuss expectations and provide support to get students to school
- * Improvement: school sites have identified improving school climate as a priority in their School Plans to foster school attendance.

* Support; When appropriate, the District and school sites have utilized the School Attendance Review Board to correct school attendance issues.

* Review and provide professional development in the Next Generation Science Standards (NGSS) specifically in the Disciplinary Core Ideas (DCIs) (Physical, Life and Earth & Space Science with the Engineering, Technology and Applications of Science), the Science and Engineering Practices (S&Ps) and the Cross Cutting Concepts (CCCs)

Stakeholder input identified concerns about school safety and addressing students' social emotional needs. Building on what has been accomplished in previous years, the District is implementing the following:

* Continuing the School Resource Officer

* Refining and continuing the social emotional counseling support in the District (Support, Teach, Empower, Health and Wellness [SEL] program).

* Supporting a comprehensive, districtwide emergency/disaster preparedness protocol through Hour Zero.

To address the needs of Indigenous People/Native Americans, African American, Homeless and Pacific Islander student performance on the Suspension Rate Indicator:

* Continued implementation of Positive Behavior Intervention and Supports (PBIS) across the District.

* Strengthening the implementation of the Alternative to Suspension program in secondary schools.

* Support to school sites by the Student Services Coordinator who serves as the District Foster youth Liaison.

* Site based Universal Design for Learning (UDL) program where we are looking at the state Multi-Tiered Systems of Support as a UDL, behavior and integration of SEL.

To address the needs of SWD, the District is undertaking the following actions:

* Provide ongoing professional development to support the implementation of the ELA curriculum specific with an MTSS.

* Collaborate: The District has engaged in collaborative discussions with colleagues at Riverside County Office of Education and Riverside County Special Education Local Plan Area (SELPA) to conduct a root cause analysis for SWD group performance.

* Partner: The District is partnering through the CORE collaborative with neighboring districts that have similar student group concerns to identify best practices and support the implementation across the District.

* Add additional support and Professional Development for CTE teachers to recruit and retain SWDs in order to increase the CCI and provide additional opportunities for SWDs.

* Support: Instructional Coaches will provide focused professional development and in-class support for effective instructional strategies.

* Realigned: The special education delivery model at Beaumont High School has been revised and realigned, including the addition of an assistant principal who has provided focus, monitoring and support to the special education program.

Additional services include a district-wide, 18-month professional development action plan to provide all teachers, counselors, administrators and instructional assistants with Blueprint for Effective Leadership and Instruction for our English Learner's Future (BELIEF) training. With the implementation of the scale-up I-3 BARR grant, low income, EL, and Foster Youth, 9th graders will be heavily monitored and tracked for intervention and support services. Instructional Coaches will facilitate effective instructional practices as teachers continue to implement the curriculum in ELA, mathematics, history-social studies, and science.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Beaumont Unified School District LCAP is designed to meet the needs of all students and in particular, the needs of the unduplicated student population. The LCAP plan seeks to embrace the District mission of providing "high quality educational opportunities in a safe and secure learning environment through a shared commitment among home, school and community," with specific, concrete actions and services to specifically target the unduplicated and underperforming student groups. Improved and increased services for these student groups are reflected in the goals and actions of the LCAP.

Our LCAP is based on three goals which were established in collaboration with our stakeholders:

1. Beaumont USD will support the LCAP priority of engagement by ensuring a positive school climate and culture by engaging all staff, students and families in support of students' academic, mental, and social emotional well-being.
2. Beaumont USD will support the LCAP priority of student outcomes by providing a comprehensive course of study which will increase academic and social emotional learning for our students. Staff will use student performance data to improve academic achievement, increase college/career readiness, and support all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education.
3. Beaumont USD will support the LCAP priority of conditions of learning by providing a standards-aligned, broad course of study with a multi-tiered systems of support that is inclusive and equitable for students and staff. District facilities will be maintained to provide a safe learning and working environment which will encourage employing, developing, and retaining highly qualified and diverse certificated, classified and substitute employees.

The District uses state and local and stakeholder input as the main drivers of our initiatives designed to eliminate barriers to student success. We continue to specifically target Unduplicated Pupils (UPP) through a number of varied, yet focused initiatives to meet the needs of our student groups.

Key features within each goal are to this year's LCAP include:

Culture and Climate

- * Increased secondary counselors
- * Restorative practices, social-emotional learning (relationship building) and alternative to suspension programs (ATS) at all secondary sites
- * District-wide AVID implementation
- * Student Services Coordinator
- * Assistant Principal to provide an optimum learning environment
- * Parent outreach
- * "Be Ready Beaumont" initiatives supporting CTE and college and career readiness

- * Parent Engagement Coordinator
- * School Resource Officer to improve safety, attendance, community relationships and security at our secondary sites
- * Expanded equity initiatives, including additional training for District staff, outreach to the community and building relationships within and among school sites

Student Achievement

- * Intervention teachers assigned to elementary sites to support all students in tier II or III in reading based on i-Ready scores
- * Increased full day kindergarten
- * Reduced class sizes at secondary sites
- * Standards based instructional software
- * Bilingual aides to support EL students
- * Summer programs for at risk students
- * Building Assets, Reducing Risk (BARR) program support for 9th grade students
- * Science, Technology, Engineering and Mathematics (STEM) Supplemental Support for our highest Biliteracy/English Language Learner and Highest Socio-Economically Disadvantaged (SED) K-5 school
- * Supplemental academic and assessment support through i-Ready for K-8 and Renaissance Learning (STAR Reading and Math) for high School
- * Data analysis software to address learning and instruction with our lowest academic subgroups, Foster Youth, English Learners, SED population and subgroups that show an academic impact

Student Services will be working with school staff to increase their capacity in Section 504 plans. Staff will be trained in suspension and expulsion as it relates to other means of correction and the Whole Child Design. Additionally, there will be professional development on the process of the Student Attendance Review Team (SART) and the Student Attendance Review Board (SARB). As a District we will use the Trainer of Trainer model and provide professional development on the connection between academics, behavior and attendance, training on processing of the student cumulative file/record review (confidentiality, cumulative file term, court documentation, and understanding of the Family Educational Records and Privacy Act (FERPA)).

Optimum Learning and Working Environment

- * Free transportation for Socio-Economically Disadvantaged students.
- * Wifi Hotspots and Chromebooks for students who do not have home access

Indirect services, designed to improve the academic and social environment for all students, include:

- * Instructional Coaches to provide comprehensive coaching to teachers and administrators to improve instructional practice,
- * Site based allocations, additional Dual Language Immersion teachers,
- * College and Career Readiness Director to improve, enhance, and expand CTE and other district wide systems to improve college and career awareness and access,
- * Professional learning opportunities for all staff to increase equity awareness, improve instructional practice and create a community of life-long learners,
- * Increased campus supervisors to improve safety of the school environment,

- * Assistant principals at all schools to build a culture of safety and success at each site, improved attendance, and Increased site office support to improve parent access,
- * Medical partnerships to provide services to all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable: No Beaumont Unified School District schools have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable: No Beaumont Unified School District schools have been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable: No Beaumont Unified School District schools have been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2020-21 school year staff, families and the community were engaged using an online tool called Thought Exchange. This tool was used to gain feedback through an interactive exchange allowing individuals to create a thought around a topic then having others rate the thought.

With Thought Exchange, the outcome of data is organized to give themes around what is most important to the Beaumont. The exchange allowed for staff, parents/guardians, students, family members with students that attend the District, and the community to respond (scale on thought exchange). Stakeholders could also choose the schools where their children attended so that each school site could see their respective responses. There were over 16 participant groups, 1,253 participants, 1,279 thoughts with over 22,000 ratings within the thoughts. The response rate is over 10% of the student population.

The themes that came about from the the data are:

- Student Learning
- Safety and Security
- Mental Health and Social Emotional Well-being
- Parent Engagement
- Staff Support and Professional Development
- Student Engagement
- Curriculum and Instruction support and access
- Distance Learning
- College and Career Readiness and CTE pathways
- Diversity, Equity and Inclusion
- Access to technology and resources and Facilities

With this knowledge the 2021-24 LCAP goals were created. These goals were then presented to school sites to get their feedback regarding their needs in the classroom and how to support teachers and students in their academic, SEL and behavior progress. A community forum was held to discuss the goals and allocation of the new budget for the coming school year. Each school site was given the opportunity to provide input on the 2021-2024 goals through an interactive online platform called Google Jamboard. This process gives staff their individual voice when responding with suggestions. The responses on the Jamboard shared the themes that came from the Thought Exchange.

Classified staff , administrators and certificated staff had the opportunity to place their thoughts around the new goals for the school site needs. This happened on Wednesdays from April through May 2021. On May 13, 2021 Cabinet, the Beaumont Teacher's Association (BTA), the Classified School Employees Association (CSEA), the Beaumont Administrator Confidential Management Employees (BACME) association were invited to give feedback on the LCAP goals and outcomes.

DELAC was given the opportunity to review the goals and give input on April 27, 2021. Parent meetings were held virtually with the Parent Engagement Liaison starting in January 2021 and the Parent Engagement Website was launched in November 2020 and has over 3,400 visits around parent engagement and community events.

Over the past 4 years, the Parent Engagement and Expanded Learning Coordinator has collected feedback from families to compile various ways to have resources readily available as well as “Virtual Services” with the Parent Advisory Committee (PAC). This information was gathered from parents who actively engaged in previous parent events based on their personal experience and what they would like to see for the future. Those suggestions were: more Instructional Assist training for the expanded learning teams, more flexibility with the Parent English Classes, options to access online parent meetings, recorded parenting sessions, and various resources for easy access. As a result, the following has been developed:

Interactive parent website which has had 3,400 visits since December 2020

Virtual Parenting Classes: 141

Virtual Mindfulness/SEL Workshops/Parent English Classes: 45

Interactive, Self-Paced Expanded Learning Parent Meetings (PAC): 654

Informed K12 Forms are being utilized to promote paperless programs

Meetings held January 20th, February 10th, 23rd, 25th, March 2nd, 9th, 23rd and 26th, April 13th, April 27th around family engagement and community input and to encourage families to access the Thought Exchange to have a voice in their student's education

The 2020-21 school year has been the year to really focus on developing systems to where parents can still access programs and services for their children at any time, thus empowering families to be self-sufficient. As we return to the “in-person” setting, the focus will continue to offer these same services, but with choices to participate in person, virtually, and through self-paced modules for the parent academy which has been redefined and completion courses.

