

LCFF Budget Overview for Parents

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

CDS Code: 33-66993-0000000

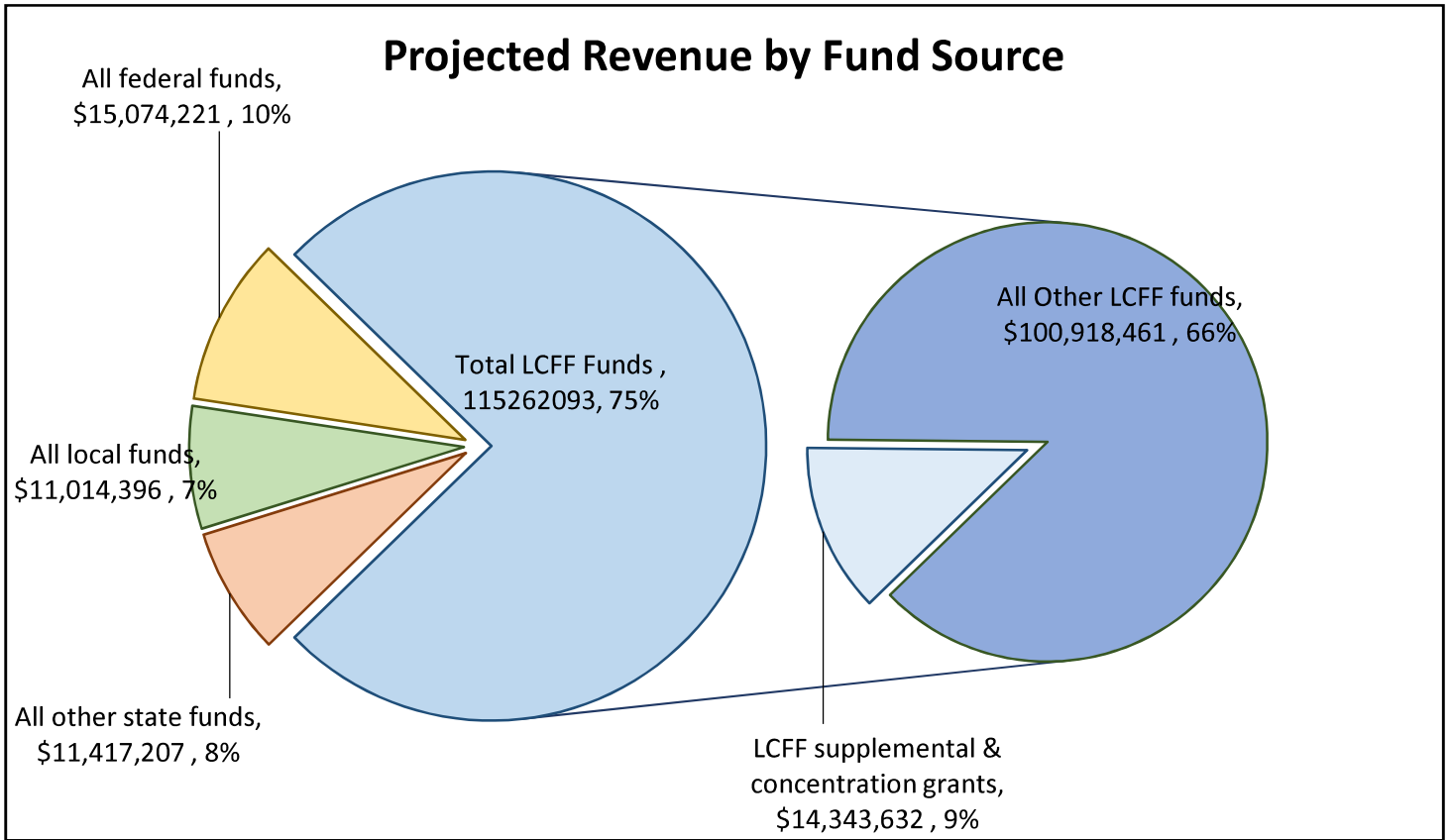
School Year: 2022 – 23

LEA contact information: Mina Blazy, 951-845-1631, mblazy@beaumontusd.k12.ca.us

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 2022 – 23 School Year

Projected Revenue by Fund Source

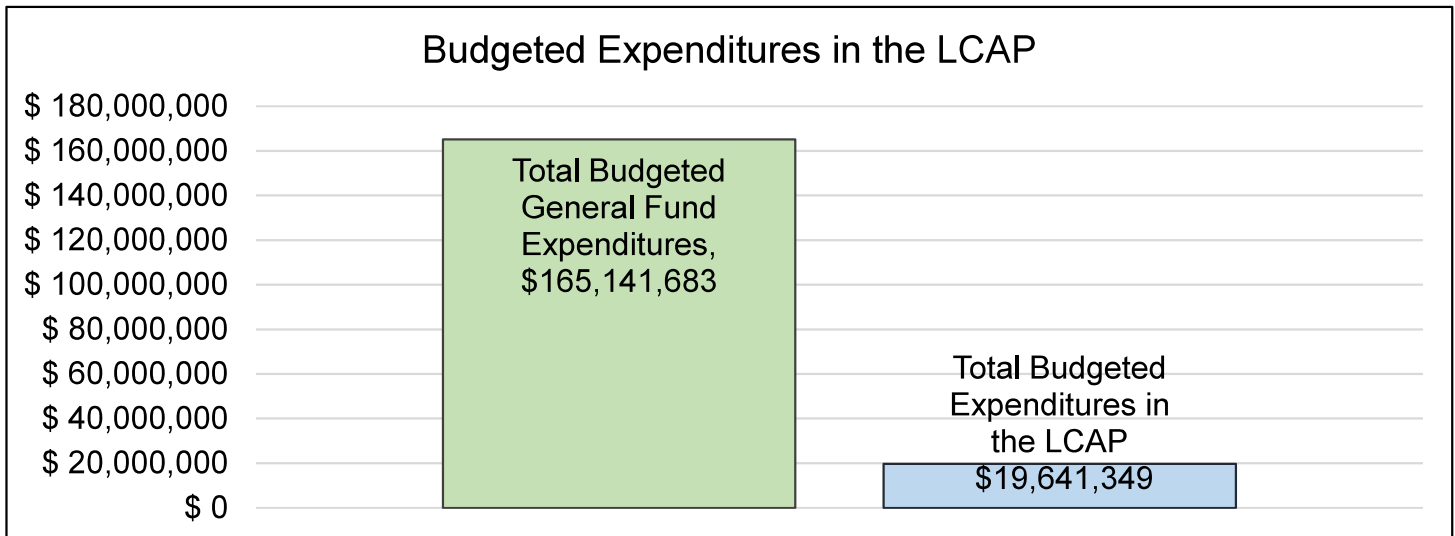


This chart shows the total general purpose revenue Beaumont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beaumont Unified School District is \$152,767,917.00, of which \$115,262,093.00 is Local Control Funding Formula (LCFF), \$11,417,207.00 is other state funds, \$11,014,396.00 is local funds, and \$15,074,221.00 is federal funds. Of the \$115,262,093.00 in LCFF Funds, \$14,343,632.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