School site administrators were also given the opportunity to give their thoughts around their school site's needs and goals for their school plan for student achievement. The special education department and the Director of Special Education attended the SELPA meeting on supporting the District LCAP in April 2021. Additionally, the Special Education Department attended monthly Coordinating Council meetings, Steering Committee meetings, Triangulation meetings and weekly director meetings around improving services for students with disabilities.

A summary of the feedback provided by specific stakeholder groups.

The feedback given clearly shows families and the community want students' academic and social emotional needs to be considered in the coming school year. Also, the health and well-being of the entire Beaumont community. There is a continued concern for the safety and security of staff and students based on Thought Exchange. This concern is around relationship building between students and staff and the

safety of individuals in their learning environments and on school campuses. The parent committees worked with school sites to give specific feedback. Students were engaged with monthly meetings with the superintendent around their needs and concerns.

Administrators were also given a Thought Exchange to discuss their perspectives of what is needed at their school sites. Their themes were Focus District Professional Learning and Instruction/intervention, Social Emotional Well-being and SEL opportunities. The school sites would like a Universal Design for Learning with a system for MTSS.

The community was given the option to participate through Thought Exchange (rating scale 5 to 1 with five being the highest and one being the lowest). This was a safe way for families to share their thoughts and rate the thoughts of others. The Thought Exchange was delivered via Parent Square with a video summary of the LCAP on how to give input and rate the thoughts of others. We used Thought Exchange because of the Centers for Disease Control and Prevention (CDC) and District guidelines. It also gives a voice to individuals and allows others to give input on the thoughts of stakeholders.

The community stakeholders

Selection by school site then by:

Parent/guardian	81%
Students	1%
Staff with student in Beaumont USD	6%
Staff	12%
Community member	>1%

1,253 participants

1,279 created thoughts

22,188 ratings

The thoughts and ratings were used to develop the goals based on the themes above. The Goals were then placed in a Google Jamboard for each site.

Each school site had a quick virtual townhall and was able to respond to their needs based on the proposed goals. Classified, Administrators and Certificated each had the ability to place their thoughts around the new goals with their school site needs. This happened on Wednesday from April through May 2021. On May 13, 2021 Cabinet, BTA, CSEA, and BACME were invited to give feedback on the LCAP goals and outcomes.

DELAC and the Parent Advisory Committee Meetings offered input on the needs for the school year. This information with the Parent Liaison was used to alongside the Thought Exchange information. Parents and the community confirmed the themes in the Thought Exchange. The needs of the community remained consistent with the following themes.

Student Learning (3.8 rating) 184 thoughts
Safety and Security (3.8 rating) 126 thoughts
Mental Health and Social Emotional Well-being (3.9 rating) 110 thoughts
Parent Engagement (3.7 rating) 61 thoughts
Staff Support and Professional Development (3.9 rating) 54 thoughts
Student Engagement (3.6 rating) 37 thoughts
Curriculum and Instruction support and access (3.8 rating) 31 thoughts
Distance Learning (3.5) 26 thoughts
College and Career Readiness and CTE pathways (4.0 rating) 12 thoughts
Diversity, Equity and Inclusion (3.6 rating) 9 thoughts
Access to technology and resources (4.1 rating) 4 thoughts
and Facilities (3.9 rating) 3 thoughts

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the Districtwide Thought Exchange each school site has additional leadership to support with school safety and the social emotional well-being of students and staff. There is also an additional School Resource Officer being added to Beaumont High School to build student and community relationships and to work with the community to increase attendance, social-emotional well-being and positive behaviors. The survey input asked that students have more support in academics in a small group and individual setting as needed. Schools at the elementary level have an academic coach to help support students in literacy. Parents of English Language Learners want to have more access to school campuses to learn how to support their own children with academics and emotional well-being.

Note that Student Learning and Safety and Security had the most thoughts and were also rated high. According to the Thought Exchange, Personal Learning and Safety show families want to be back in person with safety as a priority. The Mental Health and Well-being for students, staff and families states they would like to have counselors available for emotional support and academic support. It was always recommended to have the online learning with teachers available because some students thrived in this environment. Also, some families are still concerned about the health and well-being of their family.

In-person learning for our SWD was an indicator on the survey. The 2020-21 Summer Program is in-person instruction for our Extended School Year and accessible to all students K-12. There will be counselors available with a priority for Homeless and Foster youth. English Language Learners are encouraged to attend the summer program to enhance their second language abilities and increase their biliteracy.

The community at large believes another school is necessary for middle school. Summerwind Trails School is a K-8 site which will provide more classrooms for students in grades 6-8. The community and staff wanted to cut down on the amount of overflow of students in their

community. The District leadership, with community input, did a District re-boundary to allow for students to stay within their community school.

College and career access from kindergarten - grade 12 support to give students the knowledge to be ready for both the UC and CSU school system. There are community conversations around what A-G requirements are and what Career Technical Education (CTE) courses are available for students to start their career after finishing high school. English learners would like more access to CTE courses and pathways.

Teachers and staff will have the opportunity to revisit PBIS and Social-Emotional Learning and Teaching to increase relationships between the community and students. The professional development will also help address students being bullied and students needing to work on self-awareness. As a community we will collectively work towards alternatives to suspension and expulsion with the priority of keeping schools safe and secure.

School sites have access to counselors to address the academic and social-emotional well-being of students and families. School sites will have access to a universal screener that will address emotional and traumatic issues at the start of the problem. This will be an on-going learning process with staff and the community.

Goals and Actions

Goal

Goal #	Description
1	Beaumont USD will support the LCAP priority of engagement by ensuring a positive school climate and culture by engaging all staff, students and families in support of students' academic, mental, and social emotional well-being.

An explanation of why the LEA has developed this goal.

This goal was developed with the input of the community based on the State Priority Conditions of Learning. This section focuses on teachers, equity, professional learning, resource alignment, assessment, instruction, and culture and climate. The feedback from bargaining unit members (CSEA and BTA), the Thought Exchange survey showed that safety and a positive school climate is a priority. Additionally, teachers, staff and families believe the academic and social-emotional well-being is influenced by the safety and security of school sites.

Counseling support, parent outreach, social-emotional well-being, learning and teaching and school safety themes were used to develop this goal so that students and families feel safe and their emotional well-being is taken care of during the school day and while online. When students feel safe and their emotional well-being is a priority students are able to focus on their academic needs.