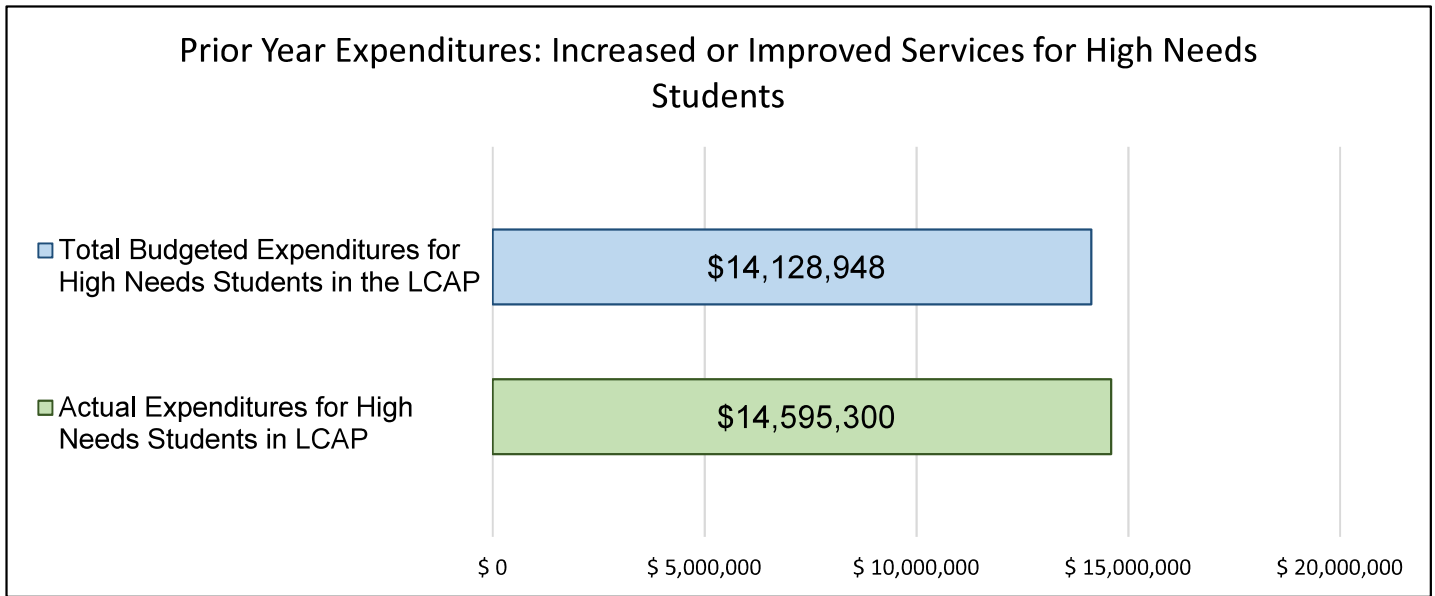
The text description of the above chart is as follows: Beaumont Unified School District plans to spend \$165,141,683.00 for the 2022 – 23 school year. Of that amount, \$19,641,349.00 is tied to actions/services in the LCAP and \$145,500,334.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Beaumont Unified School District plans to spend \$151,093,969 for the 2022-23 school year. A total of \$115,262,093 is not directly included in the LCAP. Of the LCFF total, \$18,828,194 will help support as contributing to the LCAP Unduplicated Pupil Population (UPP) and non-contributing to the UPP. The expenditures not included in the LCAP will be used as follows: Operational costs, personnel, certificated staff, classified staff, principals, special education transportation, State and Federal Funding sources that are not related to the LCAP goals, actions and services that are not included in the Beaumont USD LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Beaumont Unified School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, Beaumont Unified School District's LCAP budgeted \$14,128,948.00 for planned actions to increase or improve services for high needs students. Beaumont Unified School District actually spent \$14,595,300.00 for actions to increase or improve services for high needs students in 2021 – 22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Beaumont Unified School District	Dr. Ebon Brown Assistant Superintendent of Instruction and Support Services	ebrown@beaumontusd.k12.ca.us (951) 845-1631

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The following is a description of how the Local Education Agency (LEA), also known as Beaumont Unified School District, engaged or plans to engage its educational partners on the use of funds provided through the Budget Act of 2021:

The Beaumont Unified School District responded to the Budget Act of 2021 by developing plans for the Expanded Learning Opportunity Grant (ELO-G), the Governor’s Emergency Education Relief Fund (GEER), the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Educator Effectiveness Block Grant (EEBG) and the Senate Bill 117 (COVID-19 LEA response funds). The resources are intended to address accelerated learning, professional development for staff, enhanced learning opportunities for the District’s Unduplicated Pupil Population (UPP), site resources, development for COVID preparedness and cleanliness, increased technology, access to mental health services and social-emotional well-being, addressing academic impact, improving air quality, maintaining services, support and employment of staff.

Previously, community partners, family members and their students, parent committees, the Beaumont Teacher's Association (BTA), the California School Employees Association (CSEA), Board of Trustees, Beaumont Administration, Confidential, & Management Employees (BACME), local Native American Tribes, and Civil Rights Organizations were given the opportunity to give input on funding and the plans that have been implemented based on the Budget Act of 2021.

During a site leaders professional development meeting in the Spring of 2021 with school site leaders and the community, ELO-G was developed. School site leaders met to give their input during a collaborative discussion on how to address accelerated learning and the increase of learning opportunities for students before and/or after school.

During the 2020-21 school year, community partners were able to respond to the reopening plan from July 12, 2020 to July 22, 2020, via Thought Exchange. The community responded to the ESSER III funding through an interactive presentation on August 26, 2021. All responses were collected through a Thought Exchange from August 26, 2021 through September 3, 2021. Recommendations were gathered through the Thought Exchange along with school site teachers, classified staff and administrators responded to the allowable uses via a Google Form. The public was given an opportunity to respond to the ESSER III plan on October 12, 2021, at a public board meeting. Both BTA and CSEA were given the completed ESSER III document to review before the board took action on the ESSER III plan on October 26, 2021.

Teachers and classroom staff were given a Google Form Survey on October 25, 2021 through October 27, 2021, to gain their input on how to use the professional development funds. This information was used to develop the EEBG presentation and data worksheet. On December 14, 2021, the EEBG was presented to the Board of Trustees at a special board meeting. There was also a public hearing with regards to the EEBG. The EEBG was adopted by the Board of Trustees at the scheduled board meeting on December 14, 2021, after the special board meeting.

To continue our efforts to gain input from the community, the District will incorporate all new funding and their associated plans in the upcoming Local Control Accountability (LCAP) in-person and virtual townhalls that will begin January 10, 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following is a description of how Beaumont Unified School District has decided to use the additional concentration grant add-on funding to increase the mental health counselor support and add additional instructional coaches for literacy and mathematics. The District will also use the funding to add one additional assistant principal that will support Glen View High School/21st Century Learning Institute (CL) and the future middle college. The District has added a total of 27 new teacher positions at schools with 55% or more Unduplicated Pupil Population (students who are counted once in the categories of English Learner [EL], Homeless/Foster Youth, Socio-Economically Disadvantaged [SED]). The schools with additional staff added through the one time concentration grant add-on include: Three Rings Ranch Elementary

(TRR), Palm Innovation Academy (PIA), Sundance Elementary (SES), San Gorgonio Middle School (SGMS), and 21st CLI. The breakdown of additional teachers to support UPP students are as follows:

- Three Rings Ranch = 2 full-time equivalent teachers
- Palm Innovation Academy = 3 full-time equivalent teachers
- Sundance Elementary = 2 full-time equivalent teachers
- San Gorgonio Middle = 6 full-time equivalent teachers
- 21st Century Learning Institute = 8 full-time equivalent teachers

The additional teacher support that is funded through the concentration grant add on will work with UPP students to accelerate literacy, mathematics and science skills as well as social-emotional well-being.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The following is a description of how the District engaged its educational partners on the use of one-time federal funds:

The Beaumont Unified School District received one-time federal funds to support the recovery from the COVID-19 pandemic. To gain input from community partners, the District used ThoughtExchange for feedback on distance learning, hybrid learning and in-person learning.