The metrics listed are focused on the improvement rate suspensions, chronic absenteeism, social emotional well-being, truancy, expulsion rate and parent participation of unduplicated population (EL, Homeless, Foster Youth) and students that have gaps in learning (SWD, ethnic groups and socioeconomically disadvantaged).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate State Indicator	All Students - Green - 2.5% American Indian - Red - 10.3% Homeless - Orange - 3% Two or More Races - Orange - 2.9%				Suspension rate for all student groups to be at level Green or Blue (<.5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander - Orange - 2.8% African-American - Yellow - 5.8% English Language Learners - Yellow - 2.1% Foster Youth - Yellow - 14.3% Hispanic/Latinx - Yellow - 2.1% Socio-economically Disadvantaged - Yellow - 3.3% Students with Disabilities - Yellow - 4.8% All other student groups are Green or Blue (.3-2.4%)				
Chronic Absenteeism State Indicator	CA Dashboard All Students - Green - 9.8% American Indian - Yellow - 11.7% Homeless - Red - 34.6% Two or More Races - Yellow - 9.5% African-American - Orange - 12.7% English Language Learners - Yellow - 9.1%				Chronic Absenteeism rate for all student groups to be at level Green or Blue (<2.5%) Based on the local indicator - decrease by 2.5% (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic - Orange - 10.7%</p> <p>Socio-economically Disadvantaged - Yellow - 12.7%</p> <p>Students with Disabilities - Orange - 16.6%</p> <p>Asian - Orange - 5.9%</p> <p>All other student groups are Green</p> <p>2020-21 During the pandemic the Chronic - local indicator Absenteeism for all students is listed at 12.8%</p> <p>EL students 8%</p> <p>Homeless 40.7%</p> <p>Special Needs 15.4%</p> <p>Native American/Indigenous people 28.4%</p> <p>Asian 5.6%</p> <p>Black/AA 18.2%</p> <p>Hispanic/Latinx 12.5%</p> <p>Two or More Races 12.2%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Social Emotional Well-being California Healthy Kids Survey (Local Indicator - Climate Survey)</p>	<p>The California Healthy Kids Survey (CHKS)</p> <p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 5) for Beaumont USD measured the following with the students who stated yes, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 11% High expectations scale - 89% Parent Involvement Scale - 73%</p> <p>While the results are comparable to other school years it is best to view the data in isolation based on the difference in learning</p>				<p>Decrease the Cyberbullying by a rate of 2% points for the listed grade levels (5, 7 & 9) based on the students who take the survey.</p> <p>Increase high expectations and parent involvement by 2% points of the students who take the survey.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>environments (remote versus in-person)</p> <p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 7) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 23% High expectations Scale - 71% Promotion of Parent Involvement 52%</p> <p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 9) for Beaumont USD measured the following with the</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 22% High expectations Scale - 63% Promotion of Parent Involvement 41%</p> <p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 11) for Beaumont USD measured the following with the students who stated very much true, Pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying - 27% High expectations Scale - 61%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Promotion of Parent Involvement 33%				
P-2 Attendance Rate	Aeries and Schoolzilla baseline 93% or better rate.				Maintain 95% or better rate.
TK/K Attendance Rate	Aeries and Schoolzilla baseline 93% or better rate.				Maintain 95% or better rate.
Truancy Rate	Aeries and Schoolzilla baseline is 36.9%				Decrease rate to 32% points
Expulsion Rate	Ed-data and Dataquest baseline 0.2%				Maintain rate at 0.2% points or less.
Parent participation in programs for unduplicated pupils.	Participation rate 100%				Maintain 100% participation.
Parent participation in programs for students with exceptional needs.	Baseline : In collaboration with the Riverside County SELPA, Hold at least 4 Special Education Parent Advisory Committee meetings and/or parent education workshops each year.				In collaboration with the Riverside County SELPA, Hold at least 4 Special Education Parent Advisory Committee meetings and/or parent education workshops each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Support	<p>Provide effective support for students through itinerant mental health counselors (student services) and case management to address mental health, behavioral, and social emotional wellbeing.</p> <p>* 8.0 FTE Mental Health Counselors Certificated Salary - \$707,082 * 1.0 FTE Counseling Coordinator - \$134,571 * 0.2 FTE Counseling Coordinator \$22,204 Special Education * 0.9 FTE Counselor \$102,483 Special Education * Health & Welfare Benefits \$41,790 Special Education * Restorative Practices Training \$20,000 * Health & Welfare Benefits - \$321,198 * Supplies, Materials and Services - \$9,400 * Mileage Expenses - \$1,275</p>	\$1,379,733.00	Yes
2	Campus Supervisors	<p>Provide additional Campus Supervisors as determined by site needs to support a positive learning environment for all students.</p> <p>Campus Supervisor Classified Personnel Salaries - \$29,739 Employee Benefits -\$1,735 Supplies and Services \$2,500</p>	\$33,974.00	Yes
3	Student Services Coordinator	<p>Provide Student Services Coordinator to align programs and support across the District for students, specifically to provide support to school sites and services for Homeless and Foster Youth.</p> <p>Student Services Coordinator Certificated Salary - \$135,351 Health and Welfare Benefits - \$48,886 Supplies and Services \$1,300</p>	\$185,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Assistant Principals (APs)	<p>Provide additional assistant principals to provide optimum learning and connection between school and home.</p> <ul style="list-style-type: none"> * 3.5 FTE Elementary Assistant Principals - \$420,455 * 2.0 FTE High School Assistant Principals - \$243,743 * 2.0 FTE Middle School Assistant Principals - \$245,900 * 1.0 FTE High School Assistant Principal- \$127,000 (To support SWD) * Health and Welfare Benefits - \$384,210 <p>APs will work with the welling being of English Language Learners, Foster Youth and Homeless. There will also be support with SWDs and connecting with families in the community.</p>	\$1,252,219.00	Yes
5	Parent and Community Outreach	<p>Increase parent outreach and support by providing additional site clerical support and focused parent engagement strategies, relationship building and parent academies.</p> <ul style="list-style-type: none"> * Continue additional 0.375 FTE (3 hour) Clerk I at each elementary school.- Classified Personnel Salaries - \$102,871 * Continue additional .5 FTE Clerk at each middle school - Classified Personnel Salaries - \$43,385 * Continue Community/Parent Engagement Liaison Classified Personnel Salaries \$68,872 * Employee Benefits - \$136,737 <p>Parent Academy</p> <ul style="list-style-type: none"> * Extra Duty, Classified Personnel - \$500 LCFF and Title I 15,294 * benefits \$8,454 Title I * Services and Operating Expenditures - \$16,250 (LCFF), \$6,252 (Title 1) 	\$391,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Supplies and Materials (Books and Supplies) - \$10,000 LCFF * * Homeless and Foster Youth transportation and school supplies -Title I \$6,000 * School to Home Communication System(s) - \$44,000 * Website Hosting - \$12,056 * interactive Surveys \$25,000 		
6	Parent Engagement Coordinator	<p>Provide a Parent Engagement and Expanded Learning Coordinator to supervise and direct site and district activities to engage parents and provide comprehensive afterschool services to students.</p> <ul style="list-style-type: none"> * \$66,357 Parent Engagement & Expanded Learning Coordinator LCFF Benefits LCFF \$24,598 * \$2,300 Supplies and Services LCFF * 70,738 Parent Engagement & Expanding Learning Coordinator Title I Benefits Title I \$25,342 	\$189,335.00	Yes
7	College and Career Symposium and Signing Day	<p>Provide for College and Career Symposium, College and Career Signing Day, and CTE Showcase to connect graduating seniors with community resources and Work Based Learning (WBL) experiences.</p> <ul style="list-style-type: none"> * Supplies, Materials, and Vendor costs \$6,000 	\$6,000.00	Yes
8	School Resource Officer	Contract with Beaumont Police Department to provide a full-time School Resource Officer to provide a safe and secure campus; improve the learning environment, and improve the overall school climate with a connection to the community so the community	\$314,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>increases its strong relationship between school, home and local agencies.</p> <p>* School Resource Officer increase from one to two - \$313,870 One for the high school and one to help with middle school and elementary school</p> <p>* Supplies \$1,000</p>		
9	Anti-Bullying and Attendance improvement	<p>Provide District-wide incentives for increased/improved attendance and provide support for hot to report bullying safely and address other safety concerns.</p> <p>Supplies, Materials and Services \$10,000</p>	\$10,000.00	Yes
10	Project KIND - Medical	Partner with Physician's Memorial Foundation/Project K.I.N.D. (Kids In Need of Doctors) to address the acute health care needs of District students that are ineligible for federal or state assistance and are without private insurance.	\$10,000.00	No
11	Provide for Sports Program at GVHS & Middle Schools	<p>Provide athletic programs at Mountain View Middle School, San Gorgonio Middle School, Summerwind Trails School and Glen View High School. These increased opportunities for students will provide additional opportunities to connect students to school.</p> <p>* Services - \$5,535</p> <p>* Uniform and Equipment - \$32,300</p> <p>* Stipends - \$14030</p> <p>* Benefits - \$3,135</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	District Communication Officer	<p>Improve public relations with parents and community and inform parents of involvement and engagement opportunities by continuing the District Communications Officer.</p> <p>*Communications Officer \$107,484 *Benefits \$55,534 *Supplies, Materials, Design Software and Training/Professional Development - \$45,000</p>	\$208,018.00	Yes
13	Health Support	<p>Provide additional health services to students by continuing additional Health Services Assistant (LVN) to write, monitor, and update health care plans and provide training to staff.</p> <p>* 1.5 FTE LVN \$61,750 * Benefits \$34,267</p>	\$96,017.00	Yes
14	Restorative Practices	<p>Provide restorative practices using a trainer of trainer model to start the process strengthening relationships between and with students, teachers and the community. Restorative practices also focuses on the connections between the community and the school environment.</p> <p>*Consultant Agreement with IIRP (Trainer of Trainer model) - \$20,000 * 3 - 0.75 FTE Instructional Assistants \$78,812 * 3 - Teachers \$198,918 * Supplies \$30,291 * 1 FTE Mental Health Counselor \$71,585 * Substitutes, Extra Duty, Conference Expenses for Alternative To Suspension (ATS) Staff training \$2,016 * Benefits \$165,713</p>	\$543,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Hour Zero	<p>To provide a safe and orderly school environment and to prepare staff and students in disaster preparedness, implement the Hour Zero protocols at all District school sites and facilities.</p> <p>*Agreement/training and supplies \$13,650 Site & ESF supplies 50,700</p>	\$64,350.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Beaumont USD will support the LCAP priority of student outcomes by providing a comprehensive course of study which will increase academic and social emotional learning for our students. Staff will use student performance data to improve academic achievement, increase college/career readiness, and support all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education (CTE).

An explanation of why the LEA has developed this goal.

This goal was developed based on the input of the thought exchange and how the themes aligned with the state priority Student Outcomes. Families, students and staff stated that instruction, college and career, support in CTE where areas of importance. Additionally giving feedback that all students should be encouraged to take CTE courses.

The metrics showed that there is a gap in academic progress in ELA, mathematics between all students, unduplicated students (EL, Homeless, Foster Youth) and demographic subgroups (African American, Special Education and Hispanic, Latino). Academic progress for grade 9 showed that the rate for EL, SED, SWD African American, Hispanic/Latinx students have a high rate for F/U grades. There is a need to promote CTE course completion as the baseline is 14% of the total population of students that were eligible (735 students). The Early Assessment Program for grade 11 for ELA (17.71 students) and mathematics (4.14) showed that there is a gap in the amount of students that are college and career ready.