The July 12, 2020 - July 22, 2020, ThoughtExchange asked the question, "What are your thoughts regarding the newly proposed reopening plan to begin the school year with virtual learning compared to the formerly proposed reopening plan to start with classroom instruction?" There were 1,592 community partners (participants) that offered feedback. The community partners initiated 1,966 'thoughts' with 57,284 ratings of the thoughts. There were 858 participants that shared thoughts, 879 participants that rated the thoughts and 1,056 participants that explored the thoughts.

The themes that arose from this ThoughtExchange were 1) staff safety, 2) planning 3) technology training for learning 4) parent support 5) in-person education 6) on-line education and 7) virtual learning for future.

Community engagement was sought at a regularly scheduled board meeting where families and the community offered suggestions. These recommendations were considered before the final Elementary and Secondary School Emergency Relief (ESSER) an was implemented. District leadership met with community partners and parent groups on October 29, 2021, to discuss expenditures related to ESSER III.

April 1, 2021 - April 2, 2021, another ThoughtExchange was offered to the community regarding hybrid learning. The question asked was, "With the latest COVID-19 trends and guidance from state and local officials, what are your thoughts on having our students return to the classroom for in-person schooling?" There were 2,031 participants that engaged in this exchange, 2,152 thoughts and 63,717 ratings. There

were 1,126 participants (55%) that shared thoughts, 1,213 participants (60%) that rated thoughts and 1,152 participants (57%) that explored thoughts. The Beaumont Teachers Association (BTA) and the California School Employees Association (CSEA) were given the opportunity to respond to the plan regarding return to school either hybrid or in-person.

To gain input from community partners for the ESSER III Fund the community was offered an online presentation and interactive response through ThoughtExchange on August 26, 2021.

There were 147 participants, 150 thoughts and 2,101 ratings. Of the 147 participants, 64 shared thoughts, 78 rated thoughts and 77 explored the thoughts. BTA and CSEA and community partners were given the opportunity to respond to their needs and concerns of the ESSER III plan. The ESSER III plan was also offered to local Native American Tribes and local Civil Rights agencies.

School site leaders and District leaders continue to seek input from the community. Principals and assistant principals engage with families through ParentSquare, Google Meets or Zoom meetings, family engagement events, School Site Council (SSC) meetings and site surveys. When community members and partners offer feedback on District plans, District level leaders (students services, special education, instruction) work collectively with families to offer recommendations and solutions. The superintendent and cabinet have met with community partners to discuss recommendations and concerns around state policies and the pandemic.

For example, the community recommended Rapid COVID testing for students and staff upon returning from winter break. The District and support staff worked together to create a drive up location where families could pick up Rapid COVID tests to give to their children before they returned to school. Families have been engaged through dialogue on updates in curriculum and upcoming textbook adoptions.

The community is able to locate the ESSER III plan at https://bit.ly/Beaumont_ESSERIII_Plan

The District will continue to collaborate with community partners during townhalls in February and March of 2022.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The following is a description of how the LEA is implementing the federal American Rescue Plan Act (ARPA) and federal Elementary and Secondary School Emergency Relief (ESSER) plan:

The Beaumont Unified School District, in collaboration with community partners, created the Elementary and Secondary School Emergency Relief (ESSER) Plan along with the American Rescue Plan Act (ARPA) action items to respond to the COVID 19 pandemic.

The following are successes for implementation of the ESSER III Plan and are authorized by the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), Career Technical Education (CTE) and/or Homeless/Foster Youth:

To support the ESEA, IDEA, and/or Perkins-CTE, the District has provided wheelchair accessible vans for special education to increase the attendance rate for students with disabilities and to comply with the best practices for physical distancing (Sirotkin & Tessier-Swittick, 1987; CDE Transportation, 2021). The CTE Paxton Patterson Learning Management System (LMS) was purchased to support college and career pathways such as medical, Science, Technology Engineering and Mathematics (STEM), and skill building. This LMS will support students in their college and career preparation. Additionally, funds will be allocated specifically to provide professional development for special education teachers and support staff. Advanced technology such as iPads were also purchased to support instruction for our most vulnerable student population.

Outdoor mobile gym equipment was purchased for Beaumont High School in order to allow for outdoor instruction during Physical Education (PE) and athletic classes. The equipment provided teachers with the ability to easily transport equipment inside and outside of the classroom. Outdoor tables were purchased for Sundance Elementary School (SES) and San Gorgonio Middle School (SGMS) to increase physical distancing during breakfast and lunch. Playground equipment was purchased to increase distancing and improve traffic flow for Starlight Elementary (SLE).

To address academic impact, licenses were purchased for speech services and extra duty was allocated for certificated and classified staff to provide after school intervention for students with special needs. The Extended School Year (ESY) program was provided additional funding to support students who typically do not meet the requirement for ESY to attend summer school in order to support their learning goals and to respond to the academic impact demonstrated by the analysis of iReady data.

Prevent, prepare for and respond to COVID-19 - ESSER/ELO-G

The District purchased additional Personal Protective Equipment (PPE), such as water bottles, face masks, cleaning supplies and incentives for students wearing masks. Three Full-Time Equivalent (FTE) health services assistants/Licensed Vocational Nurses (LVN) were added to prepare and respond to the COVID-19 pandemic.

In-person instruction, addressing learning loss and evidence-based interventions ESSER/ELO-G

A partnership was created with the Silicon Valley Math Initiative (SVMl) to work towards closing the gap between students that did not meet and those that did meet the criteria for success in mathematics. SVMl focuses on concepts and procedures, problem-solving, communicating and reasoning and modeling and data analysis. All instructional coaches will go through the training to help support teachers in mathematics TK-5, middle school and high school. SVMl brings together the standards for mathematical practices and the state standards to improve academic achievement in mathematics, specifically with Performance Tasks (PTs). All teachers will have access to the SVMl data of performance tasks.

In coordination with Instruction and Support Services (ISS), Business Support Services and Human Resources (HR), 23 FTE teachers (including special education) were added to support academic impact and the increase in student population.

The following is a description of how the ELO-G funding is being implemented.

During the Summer of the 2020-21 school year, funding was allocated to increase the number of teachers and staff that would be able to support students during the summer program. The increase included adding two additional elementary school sites, two additional middle school sites, additional teachers, counselors, administrators and support staff. Students were provided with more direct support for their emotional well-being and the opportunity to accelerate academic progress. Elementary schools, middle schools and the high school increased the number of students with special needs that was above and beyond the Extended School Year (ESY) program. Additional teacher support staff was also made available to give access to students with disabilities.

Funding was made available for the 2021-22 After School Education and Safety (ASES) program and the Incredible Minds after school program to allow for more students to attend. English Language Learners (ELLs), Foster Youth, Homeless, and Economically Disadvantaged students were given priority.

Each schools site was allocated funding for teachers to increase their small group interventions before and/or after school. School sites in need of more interactive Educational Technology (Ed Tech) were given additional Chromebook carts and interactive panels so that teachers, students and classroom support staff had adequate physical distancing in the classroom. The increase in Chromebook carts allowed students to have a device at home and at school effectively making Beaumont USD a 2:1 District.

Professional development was provided for teachers, administration, and support staff to help with reviewing the social-emotional data from the Panorama survey platform. This platform was purchased with ELO-G funds to get a base-line of where students, staff and the community are in regards to their emotional well-being.

Challenges continue due to the difficulty in finding qualified candidates to fill the open positions added to the LCAP and the ESSER III Plan. It has been difficult to provide professional development during the school day with the limited amount of substitutes teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The following is a description of how the LEA is using its fiscal resources received for the 2021-22 school year that is consistent with the LEAs 2021-22 LCAP Annual Update:

The District has aligned the additional resources from ESSER III, ELO, and upcoming funding with the LCAP goals. Each plan and/or funding was considered by sharing the District’s LCAP goals and the state priorities to continue to enhance support and training for staff.