The dropout rate for homeless, Foster Youth, English Learners and Students with Disabilities in combination to their academic progress showed that these groups are more likely to drop out based on their low academic progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic State Indicator: ELA	2018-2019 CAASPP and California Dashboard Baseline All Students - Orange -4.7 points				All student groups in Blue and Green will "maintain" with an increase by 9 pts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American - Yellow - 24 points below</p> <p>American Indian - Yellow - 43.9 points below</p> <p>Asian - Green - 39 points above</p> <p>English Language Learners - 30.4 points below</p> <p>Filipino - Green - 61.1 points above</p> <p>Foster Youth - Orange - 76.2 points below</p> <p>Hispanic - Orange - 16.4 points below</p> <p>Homeless - Yellow - 44.9 points below</p> <p>Socioeconomically Disadvantaged - Yellow - 23.1 points below</p> <p>Students with Disabilities - Orange - 89.4 points below</p> <p>White - Green - 13.4 points above</p>				<p>All students in the Yellow and Orange groups will "increase" by 9 pts.</p>
<p>Academic State Indicator: Math</p>	<p>2018-2019 CAASPP and California Dashboard</p>				<p>All student groups in Blue and Green will "maintain" with an increase of 9 points..</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Baseline All Students - Yellow - 39.1 points below African American - Yellow 66.6 points below American Indian - Orange - 87 points below Asian - Blue - 24.6 points above English Language Learners - Yellow - 59.1 points below Filipino - Green - 29.2 points above Foster Youth - Orange - 101.4 points below Hispanic - Yellow - 52.7 points below Homeless - Orange - 64.7 points below Socioeconomically Disadvantaged - Yellow - 58 points below Students with Disabilities - Red - 119.4 points below White - Green - 15.6 points below</p>				<p>All students in the Yellow and Orange groups will "increase" by 9 pts</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress State Indicator	baseline 48.4% of English Language Students - Proficiency				Increase by 2% to at least 50% overall
A-G requirement met for graduation by cohort	<p>based line Students that met the A-G Requirement. Dataquest was used for the indicator 19-20</p> <p>All students 47% African American 44.1% Asian - 77.8% Filipino - 65.2% Hispanic/Latinx 44.4% White - 49% Two or more races 39.1% Homeless 32.4% Foster Youth 21.4% SED 41.9% English Learners 30%</p>				<p>Increase by 2% (percentage points) or better overall</p> <p>All students 49% African American 46.1% Asian - 79.8% Filipino - 67.2% Hispanic/Latinx 46.4% White - 51% Two or more races 41.1% Homeless 34.4% Foster Youth 23.4% SED 43.9% English Learners 32%</p>
English Learner Reclassification Rate	RFEP 6.4% baseline				<p>Increase by 2.5% (percentage points) or better</p> <p>RFEP 8.4%</p>
Graduation Rate State Indicator 2018-19 Dashboard and Dataquest 2019-2020	<p>2018-2019 All Students - Green - 93.6%</p> <p>African American - Orange - 86.3%</p>				<p>Increase by 2.0% (percentage points) or better</p> <p>All Students - Green - 95.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Learners - Green - 88.4%</p> <p>Hispanic - Yellow - 92.2%</p> <p>Homeless - Green - 91.7%</p> <p>Socioeconomically Disadvantaged - Green - 92.5%</p> <p>Students with Disabilities - Red - 66.7%</p> <p>White - Blue - 96.8%</p> <p>Dataquest percentage of students In 2019-2020 Graduation rate - Met at 95.8% Dataquest was used as the indicator All 95.8%</p> <p>African American 95.2%</p> <p>Asian - 100%</p> <p>Filipino - 100%</p> <p>Hispanic/Latinx 95.9%</p> <p>White - 94.3%</p> <p>Two or more races 100%</p>				<p>African American - Orange - 88.5%</p> <p>English Language Learners - Green - 90.6%</p> <p>Hispanic - Yellow - 94.2%</p> <p>Homeless - Green - 93.7%</p> <p>Socioeconomically Disadvantaged - Green - 94.5%</p> <p>Students with Disabilities - Red - 68.7%</p> <p>White - Blue - 98.8%</p> <p>Dataquest percentage of students In 2019-2020 Graduation rate - Met at 97.8% Dataquest was used as the indicator All 97.8%</p> <p>African American 97.2%</p> <p>Asian - 100%</p> <p>Filipino - 100%</p> <p>Hispanic/Latinx 97.9%</p> <p>White - 96.3%</p> <p>Two or more races 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students receiving at least one F or U in 6th grade.	<p>2019-2020 Students in Grade 6 that received an F or U: baseline</p> <p>All Students 31% (256/834)</p> <p>English Learners 37% (69/186)</p> <p>SED 40% (195/491)</p> <p>Students with Disabilities 45% (71/158)</p> <p>African American 37% (28/75)</p> <p>Asian 16% (4/25)</p> <p>Hispanic 36% (167/470)</p> <p>Two/+ Race 14% (6/42)</p> <p>White 31% (199/642)</p>				<p>decrease all subgroups by 2%</p> <p>All Students 33%</p> <p>English Learners 39%</p> <p>SED 40%</p> <p>Students with Disabilities 47%</p> <p>African American 37%</p> <p>Asian 18%</p> <p>Hispanic 38%</p> <p>Two/+ Race 16%</p> <p>White 33%</p>
College/Career State Indicator	<p>All Students - Green - 49%</p> <p>African American - Orange - 33.3%</p> <p>English Language Learners - Yellow - 23.2%</p> <p>Hispanic - Green - 43.4%</p> <p>Homeless - Green - 47.2%</p>				<p>increase by 2% (percentage points)</p> <p>All student - 51%</p> <p>African American - Orange - 32.3%</p> <p>English Language Learners - Yellow - 25.2%</p> <p>Hispanic - Green - 45.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged - Green - 44.6% Students with Disabilities - Orange - 13.8% White - Green 58.9%				Homeless - Green - 49.2% Socioeconomically Disadvantaged - Green - 46.6% Students with Disabilities - Orange - 15.8% White - Green 61.9%
Implementation of California State Standards	To maintain 2018-2019 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool.				To maintain 2018-2019 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool.
Course Offerings - Broad Course of Study	Baseline: Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs. With CTC courses at middle and high school STEM and				Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24								
	Dual Language Immersion (DLI) Palm Innovation Academy - STEM Starlight Elementary School Dual Language Immersion												
Advanced Placement pass rate 2019-2020	Baseline 77% pass rate overall 2019-20 33% of students were enrolled in AP courses The course data for 2019-20 is not listed in Ed-data for this school year. In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score. Scores by number of students: <table border="0"> <thead> <tr> <th>Score</th> <th># of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>92</td> </tr> <tr> <td>2</td> <td>134</td> </tr> <tr> <td>3</td> <td>110</td> </tr> </tbody> </table>	Score	# of Students	1	92	2	134	3	110				Decrease the number of students receiving a 1 or 2 and increase students receiving a 3, 4 or 5 on the AP exam. Increase the number of students that take AP courses in subgroups Increase pass points by 2% (percentage points) 79% pass rate overall
Score	# of Students												
1	92												
2	134												
3	110												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4 60 5 29</p> <p>2020-21 Total of 682 students out of 2958 23% of all students take AP courses.</p> <p>Of that there are (rate # of students in demographic that take AP courses by the total number of students that take AP courses) African American 49 students at 7%</p> <p>Filipino 54 students at 8% Hispanic/Latinx 331 students at 49% White 174 students at 25%</p>				
Drop out Rate High School	<p>2019-2020 The drop out rate baseline 3.0% total Students 756</p> <p>State listing is by cohort 2019-20 Dataquest/Ed-data Total students rate of drop out Hispanic/Latinx: 411 2.9%</p>				<p>Decrease the drop out rate by subgroup and overall by 1% (percentage points) based on cohort of students.</p> <p>Hispanic/Latinx: 411 1.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian 18 0.0% Filipino 23 0.0% African American/Black 62 4.8% White 209 3.8% Two or more races 23 0.0% English Learners 64 4.7% Foster 15 6.7% Homeless 37 8.1% Students with Disabilities 85 8.2% SED 517 3.1%				African American/Black 62 3.8% English Learners 64 3.7% Foster 15 5.7% Homeless 37 7.1% Students with Disabilities 85 7.2% SED 517 2.1%
Academic Local indicator ELA	i-Ready 2020-21 Benchmark - Universal Screener Window 3 (K-5) ELA 2020-21 2019-20 Tier I - 51% 40% Tier II - 33% 31% Tier III -17% 28%				Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in subgroups for at or above grade level. (percentage points) 2020-21 Tier I 56% Tier III 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA: at or above grade level: K-8</p> <p>English Language Learner 43% Non-English Language 54.5% Foster Youth 29.8% Homeless: 34.4% Special Education: 30.4% Asian 70.2% African American/Black 49.4% Hispanic/Latinx 48% Multiple ethnic group 60.2% White 59.1%</p>				<p>English Language Learner 44% Non-English Language 56.5% Foster Youth 31.8% Homeless: 36.4% Special Education: 32.4% Asian 72.2% African American/Black 51.4% Latinx 50% Multiple ethnic group 62.2% White 61.1%</p>
Academic Local indicator mathematics	<p>i-Ready</p> <p>Benchmark - Universal Screener Window 3 (K-5) mathematics Tier I - 42% Tier II - 43% Tier III - 15%</p> <p>Mathematics: at or above grade level: K-8</p> <p>English Language Learner 36%</p>				<p>Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in subgroups for at or above grade level.</p> <p>Tier I 44% Tier III 13%</p> <p>English Language Learner 38% Non-English Language 44.5% Foster Youth: 18.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Non-English Language 42.5% Foster Youth: 16.5% Homeless: 22.9% Special Education: 21.9% Asian 61.7% African American/Black 33.6% Latinx 36.6% Multiple Ethnic Group 48.6% White 48.4%				Homeless: 24.9% Special Education: 23.9% Asian 63.7% African American/Black 35.6% Latinx 37.6% Multiple Ethnic Group 50.6% White 50.4%
English Learner Progress Local Indicator	2020-21 i-Ready Mathematics English Language Learner 36% ELA: English Language Learner 43%				increase by 2% (percentage points) Mathematics English Language Learner 38% ELA: English Language Learner 45%
English Learner Progress Toward English Proficiency	Ellevation 54% of students - reclassified.				Increase by 2% (percentage points) 56% of students - reclassified.
The College and Career going rate:	Dataquest and Ed-Data				Increase by 2% (percentage points) In-state