Goal 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.

1. The District is hiring a Director of Expanded Learning and Coordinator of Parent Engagement to increase parent engagement and student academic intervention.

2. Added Mental Health counselor for Social-Emotional Learning (SEL) support and additional school psychologists
3. Added Professional Management Crisis (PCM) training (equivalent to Crisis Prevention Institute [CPI]) training
4. Everyday Behavior Tools program implemented to help teachers work with students on positive behaviors
5. Counselor professional development
6. Climate and culture conferences for school sites that have not been able to take advantage of the Ron Clark Academy
7. Added PPE
8. Kicks to Learn blended SEL and sports mentor program
9. Hydraulic desks and standing fatigue mats
10. Campus security added to budget

Goal 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 (SEL) for our students. Staff will use student performance data to improve academic achievement, increase College and/or 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).

1. Increased software licenses for after school program to allow more students access to intervention tools
2. Added partnership with Magnitude IO, the International Space Station (ISS) and SpaceX to support science in the classroom (pilot experiment). The Instruction and Support Services (ISS) Division and schools around the world took part in a rhizobia and legumes experiment comparing data on the space station and on earth.
3. Community Learning Hubs in libraries
4. Special Education - professional development, iPads for teachers and students, increase speech service licenses, PATH licenses for classified employees that work directly with students to increase their capacity and knowledge in special education.
5. Increased teacher FTEs and increased substitute pay to attract individuals to work with our students and roving substitutes for school sites
6. CTE Paxton Patterson Learning Management System (LMS)
7. Added health services assistants/LVNs to help with contact tracing and student well-being
8. Science of reading professional development
9. College and career professional development with Hatching to address A-G, SEL, and behavior in secondary schools and the New World Conference
10. Purchased Texas Instrument (TI) calculators for the high school to bridge the gap from high school to college mathematics/science tools
11. Elevated Achievement to identify gaps and success at schools sites with leadership coaching with site administrators
12. Silicon Valley Math Initiative (SVMi) to support mathematics from a standards for mathematics perspective with performance task training
13. Transportation contract
14. HVAC project for safety of air quality for all community partners
15. Development of a comprehensive Mathematics Intervention Program at secondary schools
16. Added two instructional coaches in instructional technology and Transitional Kindergarten (TK)

Goal 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.

1. Added wheelchair accessible vans to help transport students with special needs, Economically Disadvantaged, Foster Youth, and Homeless to provide broader access to school
2. Increased data analysis by adding the Panorama SEL platform and Renaissance Learning's STAR Reading and Math for all high schools to offer formative assessments in English Language Arts (ELA) and Math
3. Increased technology - Chromebooks and interactive panels along with additional technological devices to increase academic growth and learning
4. Research, Learning and Data (RLD) clerical support & Clerk III substitute support
5. Engaged in partnerships with outside vendors to support principal coaching and standards aligned curriculum, instruction, climate and assessment

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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	Dr. Ebon Brown Assistant Superintendent of Instruction and Support Services	ebrown@beaumontusd.k12.ca.us (951) 845-1631

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 provide a 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 55,259 residents. Beaumont Unified School District serves students from the communities of Beaumont, Cherry Valley, Banning and Calimesa. As the City of Beaumont and surrounding cities grow, so has the District, adding an average of nearly 300 students each year. During the 2021-22 school year the District had an increase of over 800 students.

2021-22 Beaumont USD Enrollment Totals for Non-Charter Schools (<https://dq.cde.ca.gov/dataquest/>):

- * All Students 11,214
- * African-American 723
- * Native American 65
- * Asian 320
- * Filipino 292
- * Hispanic/Latino 6,554
- * Pacific Islander 23
- * White 2,687
- * Two or More Races 487
- * Not Report 63
- * English Learner 947
- * Socio-Economically Disadvantaged 6,453
- * Foster 107

During the 2020-21 school year, the enrollment listed on the California School Dashboard (Dashboard) (2021) compared to previous years, has an increase in student population and is expected to increase by another 900 students by end of the 2021-22 school year. The Dashboard data lists the percentage of SED students at 57.1%, EL at 8.1%, and Foster Youth at a percentage rate of 1.8%.

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. Summerwind Trails School successfully opened in the fall of the 2021-22 school year. Over the past two years, the District has been expanding Beaumont High School in order to meet the needs of the growing population of high school students.

A strength of Beaumont USD is the support from the community, the dedication of the staff, and the involvement in academics and extra-curricular activities. Challenges over the coming years will be to address the academic and social impact resulting from the pandemic. The District continues to strive toward meeting the individual needs of each and every student through innovative and inclusive practices.

The most recent challenge for the District is the increasing student enrollment that has caused hiring shortages for both teachers and support staff. After the pandemic the District has struggled to fill vacancies and adequately staff substitute teachers and support staff for permanent staff who were out due to extended illnesses. Throughout these challenging times, District staff have continued to work collectively in the interest for what is best for students.

Beaumont USD proudly serves a changing and diverse student population. Our 2021-22 demographic data is as follows (Dataquest):

- African American 6.4%
- Native American 0.6%
- White 24.0%
- Hispanic/Latino 58.4%

Two or More Races 4.3%
Asian 2.9%
Filipino 2.6%
Pacific Islander 0.2%
Not Reported 0.6%

The District has seven elementary schools, one TK-8 school, two middle schools, one comprehensive high school, one K-12 online academy, one continuation high school and one adult school. In the coming year, Beaumont USD will add a middle college through a partnership with Mount San Jacinto Junior College (MSJC). The schools' 2020-21 California Dashboard demographic data is listed below (Enrollment, Socio-Economically Disadvantaged (SED), English Learners (EL) and Foster Youth (FY) percentage):

Elementary Schools: <https://www.caschooldashboard.org/>

- * Anna Hause Elementary: Enrollment 653, SED - 58.5%, EL - 8.9% and Foster Youth - 2%
- * Brookside Elementary: Enrollment 643, SED - 54.4%, EL - 4.4% and Foster Youth - 1.1%
- * Palm Innovation Academy: Enrollment 448, SED - 75.2%, EL - 16.7% and Foster Youth - 5.1%
- * Starlight Elementary: Enrollment 955, SED - 52.6%, EL - 15.2% and Foster Youth - 0.9%
- * Sundance Elementary: Enrollment 730, SED - 60.7%, EL - 7.4% and Foster Youth - 1.9%
- * Three Rings Ranch Elementary: Enrollment 619, SED - 64.6%, EL - 8.6% and Foster Youth - 2.9%
- * Tournament Hills Elementary: Enrollment 845, SED - 36.8%, EL - 4% and Foster Youth - 0.9%

K- 8 School:

- * Summerwind Trails School - New School, Dashboard data will be available for the 2021-22 school year what the California Department of Education reports.

Middle Schools:

- * Mountain View Middle School: Enrollment 990, SED - 56.8%, EL - 6.3% and Foster Youth - 1.8%
- * San Geronio Middle School: Enrollment 1,323, SED - 61.4%, EL - 10.6% and Foster Youth - 1.1%

High Schools:

- * Beaumont High School: Enrollment 3,024, SED - 57.5%, EL - 6.3% and Foster Youth - 0.8%
- * Glen View High School: Enrollment 134, SED - 62.7%, EL - 9.7% and Foster Youth - 3%

K-12 School:

- * 21st Century Learning Institute: Enrollment 293, SED - 54.3%, EL - 3.1% and Foster Youth - 1.7%

Middle College:

- * Beaumont Middle College High School: Coming during the 2022-23 school year

Our emergent bilingual and multilingual speakers (English Language Acquisition - Dataquest) in 2019-20, reported a student population at 7.9% compared to 6.3% in 2020-21. Our Foster Youth population has maintained at a rate of 1.4% since 2016-17, and was listed as 1.4% in

Unduplicated Pupil Population (UPP), which consists of Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY), along with emergent bilingual students bring specialized needs which drive many of the District's LCAP actions and services. 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 UPP, Students with Disabilities (SWD), and student groups that have a gap in academics, attendance, and discipline compared to the District data while continuing to close the gap in academic achievement and working with our families to provide a safe space for learning. We will also continue working on the social-emotional well-being of students, staff, and the greater community through the lens of curriculum (California State Standards [CSS]), instruction, assessment and climate.