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American 56.1% Total 48.8% In-State 7.3% Out-Of-State</p> <p>Asian 68.4% Total 68.4% In-State only</p> <p>Hispanic 52.4% Total 51.1% In-State 1.3% Out-Of-State</p> <p>Filipino 57.9% Total 57.9% In-State Only</p> <p>Two/+ Race 68.8% Total 56.3% In-State 12.5% Out-Of-State</p> <p>White 58.2% Total 51.1% In-State 7.1% Out-Of-State</p>				<p>African American 58.1%</p> <p>Asian 70%</p> <p>Hispanic/Latinx 54.4%</p> <p>Filipino 59.9%</p> <p>Two/+ Race 70.8%</p> <p>White 60.2%</p>
2020-21 Total for the district rate for FAFSA	baseline 43% of students				<p>FAFSA Increase by 5% (percentage points)</p> <p>48% of all students that are eligible to complete the FAFSA</p>
Students receiving at least one D or F in 9th grade.	2019-2020 Students in Grade 9 that received and F or U: baseline				decrease by 2% (percentage points) Grade 9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 29% (260/889) English Learners 22% (77/234) SED 32% (146/457) Students with Disabilities 32% (53/165) African American 35% (29/83) Asian 17% (7/41) Hispanic 33% (165/501) Two/+ Race 26% (12/46) White 30% (204/673) Foster youth 56% (5/9)				All Students 27% English Learners 20% SED 30% SWD 30% African American 30% Asian 15% Hispanic 31% Two/+ Race 24% White 28% Foster youth 54%
CTE Completers The number of students and percentage of students that are prepared or approaching prepared for CTE and A-G requirements	Total students for 2019-20 school year that were eligible 735 Baseline Total Completers All - 104 percentage 14%				Increase the completers by 2 percent (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop out for middle school 2019-20	Baseline Total 4 students >1%				Maintain or decrease
2019-20 ELA Early Assessment Program grade 11	All students 17.71% Students with disabilities 3.64% English Learner 0% African American 22.41% Asian 46.67% Filipino 33.33% Hispanic/Latinx 12.30% White 21.54%				Increase by 2% by all students and increase by 2% in subgroups (percentage points)
2019-20 Mathematics Early Assessment Program grade 11 (Exceeded on CAASPP)	All students 4.14% Students with disabilities 0% English Learner 0% African American 3.45% Asian 33.33% Filipino 19.05% Hispanic/Latinx 1.31% White 6.63%				Increase by 2% by all students and increase by 2% in subgroups (percentage points)
2019-2020 A-G and CTE Completer Match data (Students who completed both A-G	All students Baseline Total 44 Percent 6%				Increase by 2% (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and attended CTE courses)					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	<p>Provide professional learning to improve Equity practices throughout the District.</p> <ul style="list-style-type: none"> * Substitute Classified and Certificated Salaries - \$15,208 * Conference - \$7,950 * Benefits - \$4,229 	\$27,387.00	Yes
2	Provide additional teachers: support programs and student needs	<p>Maintain site based programs World Language and All-Day Kindergarten. The programs are designed to ensure student achievement and college and career readiness. Lower class sizes to reduce the student teacher ratio to support student needs.</p> <p>All additional staffing has been in place during the 2018-19 school year. At the secondary level, the focus has been lowering class sizes for English and mathematics classes. All elementary school sites offer an all-day Kindergarten option for families.</p> <ul style="list-style-type: none"> * 2 Additional Dual Language Teachers (Starlight ES, San Gorgonio Middle School); .50 FTE intervention for Dual Language \$215,800 * 5 FTE additional Kindergarten Teachers(All-day Kindergarten) - 460,324 * 10 FTE to reduce Secondary class sizes s (2-SGMS, 2-MVMS, 6-BHS) - \$895,910 * 1.0 FTE for a teacher coordinator to support the Building Assets Reducing Risks (BARR) 9th grade support program at Beaumont High School - \$89,237 	\$2,101,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Benefits - \$553,877		
3	Elementary Intervention Teachers	Support elementary sites to address the learning needs of students by providing an additional Intervention Teacher to each elementary school. (0.5 FTE funded from District Title I, 0.5 FTE funded through each school site plan) *Intervention teacher LCFF \$298,997 Title I \$308,285 *Benefits LCFF- \$114,343 Title I \$109,313	\$830,938.00	Yes
4	School Site Support in Unduplicated Populations, SED and subgroups	Provide each school site with an allocation of Supplemental/Concentration funding to support site-identified needs to support student learning tied to their School Plans for Student Achievement. (\$657,499 total) School sites will work with their School Site Council to address the needs of their community. Specifically, unduplicated populations, students with disabilities, and subgroups that need supports in academics and social emotional well-being.	\$657,499.00	Yes
5	Instructional Coaches	Instructional Coaches to facilitate effective instruction of state standards through the District-adopted curriculum and supplemental materials, including instructional technology. Additionally, they will provide instructional support for classroom teachers to refine instructional	\$1,097,380.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>practices to differentiate instruction for targeted student groups, Students with Disabilities, with particular support to beginning teachers.</p> <p>Continue 7.0 FTE instructional Coaches - LCFF \$502,363 Title II \$120,973 Title III 66,677</p> <ul style="list-style-type: none"> • -Benefits LCFF \$168,527 Title II \$42,291 Title III \$424,167 • - supplies and support LCFF \$17,850 <p>Add 1.0 FTE Instructional Coach LCFF \$114,564 Benefits \$39,968</p>		
6	Supplemental Software	<p>Provide supplemental software to support standards-aligned instructional technology use.</p> <p>Supplemental software is in place to assist students with learning standards and teachers to monitor progress. Software provided includes iReady Diagnostic and Instruction, ST Math, Raz Plus, NoRedInk, Mystery Science, and Zearn math. Maintain GoGuardian to allow teachers to monitor student use of Chromebooks and associated web sites.</p> <p>Site Technology Coaches provide support to teachers at each school site in addition to their regular classroom teaching duties. They meet several times per year to receive training and support from District staff to take back to their school sites.</p> <ul style="list-style-type: none"> * Standards-based supplemental software subscriptions -\$563,563 * Stipends for site technology coaches - \$13,260 * Substitutes for site technology coach meetings - \$3,000 * Employee Benefits -\$3,643 	\$585,466.00	Yes
7	Director of TK-12 Programs	Provide TK-12 Programs Director to provide leadership and focus for the implementation of standards aligned instruction, professional	\$301,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning, and increased language acquisition for English Learners within TK-12 programs.</p> <p>Specifically students in unduplicated populations (EL, homeless and foster youth students). Working with schools sites and educators to create an MTSS plan and educational monitoring plan.</p>		
8	College and Career Readiness	<p>Provide staffing to support increased opportunities for students to become college and career ready. Add resources to enhance and lead the District's CTE programs. Provide PD for teachers to connect career readiness initiatives to adopted curriculum.</p> <ul style="list-style-type: none"> * Director of College and Career \$140,683 * Supplies, Materials and Supports \$10,100 * Be Ready Beaumont subs \$18,000 * Benefits \$79,077 *HS Counseling Tech \$39,945 *Benefits \$25,537 	\$287,805.00	Yes
9	English Language Learner Support	<p>Provide additional support to English Learners and their parents, including Primary Language support, Interpreting and Translating services, and assessment services.</p> <p>English Learners will have specific direct instruction in the classroom by training educators and English Learner (teacher on assignment) support training to enhance academic impact. Students receive structured English Immersion daily and have access to the Dual Immersion program in elementary and middle School at Starlight Elementary and San Gorgonio Middle School</p>	\$390,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All school sites have EL Coordinators that will have monthly meetings and professional development to support teachers, students at the school site and supporting families .</p> <p>Bilingual Instructional Aides provide direct services to English Learner students, with particular emphasis on beginner students that need primary language support.</p> <p>Site EL Coordinators provide site leadership in meeting the needs of English Learners at each school sites. During regular District meetings, they receive professional learning on effective instructional strategies and discuss items of concern, such as scheduling EL services for students.</p> <p>Each school site has a site Spanish translator available, and the District has contracted with an outside agency to provide the translation of documents that cannot be handled in a timely manner or are in languages not supported at the site level.</p> <ul style="list-style-type: none"> * Bilingual Instructional Aides Salaries- \$214,244 * Bilingual Stipends -\$10,400 * Assessment substitutes and extra-duty for ELPAC training and assessment -\$25,000 * Employee Benefits -\$63,540 * Site EL Coordinator Stipends -\$31,215 * Substitutes for site EL Coordinator Meetings - \$25,000 * Supplies for site EL Coordinator Meetings - \$500 * Dual Immersion Substitute Support - \$9,595 * Services and Expenditures - \$800 * ELlevation software \$10,858 		
10	Counseling	Provide additional counseling to increase services to LI, FY, EL, and RFEP Students.	\$577,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * 2.0 FTE additional high school counselors at Beaumont High School - \$217,609 * 1.0 FTE additional counselor at San Geronio Middle School & * 1.0 FTE additional counselor at Mountain View Middle School - \$192,448 * Employee Benefits - \$149,103 * Professional learning for District counseling staff. - \$18,000 		
11	Additional Learning Opportunities	<p>Provide additional learning opportunities for students through summer program credit recovery and enrichment, After-School programs, and Supplemental Educational Services to identified Title I students.</p> <ul style="list-style-type: none"> * Summer Program certificated staff - (LCFF) - \$190,412 * Summer Program Classified staff - (LCFF) - 22,650 * Summer Program supplies and materials - (LCFF) - \$21,800 * Provide 6 ASES Site Aides to provide additional services to students. (LCFF) - \$70,763 * Employee Benefits - (LCFF) -\$57,789 * Services and subscriptions - \$17,150 * Supplemental Educational Services Instructional Aides - \$217,762 * Employee Benefits - \$22,638 * Supplemental Educational Services Supplies and Materials - \$1,000 	\$633,015.00	Yes
12	Ongoing Professional Development	<p>Provide ongoing professional learning for instructional coaches, site technology coaches, teachers, administrators, support staff, and substitutes to support effective instructional practices and 21st Century learning skills and to strengthen leadership and management of changing instructional processes. Particular focus will be on equitable instructional practices and supporting Students with Disabilities, English Learners, Foster Youth and the Homeless population.</p>	\$322,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Administrators, Teachers, staff and families will have professional development opportunities to increase academic instruction and intervention for unduplicated populations (specifically English Learners)</p> <p>* Provide additional Professional Learning Day for Certificated Staff(Salaries). - \$246,135 * Support staff(Salaries)- \$940.00 * Professional Learning conference expenses - \$2,000 * Employee Benefits - \$55,318 *Verbal Judo - \$15,000</p>		
13	Advancement Via Individual Determination (AVID)	<p>Continue implementation efforts of Advancement Via Individual Determination (AVID) and AVID strategies. Offer priority registration to students from targeted populations (Hispanic, African American, SWDs, EL and foster youth and homeless)</p> <p>* AVID District/school membership - \$33,728 * AVID Tutors for secondary sites salaries - \$79,600 * AVID Professional Learning conference expenses for district staff. - \$12,896 * Employee Benefits - \$4,715 * Supplies \$1,085</p>	\$132,024.00	Yes
14	PSAT and SAT	<p>To remove barriers to participation, provide full suite of PSAT and SAT assessments including the fall PSAT for all 8, 9, 10, and 11th grade students and the fall in school SAT for 12th graders. Add School-Day SAT for 11th graders in the spring. Support for students in unduplicated populations and economically disadvantaged.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	STEM Implementation Support for Palm Innovation	Support Palm Innovation Academy in transitioning to a Science, Technology, Engineering, and Math (STEM) magnet school program . * Project Lead the Way (PLTW) Learning Management System \$950.00 per * PLTW - start up fund supplies \$126,950 and trainer of trainers * Discovery Education - \$25,000	\$151,950.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Beaumont USD will employ, develop and retain highly qualified, diverse employees who provide a standards aligned broad course of study with a multi-tiered systems of support that is inclusive, equitable and safe for students and staff in well maintained facilities.

An explanation of why the LEA has developed this goal.

This goal was established with the input from teachers, staff and families. The Thought Exchange showed that academic instruction, equity and school safety is a priority in the district. The staff at school sites indicated that having a system in place for academics, instruction, attendance and behaviors with emotional well-being support is a priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Every pupil in the school District has sufficient access to standards aligned instructional materials.	Baseline - access to standard aligned instructional materials and curriculum				Maintain 100% Access.
School facility ratings as measured by annual Facility Inspection Tool	Baseline Good or better				Maintain Good or better status for each school and system
Multi-tiered system of support (MTSS)	Zero staff have been trained in MTSS				All staff will be trained in MTSS; 100%
All teachers maintain appropriate credentials and are certified to teach English Learners.	All teachers maintain appropriate credentials and are certified to teach English Learners				Maintain 100% Certification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Induction	All year-two teachers in the Induction Program have completed the requirements for a clear credential.				Maintain 100% Completion
Social Emotional Learning (SEL)	Zero percent of staff have been trained in SEL				100% access to PD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Induction	<p>Provide comprehensive coaching and support to beginning teachers by contracting with RCOE for the Center for Teacher Innovation (CTI) beginning teacher induction program and provide 1 FTE Instructional Coach.</p> <p>Stipend and substitute costs, Certificated Personnel Salaries -\$15,000 Contract with RCOE for CTI support - \$100,000 Employee Benefits - \$3,353</p>	\$118,353.00	Yes
2	Home-school Transportation	<p>Provide home-school transportation for eligible Low Income pupils.</p> <ul style="list-style-type: none"> * Transportation Services, \$259,404 * Fuel - \$181,083 * Other operating expenses - \$70,106 * Employee Benefits - \$124,896 	\$635,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Student Access to Technology	Provide wireless internet access for students who do not have internet access at home. Provide additional Chromebooks and Chromebook repair services to enable students who do not have access at home to check out a Chromebook. * Chromebook purchases - \$200,000 * Chromebook services - \$150,000	\$350,000.00	Yes
4	LCAP Oversight	Oversight of LCAP/LCFF by Instructional Support Services and support from the Business Services and Human Resources Divisions to implement and support LCFF Supplemental/Concentration Services. *Director of Research Learning and Data \$155,172 * Supplies and training \$10,100 Transfer of Indirect Costs - \$890,450 * Employee Benefits - \$53,324	\$1,109,046.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.72%	12,627,063

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

The following response will address the following Action/Services to improve or increase community engagement as measured by local and/or state indicators.