The District takes pride in the fact that works collectively with District educators and support staff to increase learning opportunities, sporting activities, and building the social-emotional capital of students. The District works together with the community to increase connections with students and staff by offering rigorous courses with a focus on 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 UPP 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 at a rate of 60.60%.

The District continues to allocate resources and support for CTE pathways that embrace a broad course of study and technical skills attainment for UPP. Along with the CTE courses at the middle and high school there are two pathways at the elementary level: Dual Language Immersion (DLI) and Science, Technology, Engineering and Mathematics (STEM). Students who have access to specific pathways starting in kindergarten increase their self-efficacy, perceptions about school, and begin to develop career interests at a younger age. Because of program need and community request, the District will be adding a DLI program at Palm Innovation Academy (PIA) and will be funded in the action and services of the LCAP.

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 for all students, specific student groups, SWDs, and UPP towards closing the academic achievement gap, building trust and respect while maintaining high expectations and increasing the social-emotional well-being for students.

The 2022-23 school year will be year two of the three year 2021-24 LCAP. The District will continue its focus on the many challenges that occurred because of the unexpected pandemic. Including, but not limited to mathematics, standards for mathematical practices, science to academics, the social well-being of students and the specific accommodations for students with special needs. The District will continue to address the academic impact and emotional trauma of students caused by the pandemic. The District is committed to working with classified staff, certificated staff, administrators, students and their families to collectively create an environment of trust, benevolence, integrity, openness, and competence.

The District believes that through a shared commitment, we can utilize the learnings from the pandemic to better serve our students, families, and community. Educators learned how to use various tools to work hand-in-hand with families, teachers, staff and students through a virtual

environment that created situations of success and challenge. For many educational partners, this new platform of learning was an efficient way of working together. The District is better poised to integrate both online and in-person forms of communication in order to best serve the needs of all students.

The Beaumont community is resilient and the District is positioned to ensure that all students make academic and social gains that transfer into the greater Beaumont community. The District will continue to build upon a culture of trust, respect and high expectations while ensuring that each and every student has access to a high quality education with dedicated and committed staff.

Reflections: Successes

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

The District's progress towards goals for engagement (Goal 1), student outcomes (Goal 2), and conditions of learning (Goal 3) are as follows:

In Goal 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. The District has focused on decreasing the suspension/expulsion rate, chronic absenteeism, increasing student well-being, increasing attendance rates, and increasing parent participation for Unduplicated Pupil Population (UPP) students (UPP students are categorized as Socio-Economically Disadvantaged [SED], Foster Youth, and English Learners [ELs]) and student groups that have disproportionate suspension and expulsion rates.

To help mitigate the traumatic experiences of students during the pandemic the District has increased mental health services, offered campus supervisor support to help with positive behaviors, provided direct support for Homeless and Foster Youth students and provided additional site leadership to engage with students categorized as UPP. Students at Beaumont High School have reported that they are able to access counseling support during the school day for individual or group help. During Superintendent Student Advisory Committee meetings that are made up of District and site administrators and students, students reported that they appreciated increased counseling services and commented that mental health services are available for support.

The Student Services Coordinator works directly with Homeless and Foster Youth to ensure that the most needy students are supplied with everything they need in times of extraordinary need. Foster Youth families and Socio-Economically (SED) families commented positively regarding the support and services offered by the District. Site administrators work directly with students and families to support their academic and emotional needs to help decrease the gap in student learning. Site leaders along with teachers and families develop Tier II and III responses to better support UPP students depending on the individual needs of each student.

Each month principals, assistant principals, and Cabinet met to review the LCAP and the implementation process. For the Mid-Year report, site leaders, counselors, directors, teachers support staff, students and educational partners gave a review of goals and action items. The educational partners were able to gain insight of the purpose of the LCAP and use this knowledge to help with their School Plan for Student Achievement (SPSAs). Discussions during these meetings were surrounded around the use of data to inform instruction and how to better engage the community and increase outcomes for students.

The "Be Ready Beaumont" initiative focuses on College and Career Readiness for all students. "Be Ready Beaumont" started in 2019-20 and was designed around vocational themes to increase students' Strengths, Interests and Values (SIV). Students benefit from a formalized career exploration system that encourages students to "try on" multiple careers.

Each elementary school has access to an early literacy intervention teacher to assist students who are struggling in English Language Arts (ELA) and foundational literacy skills.

Data demonstrating the work done by the District in previous years includes the following markers from the 2018-19 CAASPP results:

- * Increased in ELA and Math for all students changing from Orange to Yellow
- * Increased in high school graduation rate of 93.62%, maintained 0.4% (Green)
- * Increased in College and/or Career Readiness rate of 49%, an increase of 3.9% (Green)
- * Lowered Chronic Absenteeism rate of 9.8%, a decline of 0.7%, moved from Orange to Green

2020-21 CAASPP Data Grade 11 only: Due to a significant lower test participation rate, view data with caution

English Language Arts	Exceeded/Met	59.57%
Mathematics	Exceeded/Met	32.24%

When analyzing the local indicator, i-Ready, student data demonstrates growth over time in both ELA and mathematics. Below are the Tier I, Tier II and Tier III distributions. 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.

2021-22 Local Indicator (Benchmark 2)
Benchmark - Universal Screener (K-5) ELA - Reading only

Tier I	48%
Tier II	36%
Tier III	16%

Benchmark - Universal Screener (K-5) Mathematics - Computation only

Tier I	40%
Tier II	48%
Tier III	12%

2021-22 ELA i-Ready Local Indicator: Reading only

At or Above Grade Level: K-8	
All Students	48%
English Learner	35.9%
Non-English Language	48.5%
Foster Youth	24.5%
Homeless	17.6%
Special Education	25.5%

Asian 66.2%
African-American 43.4%
Hispanic/Latinx 42.6%
Multiple Ethnic Group 61.1%
Filipino 71.0%
Native American 22.2%
Pacific Islander 90%
White 53.9%

2021-22 Mathematics i-Ready Local Indicator:

At or Above Grade Level: K-8
All Students 39.8%
English Learner 33.1%
Non-English Language 39.6%
Foster Youth 26.4%
Homeless 19.4%
Special Education 21.7%
Asian 56.9%
African-American 31%
Filipino 61.8%
Hispanic/Latino 33.8%
Multiple Ethnic Group 48.1%
Native American 54.5%
Pacific Islander 54.4%
White 49.7%

Each year school sites and the administration, alongside teachers, work together to ensure that all students have access to the LEA-wide academic curriculum.

Over the three-year LCAP cycle, student academics have continued to increase in ELA. Mathematics performance has maintained on the California Assessment for Student Performance and Progress (2018-19 CAASPP). The data shows that there are gaps between student groups. School sites are addressing the academic gaps with specific actions and services in their School Plan for Student Achievement (SPSA) that is directly aligned to the LCAP.

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 less than what was demonstrated by students during the 2019-20 school year.

Students who struggle with in-person learning did not have barriers during online learning and found success in the virtual learning environment. 21st Century Learning Institute is available for all students in grades K-12 and is provided to families who prefer that their child receive Free and Appropriate Public Education (FAPE) virtually.

The District plans on continuing to build on its achievement by providing additional Professional Development (PD) in instructional strategies to meet the needs of English Learners (ELs), 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 District-wide Tier II interventions. Extended services have been provided to all students including those who are most in need 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 [SWD])
- * Math - Red (Students with Disabilities [SWD]), Orange (Native American, Foster Youth and Homeless)
- * College and Career - Orange (African-American, Students with Disabilities [SWD])
- * Chronic Absenteeism - Red (Homeless), Orange (African-American, Asian, SWD, Hispanic)
- * Graduation Rate - Red (Students with Disabilities [SWD]), Orange (African-American)
- * Suspension - Red (Native American), Orange (Homeless, Two or more Races and Pacific Islanders)

The above indicators from the 2018-19 California School Dashboard. The data can be used as a benchmark for comparison in the coming years (2021-22, 2022-23 and 2023-24) when the California Assessment of Student Progress and Performance (CAASPP), California Science Test (CAST) and the California Alternative Assessment (CAA) data are available.

Based on the local indicator (i-Ready), there still is a gap in learning in both ELA and mathematics. A focus on services for Unduplicated Pupil Population (UPP) that include English Learners (EL), Foster Youth, Homeless and other student groups in both ELA and mathematics has been identified as a District need. Grade 11 took both the ELA and mathematics CAASPP at the end of the 2020-21 school year.

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

2021-22 ELA i-Ready Local Indicator: Reading only

- * Phonological Awareness
- * Phonics
- * High-Frequency Words
- * Vocabulary
- * Comprehension: Literature

* Comprehension: Informational Text

At or above grade level: K-8:

All Students 48%
English Learner 35.9%
Non-English Language 48.5%
Foster Youth 24.5%
Homeless 17.6%
Special Education 25.5%
Asian 66.2%
African-American 43.4%
Hispanic/Latinx 42.6%
Multiple Ethnic Group 61.1%
Filipino 71.0%
Native American 22.2%
Pacific Islander 90%
White 53.9%

2021-22 Mathematics i-Ready Local Indicator:

* Numbers and Operations
* Algebra and Algebraic Thinking
* Measurement and Data
* Geometry

At or above grade level: K-8:

All Students 39.8%
English Learner 33.1%
Non-English Language 39.6%
Foster Youth 26.4%
Homeless 19.4%
Special Education 21.7%
Asian 56.9%
African-American 31%
Filipino 61.8%
Hispanic/Latino 33.8%
Multiple Ethnic Group 48.1%
Native American 54.5%
Pacific Islander 54.4%
White 49.7%

i-Ready demonstrates that students are showing growth in ELA and mathematics from the beginning of the 2021-22 school year to the end of the school year, specifically in phonological awareness, phonics, high-frequency words, vocabulary, comprehension in literature/informational text and number and operations, algebra and algebraic thinking, measurement and data, and geometry. 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 shows that there needs to be specific instruction for Unduplicated Pupil Populations in the areas of both ELA and mathematics. The District has developed a Multi-Tiered Systems of Support (MTSS) with educational partners input to drive Best, First Instruction.

Performance results in ELA and mathematics from year to year demonstrate that the District needs to revisit the California State Standards (CSS). The ELA claim areas include reading, writing, listening, and research/inquiry. Mathematics claim areas are concepts & procedures, problem solving, modeling & data analysis and communicating reasoning. The areas of measurement for ELA and mathematics include performance levels of above standard, near standard and below standard. An area of focus for the District in all claim areas is the above standard mark. Most students, by a large percentage, are in the "near standard" or "below standard" area year over year.

When comparing student cohort groups, students, in general, show a decline in specific grade levels. This means students may have academic increases in mathematics in one grade and then decrease academically in another grade (when analyzing a specific cohort). 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, 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 regarding SWD outcomes in grades 9-12 in the areas of Graduation Rate and College and/or Career Readiness. As identified in the fall 2019 California School Dashboard, SWDs perform two or more levels below all students in Graduation Rate and College and Career Readiness (Red for SWD, Green for all students). Additionally, SWD performed at the Red level for mathematics.

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 SWDs. An improvement team was formed to direct and organize efforts to improve outcomes for SWDs. The District has begun a process rooted in improvement science methodology to analyze and address performance gaps for SWDs. A team from the District's Instruction and Support Services (ISS) division 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 (MTSS) structure, and a focus on monitoring progress for SWDs in ELA and mathematics. This methodology will extend to other student groups as identified through Riverside County Office of Education's (RCOE) 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.

* The District added the partnership with Silicon Valley Mathematics Institute (SVMi) and RCOE to start the process of looking at the claims for ELA and mathematics. The claims are as follows: (CDE- CCSS, 2010; CAASPP-ELPAC results, 2019)

**Mathematics - 1. Concepts and Procedures, 2. Problem Solving, 3. Communicating Reasoning and 4. Modeling/Data Analysis. The 2018-19 CAASPP data and the interim assessments show that students have a gap in understanding in claims 2, 3 and 4 and need more work in claim 1.

**ELA - 1. Reading, 2. Writing, 3. Listening and 4. Speaking. The 2018-19 CAASPP show a significant gap in claim 3 with a need to improve claim 1, 2 and 4.

Student groups showing the most significant gaps compared to the District are ELs, SWDs, Native Americans, African-Americans, and Homeless. Specifically, mathematics is an area of need for all student groups in the District. Also, students within these groups that are Socio-Economically Disadvantaged (SED) have a more significant gap in ELA, mathematics and science compared to non-economically disadvantaged students in the District.

* The District will be revisiting the Common Core State Standards with all administrators and teachers. This revisit will consist of an understanding of the domains, targets and claims for each area. The District will also be revisiting training of the Next Generation Science Standards (NGSS) that will consist of understanding performance expectations, Science and Engineering Practices (S&Ps), the Cross Cutting Concepts (CCCs), the Disciplinary Core Ideas (DCIs) and the evidence statements.

* Prepare and review mathematics with teachers to provide additional professional development for Zearn (a math supplemental software program) with the integration of the Standards for Mathematical Practices (SMPs) and Best, First Instruction for the California State Standards (CSS) in mathematics.

* Continue to measure mathematics by using the Universal Screener, Renaissance Learning STAR Reading and STAR Math for grades 9-12. Aligns with the Common Core reading and mathematics Concepts and Procedures.

* Instructional Coaches continue to support teachers in ELA, mathematics and science with Tier I, Best, First Instruction.

* Provide ongoing professional development in effective teaching strategies, with particular focus to support SWDs, identified student groups, socio-economically disadvantaged 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 to extend outreach to parents/guardians of pupils who 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)

Educational partners' 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:

- * The Every 15 Minutes program is a 2-day program with a focus on educating 11th and 12th graders on the risks of driving under the influence and its negative effects.
- * Refining and continuing the social-emotional counseling support in the District (Support, Teach, Empower, Health and Wellness [SEL] program).
- * Supporting a comprehensive, District-wide emergency/disaster preparedness protocol through Hour Zero.

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

- * Work with teachers and students to create a sense of belonging, equity, diversity and inclusionary practices.

African-American, Native Americans, SWDs, Foster Youth, and SED students show a significant gap in mathematics, ELA and science compared to the District local academics indicator and previous school year CAASPP data.

- * Strengthening the implementation of the Alternative to Suspension (ATS) program in secondary schools, create a safe space where students feel heard. Continue improving two-way communication between the Superintendent and students through the Superintendent Student Advisory Committee.
- * Support to school sites by the Student Services Coordinator who serves as the District Foster Youth Liaison.