The online Thought Exchange Survey: There were over 16 participant groups, 1,253 participants, 1,279 thoughts with over 22,000 ratings within the thoughts. The response rate is over 10% of the student population.

1005 Parent or guardian 81% response rate

79 staff with students in Beaumont 6% response rate

144 staff 12% response rate

Based on the Beaumont Unified School District's community input on the Thought Exchange the community is asking to sustain and improve upon the following themes:

Student Learning

Safety and Security

Mental Health and Social Emotional Well-being

Parent Engagement

Staff Support and Professional Development

Student Engagement

Curriculum and Instruction Support and Access

Distance Learning

College and Career Readiness and CTE pathways
Diversity, Equity and Inclusion
Access to technology and Resources and Facilities

These themes address the actions/services that are either being continued or improved upon. The community acknowledges that diversity, equity and inclusion with mental health and social emotional well-being support are important factors for the coming 2021-22 school year.

English Learners, Foster Youth and Limited Income show a gap in their suspension rate based on the state indicator and are more likely to be suspended due to the lack of connection to school and community. The indicator shows that all students on the California Dashboard are in the Green (2.5%), Limited Income in Orange (3%), Foster Youth in Yellow (14.3%), and English Learners in Yellow (2.1%) and African Americans in Yellow at (5.8%).

There is also a gap in Chronic absenteeism for Limited Income , Special Needs, African American and Indigenous/Native American Population. All students (local indicator) list at a rate of 12.5%, EL Students at 9.1%, Limited Income 35.2%, Special Needs students at 15.5%, Indigenous/Native American Students at 27.3% and African American students at 17.2%.

Parents rated thoughts by others on a scale of 1 to 5 with 5 being the highest in the Thought Exchange Survey (Note that the scale from 1-5 shows each themes rated. For example increased student learning was rated at 3.8).The Thought Exchange showed that families wanted to continue with increased student learning (3.8), safety (3.8), parent engagement (3.7), equity and diversity (3.6), student engagement (3.6) (Goal 1, Action 1-15), curriculum and instruction (Goal 2, Action 1, 5, 6, 7) and access to college and career resources 4.0 (Goal 1, Action 7).

Goal 1, Action 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 and 15 will address the needs of the unduplicated population and students that show a gap in attendance and suspension.

The actions in Goal 1 will provide counseling (Action 1) and school site support will be available by using restorative practices, PBIS (Action 2) social emotional learning and teaching (Actions 1-3) and community outreach (Action 4, 5, 6 and 7) to gain connection to school, family and community. The Resource Officer, counseling and anti-bullying and attendance improvement support (Action 1, 2, 3, 5, 6, 8 and 9) will work together to create a positive environment through Restorative Practices. The resources officer works with all students and will increase relationships between school, home and local agencies. The resources officers will work with parents and students to engage in increases social and emotional capital of the community.

The following are the specific actions that will improve or increase to specifically support Limited Income , Foster Youth, All Students and English Learners and all students.

Goal 1:1 Counseling Support - Improve
Goal 1:2 Campus Supervisor- Improve
Goal 1:3 Student Services Coordinator- Improve
Goal 1:4 Assistant Principals - Increase and improve
Goal 1:5 Parent and Community Outreach- Improve

Goal 1:6 Parent Engagement Coordinator- Improve
Goal 1:7 College and Career Symposium and Signing Day- Improve
Goal 1:8 School Resource Officer- Improve
Goal 1:9 Anti-Bullying and Attendance improvement- Increase
Goal 1:11 Provide for sports program at GVHS and Middle School- Improve
Goal 1:12 District Communication Officer- Improve
Goal 1:14 Restorative Practices - Improvement- Increase

The District has added training in Restorative Practices, Verbal Judo, Alternative To Suspension (ATS), Social Emotional Learning(SEL), and safety of school campus (Action 14 and 15) ; there will be counselors available for the unduplicated population (EL, Limited Income and foster youth) of students, students with special needs, all students that need access to mental health support and the community support. All administrators will be trained in SEL; the needs, circumstances and conditions reveal that suspension and absenteeism rates are much higher for students that are of the Socioeconomically Disadvantaged, Foster Youth, English Learners, Special Education and Limited Income population compared to other populations of students in the Beaumont Unified School District (action 14, and 15). The Communications officer is available to reach out to the community when there is updated LEA wide information and emergencies that may need to be addressed (Action 12).

The middle schools and Glen View High School sports program is available to all students with a focus where administrators and counselors will reach out to English Language Learners, Foster Youth and Limited Income populations to give them access to social opportunities and activities outside of the school day (Action 1-5 and 11)

Administrators, teachers and staff will be trained in trauma informed behaviors, culturally responsive instruction, Social Emotional Learning, Positive Behaviors Interventions and Supports (Goal 3, Action 1). Teachers will be trained in the universal SEL screener so teachers and staff have a measure on how students are coping in school. These trainings for site administrators, teachers and staff are to help with the cultural bias and to move toward Cultural Proficiency based on the Cultural Proficiency Continuum (Goal 2, Actions 1-5 and 14). During the training teachers and staff will discuss how to meet the needs of English Language Learners, Limited Income and Foster Youth students. Additionally, students where there are gaps from the entire student population compared to subgroups will be addressed as well. All actions will be carried forward with improvements in counseling (Action 1 and 12). These improvements will help with students that are faced with trauma, attendance issues and suspension. Action 12 specifically will offer supplies and support to communicate specifically with the unduplicated population.

The SEL universal screener along with the local academic screener will be used on a local dashboard called Schoolzilla that will group students by academics and SEL needs. Administrators, instructional coaches and Teachers will have access to the Schoolzilla Dashboard so that they may group kids based on both academic, attendance and social emotional needs. Teachers will then be able to address specific subgroups, specifically English Learners, Limited Income , Socioeconomically Disadvantaged and Foster Youth population (Goal 1, Action 1 and 4, Goal 2, Action 1, 3, 4, 5, 7. 8, 10; Goal 3, Action 4).

Administrators and coaches will be trained in the Cultural Proficiency Continuum and will provide their own site training based on the needs of the school (Goal 2, Action 1). This training will engage in conversations around cultural bias and working with the local community to understand their needs (Goal 1, Action 5, Goal 2, Action 1).

Goal 1: Action 4, assistant principals, are available at school sites to increase the communication between student families and the school. It is a benefit because students' belief systems are formulated from their own family perspectives. When schools are able to learn about the cultural and social communication of families, the school sites are able to increase their social and emotional capital (Bourdieu). This is important because when social capital is increased in the community academic capital can be increased as well. When there is a cultural exchange this will influence the academic exchange (Demeter, 2017).

Goal 1: Action 6; The parent engagement coordinator works with the community and staff to create a collective conversation around academic, behavior and social-emotional achievement. The coordinator works with the parent group to learn with them and to understand their perspectives based on their culture. The objective is to increase the social capital of the District with the community. This action is being continued because the research shows that when a community structure works together the social connections allows the District to increase in advancement economically, socially, emotional, and academically (Bourdieu).

Goal 1: Action 1, 2, 3, 4, 5, 7, 8, 9, and 12 are being carried forward because the District was successful in implementing counseling services, increased student services, increased family engagement and communication with the community from school sites, increased connection to the Educational Support Facility, and student and family connection with the resource officer. We learned that the community believes that the positive relationship with the school resource officer increases communication with families and students of all demographic groups. Students and their families in the unduplicated population were able to positively engage with the resource officer. The assistant principals, counselors, communication officer, counselors and the resource officer provide resources for families about the importance of attending schools. Additionally the assistant principals, counselors, communication officer, counselors and the resource officer will use restorative practices to increase positive behaviors between peers. Training will be provided for site leaders, counselors, resource officers, staff and teachers using the trainer of trainer model (IIRP), the science of relationships. When relationships are built between students and the community we will be able to minimize bullying and address the issues from a place of understanding and positive response. There is a relationship between social capital and the beliefs of the community surrounding school resource officers. When officers have a positive relationship with a community the social capital of the community increases and the community transforms their beliefs. Civic associations increase positively when there is a strong relationship with local police and the local community (Choi, 2010).

Goal 1: Action 7 will be continued and implemented based on the success of the College and Career Symposium with the students and the greater community.

Goal 1: Action 9 is being implemented and improved based on the success of decreased Cyberbullying and increased student, teacher relationships and recommendations from the community.

Goal 1: Action 11 is being continued based on the success of the middle school sports program and feedback from parents, students, staff and teachers in the Thought Exchange.

Goal 1: Action 12 is being continued and improved based on the input from families, students and staff. The community stated that the relationship with the school resource office is an added benefit. The resource officer works with families to increase positive connections and relationships.

Goal 1: Action 13 physical health and mental well-being of students is an important part of the District. We are continuing the Health support to make sure we meet the needs of students by having a professional that has the background in healthcare support. This person will work with student services and support school sites with in the District.

Goal 1: Action 14 is being implemented to improve the student to student relationships and to increase the social-emotional well-being of all students and staff.

Goal 2 The following response will address the following Action/Services to improve or sustain outcomes as measured by local and/or state indicators.

Goal 2:1 Professional Learning will support EL, SED, Foster Youth and Limited Income - Sustain

Goal 2:2 Provide Additional Teachers

Goal 2:3 Elementary Intervention Teachers

Goal 2:4 School Site Support in Unduplicated Populations, SED and Subgroups

Goal 2:5 Instructional Coaches

Goal 2:6 Supplemental Software

Goal 2:7 Director of TK-12 Programs

Goal 2:8 College and Career Reading

Goal 2:9 English Language Learner Support

Goal 2:10 Counseling

Goal 2:11 Ongoing Professional Development Additional Learning Opportunities

Goal 2:12 Ongoing Professional Development

Goal 2:13 Advancement Via Individual Determination (AVID)

Goal 2:14 PSAT and SAT

Goal 2:15 STEM Implementation Support for Palm Innovation

The LEA expects that English Language Learners and Limited Income students will benefit from the increased actions of using the data to inform instruction and interventions (Goal 3, Action 4) and benefit from access to CTE courses and will increase their ELA and Mathematics scores over time.