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

- * Provide ongoing professional development to support the implementation of the ELA and math standards utilizing the District's MTSS model infused with PBIS strategies.
- * 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.
- * Add additional support and professional development for CTE teachers to recruit and retain SWDs in order to increase the College and Career Indicator (CCI) and provide additional opportunities for SWDs.
- * Support: Instructional Coaches will provide focused professional development and in-class support for effective instructional strategies.
- * Realigned: Special education services at Beaumont High School have been revised and realigned to include the addition of an assistant principal who has provided focus, monitoring, and support for special education.

With the implementation of the scale-up I-3 BARR grant, SED, 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. Other supports include holding summer school for TK-5 with two sessions in ELA and mathematics intervention and acceleration. A bridge program for grade 8 for easy matriculation to the high school with a focus on ELA and mathematics. Grade 6 and 7 will also have an intervention and acceleration option over the summer. High school students will have an opportunity to accelerate and choose credit recovery courses over the summer. There will be A-G courses in ELA, mathematics, science, Spanish, history and elective opportunities for students.

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 Pupil Population (UPP) (UPP students are categorized as Socio-Economically Disadvantaged [SED], Foster Youth, and English Learners [ELs]). 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 UPP and underperforming student groups. Improved and increased services for these student groups are reflected in the goals and actions of the LCAP.

The District's LCAP is based on three goals established in collaboration with various stakeholders:

1. Beaumont USD will support the LCAP priority of 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 (SEL) for our students. Staff will use student performance data to improve academic achievement, increase College and/or Career Readiness, and support all students including those who have traditionally faced barriers in successfully transitioning into high school, postsecondary, and Career Technical Education (CTE).
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 (MTSS) 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, local and stakeholder input as the main drivers of District initiatives designed to eliminate barriers to student success. The District continues to specifically target 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:

Climate and Culture (Goal 1):

- * Increased secondary counselors
- * Restorative Practices, SEL (relationship building), and Alternative to Suspension (ATS) Programs at all secondary sites
- * District-wide AVID implementation
- * Student Services Coordinator
- * Assistant Principal to provide an optimum learning environment
- * Parent/guardian outreach
- * "Be Ready Beaumont" initiatives supporting CTE and College and/or Career Readiness
- * Parent Engagement Coordinator
- * School Resource Officer (SRO) 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/Outcomes (Goal 2):

- * Intervention teachers assigned to elementary sites to support all students in Tier II or III in reading based on i-Ready and STAR (Renaissance) scores - English Language Arts (ELA) for K-2 and mathematics for middle and high school
- * Increased Full-Day Kindergarten
- * Added Dual Language Immersion (DLI) at the STEM school (Palm Innovation Academy)
- * Reduced class sizes at secondary sites
- * Standards based instructional software
- * Bilingual aides to support EL students
- * Summer programs for students that would like to accelerate their learning or students who need intervention supports in ELA/mathematics
- * Building Assets, Reducing Risk (BARR) program support for 9th grade students
- * Science, Technology, Engineering and Mathematics (STEM) Supplemental Support for our highest Biliteracy/EL and Highest 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, EL, SED population and subgroups that show an academic impact
- * Develop a comprehensive secondary math intervention program

Student Services will be working with school staff to increase their capacity in Section 504 plans. Staff will be trained in suspension and expulsion prevention strategies as it relates to other means of correction and the Whole Child Design. Additionally, there will be Professional Development (PD) on the process of the Student Attendance Review Team (SART) and the Student Attendance Review Board (SARB). The District 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 (Goal 3):

- * Free transportation for SED students.
- * Technology repair and replacement for students serving SED, Foster Youth, EL and student groups that are in need
- * Data analysis of student data to respond to emotional well-being, instruction and intervention
- * Professional development in using the California State Standards (CSS)/curriculum, effective instruction that meets the needs of students with differentiated instruction for EL, SED and Foster Youth students, using assessments to gain immediate feedback for student learning and teacher facilitation, and classroom and school climate

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 DLI teachers
- * Director of College and/or Career Readiness 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/guardian access
- * Medical partnerships to provide services to all students
- * Partner with various vendors for standards aligned curriculum development and principal coaching

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Town Hall:

During the 2021-22 school year staff, families and the community were engaged in online and in-person town halls. Town halls for the community were held on March 16, 2022, at 5:30 pm, March 21, 2022, at 9:30 am and 1:00 pm, March 23, 2022, at 5:00 pm and for support staff and teachers on March 28, 2022, at 3:45 pm. There was an overview of the three-year 2021-22 LCAP goals, outline of the LCAP, the areas of need and the increased and improved services. Additionally, the participants were introduced to the California Assessment for Student Performance and Progress (CAASPP) the California School Dashboard and Data Quest online resources on state test scores, demographics and local indicators.

At the town hall we discussed the local indicators:

- * Basics: Teachers, Instructional Materials and Facilities
- * Implementation of Academic Standards
- * Parent/Guardian and Family Engagement
- * Local Climate Survey
- * Access to Broad Course of Study

The educational partners, including local community groups and students were sent a personal email. Students in the District that are in middle and high school were also sent an email. Families in the District were notified of scheduled town halls and ThoughtExchange surveys through the District's communication platform ParentSquare. Zoom online video conferencing software was also used for families engaging remotely.

Here is the ThoughtExchange presentation link - https://bit.ly/2022-23_LCAP_BUSD_ThoughtExchange

A Padlet, an interactive online tool, was offered to educational partners, parent committees, local Native American Tribes, the county Special Education Local Plan Area (SELPA), town hall participants, students and staff where they could place questions or feedback on each goal.

The ThoughtExchange online survey was offered to educational partners, Native American Tribes, Beaumont Teacher's Association (BTA), California School Employees Association (CSEA), parent/guardian groups, special education groups, the county Special Education Local Plan Area (SELPA), and the District English Learner Advisory Committee (DELAC) and students via ParentSquare. Students were also emailed using their District provided email. The ThoughtExchange 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.

The outcome of the ThoughtExchange data is organized to give themes around what is most important to the District. The exchange allowed for staff, parents/guardians, students, and the community to respond (scale on ThoughtExchange). Educational partners could also choose the schools where their children attended so that each school site could see their respective responses. There were 220 participants, 207 thoughts with over 4,274 ratings within the thoughts.

The themes that came about from the the data are:

Professional Development
Class Size and Salary
Social-Emotional Well-Being
Safety, Security and Facilities
Instruction and Curriculum
Classroom Support
Parents/Guardians

Parents/guardians and families that attended the town hall meetings stated that they wanted to have more training in how to help their children with school work and want to be included in conferences about equity. Families and educational partners would like more support for students with the area of emotional well-being. The Beaumont Teachers Association (BTA) would like an increase in salary for Speech Language Pathologist (SLP) with an adjusted salary schedule and a stipend for Dual Language Immersion (DLI). California School Employees Association (CSEA) has also requested an increase in salary. Principals asked for increased counseling support and funding for DLI programs. The SELPA and Special Education Department asked for increased support with SLP, instructional aids in classroom supplies and curriculum that meets the needs of the students. The Superintendent Student Advisory Committee would like an increase in counseling support that is easily accessible and available during the school day. Also, better communication in how to access the counseling support. Students also are asking for culturally relevant training for classroom teachers so that teachers know how to handle negative behaviors around inequitable student behaviors. The Parent Advisory Committee (PAC) and Parent Academy is being revisited with the new Parent Engagement Coordinator. Parents/guardians, with the guidance of the new coordinator, were able to give input on the LCAP during May 2022. Additionally, parents/guardians requested the District to develop an African American Advisory Committee to address the academic gaps and suspension rates for African-American student population. The District is currently looking at establishing one Parent Advisory Committee to address the needs of all District parents/guardians. Parents/guardians asked for mathematics curriculum to support their students at home. Teachers asked for mathematics and science curriculum.