The college and career indicator for the District for grade 11 students for the Early Assessment Program (EAP) for all students in ELA for 2019-20 was 17.71% and for Mathematics was 4.14%; The state indicator for ELA (27.10%) and Mathematics (13.85), and the county for ELA (18.76%) and Mathematics (14.42%). This shows a significant difference when comparing the state, county and District EAP indicator.

There is a significant gap in ELA (49.52%) and Mathematics (36.63%) for met/exceed (CAASPP) English Language learners for ELA are at 9.57% and Mathematics at 11.25%, Limited Income 28.58% in ELA and 20.59% in mathematics. The A-G requirement met for graduation by cohort shows a gap from all students at 47% and our English Learners at 30%, Limited Income at 32.4% and Foster Youth at 21.4%.

Goal 2 Action 1 through 15 will specifically address that gaps connect with our unduplicated population in the academic and social emotional connection/relationship and outcomes.

The Actions in Goal 2 will provide professional development in ELA, Mathematics, literacy foundational skills, Lexile scores, Mathematics foundational skills and the standards for Mathematics practices, Quantile scores, success criteria, making learning visible with clarity for learning, and effect size. These PD offerings will work towards academic instruction, intervention and improvement by using the data to inform so that we take Action to improve academic results. Additionally, restorative practices from Goal 1, Action 1, 3, 6 and 14 will work alongside the Actions in Goal 2 (Action 1-3 and 8) to improve relationships between students, students and teachers and the greater community with a focus on Limited Income students, EL and Foster Youth). School site administrators will review their academic and Social Emotional Learning (SEL) data to inform instruction and intervention. There will be a professional learning opportunity on how to use data to support student learning and taking Action on what the data says while specifically looking at unduplicated populations and demographic groups that have a gap in learning. There is a significant gap in the amount of students that are College and Career Ready including the unduplicated population of students. School sites and counseling will work with families to increase their awareness of College and Career by offering guidance on completing the FAFSA, information on college and careers, and access to CTE courses (Goal 1, Action 7).

The high school and schools with CTE courses, DLI and STEM programs will target the socioeconomically disadvantaged, Foster Youth and English Language Learner population to increase their self-efficacy and career exposure (Goal 2, Action 7, 9, and 13-15; Goal 3, Action 2). Additional teachers for Dual Language Immersion, All Day Kindergarten and reduced classes will strengthen the conditions of learning and allow for smaller classes where teachers can give more personalized attention to students (Goal 3, Action 2).

Goal 2: Action 1, 11 and 12 are being continued based on the success of the professional development programs and input from the Thought Exchange.

Goal 2: Action 2 is being continued based on the success of having more teachers to reduce class size.

Goal 2: Action 3, 4 and 5 are being continued based on the success that intervention teachers and coaches had on increasing the literacy foundational skills of unduplicated populations and SED students. When all students increase their self-efficacy in reading they are able to carry this knowledge into other academic domains such as social science, science and mathematics (Hattie, 2016 Guthrie & Wigfield, 2000 & Hasbrouck and Tindal, 2006). Even with schools that have lower than 40% population of EL, Foster Youth and Homeless students it is imperative that these literacy strategies be available and access for teachers to offer to students (Pears (2013) . This because the population of students can change over time. If all school are consistent in using best-first instruction then students will have access to

literacy foundation schools from elementary to high school. Elementary students will move to middle school that are higher than 40% population of unduplicated population of students. Children who have access to early literacy and progress monitoring show growth over time in foundation literacy skills (Cameron, Taumoepeau, Clarke, McDowall, Schaughency, 2020).

Goal 2: Action 6, 7 and 9 are being continued based on the success of supplemental software for interventions and supports in the classroom and online and the increased success in K-12 literacy and foundational skills for unduplicated population and specifically English Language Learners. Giving students access to only interventions through District provided Chromebooks (wireless support if needed) will help with the digital inequities of students who typically would not have access (Hsieh, 2008)

Goal 2: Action 8, 13, 14 and 15 are being implemented and improved upon based on the success of increasing awareness around college and career readiness, CTE programs and A-G requirements for UC and CSU schools.

Goal 2: Action 10 is being continued based on the success of having counseling available on school sites and being able to act immediately when a student has a concern or trauma has occurred.

Goal 3: The following response will address the following Action/Services to improve or sustain conditions of learning for English Language Learners, Limited Income, Foster Youth and demographic groups (Black/African Americans, Hispanic/Latinx and Indigenous/Native Americans, Special Education and Socioeconomically Disadvantaged students) that are showing a gap in academic progress as measured by local and/or state indicators in ELA and Mathematics.

After assessing the needs conditions and circumstances of our Socioeconomically Disadvantaged, English Learner, Limited Income and Foster Youth we found that the academic indicators show that overall Beaumont USD met/exceeded in ELA at a percentage of 58.00% and in Mathematics at a percentage of 47.04%. The English Language Learner population for met/exceeded is at a percentage of 9.57% for ELA and 11.25% for Mathematics, and Limited Income for ELA for met/exceeded is at 28.58% and for Mathematics it was 20.59%.

This shows a significant difference in the overall population and the subgroups for the unduplicated population. Foster Youth was not a listed indicator. Based on the data the District found that the current actions/services in Goal 3 are increased and/or improved with enhanced academics for students' conditions of learning. We expect that all students will benefit from increased conditions of learning. Our socioeconomic disadvantaged students will continue to benefit also since their ELA percentage of 41.32% and Mathematics of 28.91% for met/exceeded and is just slightly lower than the overall student population. Also, based on the local ELA and Mathematics i-Ready data students have shown growth in Tier I and have moved out of Tier III. Goal 3, Actions 1-4 will address the conditions of learning in making learning accessible for English Language Learners, Limited Income and Foster Youth. Students will have access to internet access hotspots and Chromebooks at home, and Limited Income, SED and Foster Youth will have transportation as needed (Goal 3, Action 2, 3).

Teachers will be provided additional support on the state standards in ELA and Mathematics with a focus on the literacy foundational skills and numeracy foundation skills. There will be professional development for the standards for Mathematical practice for K-5 and for educators that teach Mathematics (Goal 2, Action 1-12). There will be a revisit of the Next Generation Science Standards including the

Disciplinary Core Ideas, Science and Engineering Practices and the Crosscutting Concepts from the standards and evidence statements perspectives (Goal 2, Action 7, 9, 11 and 12).

Kindergarten through grades 2 will continue to have access to the ELA intervention teacher with a focus on Foster Youth, Limited Income and EL students. Teachers will also revisit the Multi-Tiered systems of support, PBIS, SEL with Best First Instruction (Goal 3, Action 4) as a Universal Design for Learning (UDL). Continued research (Goal 3, Action 1-4) will be reviewed and used to take action in order to inform instruction for in classroom and online learning. We expect that 100% of educators and staff will be trained in MTSS, PBIS, SEL, Best First Instruction from a UDL lens (Goal 1, Action 1-3 and 14).

English Language Learners, Limited Income, Foster Youth, Socioeconomically disadvantaged students will be given priority regarding repairs and access to Chromebooks and internet access to points so that they may continue their academic learning at home and/or outside of a typical school day (Goal 3, Action 2).

Students that are in the unduplicated population and need assistance and or transportation getting to school will be given priority (Goal 3, Action 3)

We expect that students in the Blue and Green Dashboard (ELA and Mathematics) Criteria will maintain or improve by 3-15 points, all students in the Yellow and Orange groups will "increase" by 3-15 points a year and all students in Red will increase a minimum of 15 points a year. We also expect to increase the A-G requirement met for graduation by cohort by 2%, English Learner Reclassification Rate by 2.5%, the Graduation Rate Indicator by 2.5%, and decrease the number of failing grades by 2%. Increase the number of students that complete the FAFSA by 2%, increase the number and percentage of students that are prepared or approaching prepared for CTE and A-G requirements by 2%, increase the Early Assessment Program (EAP) by 2%, and increase CTE Completer Match data (students who completed both A-G and attended CTE courses) by 2%. Goal 3, Action 1, 2 and 3 are carried over with the objective to increase professional development and improve upon that academic progress. Goal 3, Action 2 will continue to be available to give SED, foster youth, homeless and EL students equity and access to getting to and from school. This is a need based on parent input and to close the gap in attendance concerns with the homeless population. This should help with removing the barrier of not being able to get to and from school.

Goal 3, Action 4 is both increased and improved with the objective to specifically analyze the data with school administrators through professional development so that they may take this information and work with classroom teachers towards closing the gap with unduplicated students and student groups that have significant gaps in ELA and Mathematics.

Goal 3, Actions 1 is being carried forward to meet the expectations of Center for Teacher Innovation (CTI) beginning teacher induction program. All teachers were successful in the induction program; Action 2 is being carried forward because we found that the transportation was successful in getting students to and from school. Students that need transportation to and from school will have access to mitigate attendance issues and to allow students to have access to before and after school programs as well. Action 3 is being implemented and carried forward because students who have access to Chromebooks and repairs are able to successfully complete at home assignments and homework; Action 4 is being carried forward and implemented because the research shows that data implementation and discussion

around data are able to improve academic achievement and progress overtime. The oversight funds are available to adjust for discrepancy in cost of products.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

For the 2021-22 school year Supplemental and Concentration grant funding is \$12,627,063. The Beaumont USD will continue to increase and improve supports for unduplicated populations and all students by 13.72%.

Services for unduplicated pupils are increased and improved by:

1. High-quality professional development, including instructional coaching, focused on new State Standards, educational equity, and effective teaching practices (with particular emphasis on English Learners);
2. Implementing District-wide AVID instructional strategies to improve College and Career readiness for underrepresented students;
3. Additional counseling support to address social emotional well-being and improve course access for all students;
4. School office and central office support, including effective public relations, to support parent outreach and after-school programs to engage parents of low income students and Foster Youth;
5. Assistant principal, campus supervisor, and two school resource officers (SRO) support to improve school climate (one SRO for the high school and a shared SRO throughout the school District - on a needs basis);
6. Comprehensive safety planning for each school site and support through Hour Zero;
7. TK-12 Programs, College and Career Readiness, and Student Services administrative support to support targeted youth;
8. Extra learning opportunities, attendance incentives, and additional after school athletics opportunities for students;
9. Bilingual services for beginning English Learners and English Learner parents;
10. Support for College and Career Readiness activities such as College and Career Symposium, Signing Day, CTE Showcase, and universal PSAT participation for grades 8-11 and school-day SAT for juniors and seniors, removing income and access barriers for low income students and Foster Youth;
11. Medical services including Project K.I.N.D. and additional LVN support;
12. Support for the World Language program, All-Day Kindergarten, and decreased class sizes to better support students;
13. Allocation to sites so each school can target resources to their unique student needs;
14. Supplemental software to increase achievement;
15. Implementation of the Be Ready Beaumont initiative that includes World of Work, Nepris, and Vita Navis;
16. Tools to effectively monitor implementation of District programs to insure equal access to effective instruction;
17. Targeted high school assistant principal to insure students are meeting graduation requirements and receiving extra assistance;
18. Supporting our highest-poverty school with an innovative STEM magnet program curriculum and training for staff;
19. Support beginning teachers in meeting the needs of students, with emphasis on the needs of English Learners and Students with Disabilities;
20. Transportation services to elementary-age low income students;

21. Providing wireless internet hotspots and Chromebooks for students who do not have internet at home so that they can access instructional resources outside of the school day;
22. Facilitating stakeholder feedback so the District can respond to student, parent, and staff needs;
23. Providing guidance and support to District and school staff on serving students through effective program oversight
24. Social Emotional Learning check in/check out universal screener

* All teachers, administrators, and support staff teach or otherwise support English Learners, Foster Youth, and Socio-Economically Disadvantaged students. Therefore, any expense for professional learning and instructional coaching must necessarily be planned for District-wide implementation.

*The AVID program specifically targets underrepresented youth and the District is committed to train all instructional staff in AVID instructional strategies.

* Counseling, support staff, assistant principals, and the school resource officer will address the state Model Practice for "Provide a safe environment free of physical and psychological violence, bullying, and harassment to encourage school attendance." These staff will address the students social emotional well-being and behavior needs to support their learning.

* Additional learning opportunities to address learning gaps and increase course access for unduplicated students.

* Bilingual services to students and parents increase access and parent involvement for English Learners.

* Low Income and Foster Youth have difficulty affording college entrance assessments and may have difficulty attending a testing center on the weekend. Providing the opportunity to take the PSAT or SAT during the school day removes these barriers.

*Beaumont USD's Visual and Performing Arts Education Plan contains three overarching goals that address a comprehensive arts education program. The Goals are:

- Create programs and curriculum that encourage and equip students to pursue their passions and endeavors.
- Strengthen home, school, and community commitment to the arts
- Create a plan that is feasible to support practically and financially into the future

*Beaumont USD will focus on instructional technology to create personalized, student-centered learning environments that use research-based digital learning strategies to build digital skills needed for college and career readiness.

* Stakeholder input identified a desire from parents, students, and staff to address school safety and climate (State Priority 6: School Climate) by adding a school resource officer.

* A comprehensive review of program needs and root-cause analysis of the District designation for Differentiated Assistance resulted in the addition of a special programs assistant principal at Beaumont High School to address student group performance on the Graduation Rate

Indicator, English Learner Progress Indicator, and College/Career Readiness Indicator.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$14,128,948.00	\$166,477.00		\$803,786.00	\$15,099,211.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,503,516.00	\$3,595,695.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Counseling Support	\$1,213,256.00	\$166,477.00			\$1,379,733.00
1	2	English Learners Foster Youth Low Income	Campus Supervisors	\$33,974.00				\$33,974.00
1	3	Foster Youth Low Income	Student Services Coordinator	\$185,537.00				\$185,537.00
1	4	English Learners Foster Youth Low Income	Assistant Principals (APs)	\$1,252,219.00				\$1,252,219.00
1	5	English Learners Foster Youth Low Income	Parent and Community Outreach	\$355,005.00			\$36,000.00	\$391,005.00
1	6	English Learners Foster Youth Low Income	Parent Engagement Coordinator	\$93,255.00			\$96,080.00	\$189,335.00
1	7	English Learners Foster Youth Low Income	College and Career Symposium and Signing Day	\$6,000.00				\$6,000.00
1	8	English Learners Foster Youth Low Income	School Resource Officer	\$314,870.00				\$314,870.00
1	9	Low Income	Anti-Bullying and Attendance improvement	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All	Project KIND - Medical	\$10,000.00				\$10,000.00
1	11	English Learners Foster Youth Low Income	Provide for Sports Program at GVHS & Middle Schools	\$55,000.00				\$55,000.00
1	12	English Learners Foster Youth Low Income	District Communication Officer	\$208,018.00				\$208,018.00
1	13	English Learners Foster Youth Low Income	Health Support	\$96,017.00				\$96,017.00
1	14	English Learners Foster Youth Low Income	Restorative Practices	\$543,044.00				\$543,044.00
1	15	Foster Youth Low Income	Hour Zero	\$64,350.00				\$64,350.00
2	1	English Learners Foster Youth Low Income	Professional Learning	\$27,387.00				\$27,387.00
2	2	English Learners Foster Youth Low Income	Provide additional teachers: support programs and student needs	\$2,101,102.00				\$2,101,102.00
2	3	Low Income	Elementary Intervention Teachers	\$413,340.00			\$417,598.00	\$830,938.00
2	4	English Learners Foster Youth Low Income	School Site Support in Unduplicated Populations, SED and subgroups	\$657,499.00				\$657,499.00
2	5	English Learners Foster Youth Low Income	Instructional Coaches	\$843,272.00			\$254,108.00	\$1,097,380.00
2	6	English Learners Foster Youth Low Income	Supplemental Software	\$585,466.00				\$585,466.00
2	7	English Learners Foster Youth Low Income	Director of TK-12 Programs	\$301,225.00				\$301,225.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	College and Career Readiness	\$287,805.00				\$287,805.00
2	9	English Learners	English Language Learner Support	\$390,891.00				\$390,891.00
2	10	English Learners Foster Youth Low Income	Counseling	\$577,160.00				\$577,160.00
2	11	English Learners Foster Youth Low Income	Additional Learning Opportunities	\$633,015.00				\$633,015.00
2	12	English Learners Foster Youth Low Income	Ongoing Professional Development	\$322,893.00				\$322,893.00
2	13	English Learners	Advancement Via Individual Determination (AVID)	\$132,024.00				\$132,024.00
2	14	English Learners Foster Youth	PSAT and SAT	\$50,000.00				\$50,000.00
2	15	English Learners Foster Youth Low Income	STEM Implementation Support for Palm Innovation	\$151,950.00				\$151,950.00
3	1	English Learners Foster Youth Low Income	Teacher Induction	\$118,353.00				\$118,353.00
3	2	Low Income	Home-school Transportation	\$635,975.00				\$635,975.00
3	3	Low Income	Student Access to Technology	\$350,000.00				\$350,000.00
3	4	English Learners Foster Youth Low Income	LCAP Oversight	\$1,109,046.00				\$1,109,046.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$14,118,948.00	\$15,089,211.00
LEA-wide Total:	\$8,030,824.00	\$8,583,489.00
Limited Total:	\$767,999.00	\$767,999.00
Schoolwide Total:	\$5,320,125.00	\$5,737,723.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Counseling Support	LEA-wide	Foster Youth Low Income	All Schools	\$1,213,256.00	\$1,379,733.00
1	2	Campus Supervisors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,974.00	\$33,974.00
1	3	Student Services Coordinator	LEA-wide	Foster Youth Low Income	All Schools	\$185,537.00	\$185,537.00
1	4	Assistant Principals (APs)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PES, SES, TRR, THE, MVMS, SGMS, BHS, 21stCLI and GVHS	\$1,252,219.00	\$1,252,219.00
1	5	Parent and Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$355,005.00	\$391,005.00
1	6	Parent Engagement Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,255.00	\$189,335.00
1	7	College and Career Symposium and Signing Day	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Specific Schools: BHS, GVHS, 21CLI	\$6,000.00	\$6,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					12th Grade		
1	8	School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Specific Schools: BHS, GVHS, MVMS, SGMS	\$314,870.00	\$314,870.00
1	9	Anti-Bullying and Attendance improvement	LEA-wide	Low Income	All Schools	\$10,000.00	\$10,000.00
1	11	Provide for Sports Program at GVHS & Middle Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, STS and GVHS	\$55,000.00	\$55,000.00
1	12	District Communication Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,018.00	\$208,018.00
1	13	Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,017.00	\$96,017.00
1	14	Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$543,044.00	\$543,044.00
1	15	Hour Zero	LEA-wide	Foster Youth Low Income	All Schools	\$64,350.00	\$64,350.00
2	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,387.00	\$27,387.00
2	2	Provide additional teachers: support programs and student needs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,101,102.00	\$2,101,102.00
2	3	Elementary Intervention Teachers	Schoolwide	Low Income	Specific Schools: All Elementary Schools TK-5	\$413,340.00	\$830,938.00
2	4	School Site Support in Unduplicated Populations, SED and subgroups	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$657,499.00	\$657,499.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Instructional Coaches	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SES, SLE, THE, TRR, STS	\$843,272.00	\$1,097,380.00
2	6	Supplemental Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$585,466.00	\$585,466.00
2	7	Director of TK-12 Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,225.00	\$301,225.00
2	8	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: GVHS, BHS and 21st CLI	\$287,805.00	\$287,805.00
2	9	English Language Learner Support	LEA-wide	English Learners	All Schools	\$390,891.00	\$390,891.00
2	10	Counseling	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS	\$577,160.00	\$577,160.00
2	11	Additional Learning Opportunities	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$633,015.00	\$633,015.00
2	12	Ongoing Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$322,893.00	\$322,893.00
2	13	Advancement Via Individual Determination (AVID)	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$132,024.00	\$132,024.00
2	14	PSAT and SAT	Schoolwide	English Learners Foster Youth	Specific Schools: BHS, MVMS, SGMS, GVHS, 21CLI Grades 8, 10, 11	\$50,000.00	\$50,000.00
2	15	STEM Implementation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PIA	\$151,950.00	\$151,950.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Support for Palm Innovation					
3	1	Teacher Induction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,353.00	\$118,353.00
3	2	Home-school Transportation	Limited to Unduplicated Student Group(s)	Low Income	TK-5	\$635,975.00	\$635,975.00
3	3	Student Access to Technology	LEA-wide	Low Income	All Schools	\$350,000.00	\$350,000.00
3	4	LCAP Oversight	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,109,046.00	\$1,109,046.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.