During the town hall, the BTA representative and other BTA members, recommended an increase in salary for Speech Language Pathologists. CSEA recommends to continuation of hiring more security on each campus and increase salary for classified staff compared to other neighboring districts. CSEA also recommends that student learning centers hire the number of instructional support positions that were not filled due to the pandemic. Parents/guardians recommended having a District African American Parent Advisory Committee to support with the suspension, attendance and academics in ELA and mathematics. Parents/guardians also recommended having more training for teachers in equity practices. Administrators asked for more counseling support for the high school. The DLI schools asked increase or at least keep their supply and support funding for professional development. Teachers requested more professional development in classroom climate, choosing. They would like a voice in the decision making process. Teachers also asked for professional development in classroom climate, specifically how to help students with Trauma. The SELPA requested that we review the disproportionality of students that are getting suspended that have IEPs.

As a reminder, the 2021-24 LCAP goals were created at the end of the 2020-21 school year with educational partners. These goals were then presented to school sites to get feedback regarding their needs in the classroom and how to support teachers and students in their academic, SEL and behavior progress. This year, town halls were held to discuss the goals and allocations of the new budget for the coming

school year. At each town hall, educational partners were given the opportunity to provide input on the 2022-23 LCAP goals and action through an interactive online platform called Padlet and the online interaction ThoughtExchange. This process gives staff and education partners their individual voice when responding with suggestions. The responses on the Padlet shared the themes that came from the ThoughtExchange.

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 11, 2022, Cabinet, the Beaumont Teacher's Association (BTA), the Classified School Employees Association (CSEA), and the Beaumont Administrator Confidential Management Employees (BACME) association were invited to give feedback on the LCAP goals and outcomes.

LCAP Monthly Leadership Meetings:

Each month principals, assistant principals, directors and Cabinet met to discuss current data, LCAP goals and action items. Each site was able to offer input on where their site was with implementation of actions and how they are supporting English Learners (ELs), Socio-Economically Disadvantaged (SED) and Foster Youth.

LCAP District English Language Advisory Committee (DELAC):

DELAC was given the opportunity to review the goals and provide input on April 28, 2022. Educational partners of EL would like more support in how to help their children with their school work at home. They also mentioned more connections with teachers, site leaders and other families. The committee offered input on the ThoughtExchange and is looking forward to the continued support by site EL Coordinators.

Family and Community Engagement (F.A.C.E.):

Over the past 4 years, the Parent Engagement Coordinator and Director of Expanded Learning have collected feedback from families to compile various ways to have resources readily available as well as "Virtual Services" with forming the Family and Community Engagement (F.A.C.E.). This information was gathered from parents/guardians who actively engaged in previous parent/guardian events based on their personal experience and what they would like to see for the future. Those suggestions were: more Instructional Assistant training for the expanded learning teams, more flexibility with Parent English classes, options to access online parent/guardian meetings, recorded parenting sessions, and various resources for easy access.

California Advisory Committee (CAC):

The county SELPA was given the opportunity to give their thoughts around their school site's needs and goals for their School Plan for Student Achievement (SPSA). The California Advisory Committee (CAC) for special education was invited to the town halls and given the ThoughtExchange for input. The Special Education Department and the Director of Special Education attended the SELPA meeting on supporting the District LCAP in April 2022. 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 (SWD).

The Draft of the LCAP was offered and presented to the District English Language Advisory Committee (DELAC), the F.A.C.E committee and the California Advisory Committee on May 25, 2022 (Education Code 52062). The public was notified of the draft via ParentSquare and offered a Google Form survey to provide feedback and additional input. The Superintendent or Designee responded to all questions that were asked during the presentation.

A summary of the feedback provided by specific educational partners.

The feedback given clearly shows that families and the community want students' academic and social-emotional needs to be considered in the coming school year. There is a continued concern for the safety and security of staff and students based on ThoughtExchange responses. 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 able to provide input during monthly meetings with the superintendent around their needs and concerns.

Educational partners were given the option to participate through ThoughtExchange (rating scale 5 to 1 with five being the highest and one being the lowest) and some partners attended the in-person town hall. This was a safe way for families to share thoughts and rate the thoughts of others. The ThoughtExchange was delivered via ParentSquare. It gave a voice to individuals and allowed others to give input on the thoughts of other educational partners.

The District invited educational partners consisting of local Native American Tribes, BTA, CSEA, the county SELPA, DELAC, parents/guardians, family members, students, teachers and support staff to attend town halls that were held at the Educational Support Facility (ESF) and via Zoom.

Several parent/guardian groups met to provide input during these town hall meetings. Several themes surfaced as a result of these meetings. A few of those suggestions are listed below and categorized by theme.

Professional Development:

Offer professional development that is suggested by staff members, work with school site staff on suggestions of products and programs, increase teacher input on classroom learning, professional development for teachers and support staff.

Class Size and Salary:

Improve pay and stipends for certificated staff, increase staff support with more teachers and support staff, decrease caseloads for special education teachers, increase dual enrollment at high schools and lower class size.

Social-Emotional Well-Being:

Provide emotional support for students due to the pandemic, invest in social-emotional preparation of teachers and staff, increase social-emotional assessments, students want to have a feeling of belonging and have teachers trained on working with students, open dialogue and communication with staff and students, more conversations around equity, add more counselors.

Safety and Security:

Hire more security at school sites, add another high school due to the population of Beaumont, more cameras at school sites, drug prevention classes, and create more emergency exit pathways for schools. Some comments stated that school is fun and a safe place, consider the infrastructure at the middle and high schools to provide different conditions of learning.

Curriculum and Academics:

Consider current and relevant curriculum, more support with learning new curriculum, purchase up to date science curriculum and social studies curriculum, equity in the disbursement of curriculum to school sites, using the standards to help students that are falling behind. Increase mathematics intervention and supports.

Support:

More classroom support for students that are accelerating, increase support staff for classrooms, support students that are shy and connections between students so that students have a sense of belonging. Parent/guardian support on student assignments and how to use the math curriculum. Special education supports for collaboration, scheduling and compliance.

Parent/Guardian and Family:

Work with families to increase family involvement and engagement, increase community understanding of diversity, equity and cultures

Fun:

A few comments from the community stated that school should be a place that is fun for students. Students have stated that they want to feel like they belong.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on input received through educational partners, the District has responded by adding additional leadership, counseling, and/or positions that are safety driven at most school sites in the District. There is also an additional School Resource Officer (SRO) 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 feedback provided 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/guardians of ELs want to have more access to school campuses to learn how to support their own children with academics and emotional well-being.

Professional development in instruction, curriculum and intervention for mathematics actions in goal 2 and 3 were influenced by the town hall and ThoughtExchange feedback from educational partners. For example, we will be partnering with outside vendors on influencing the conditions of learning by supporting sites with instructional models, professional development, state standards, instructional strategies, assessments, and school climate.

Parent/guardian and community engagement is a top priority of educational partners. The Parent Engagement Coordinator is currently revamping our Parent Academy and developing structured workshops and communication protocols to meet the needs of our growing community. Safety continues to be a top priority of the District and several measures are being implemented in the LCAP to address the growing need to address the safety and security of all students and staff.

Note that Student Learning and Safety and Security had the most thoughts and were also rated high. According to the ThoughtExchange, Personal Learning and Safety show families want to be back in-person with safety as a priority. The mental health and well-being of 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 summer program is in-person instruction for our Extended School Year (ESY) and accessible to all students K-12. There will be counselors available with a priority for Homeless and Foster Youth. EL 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.

Provide access to College and/or Career Readiness support from kindergarten-grade 12 to give students the knowledge to be ready for both the University of California (UC) and the California State University (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. EL would like more access to CTE courses and pathways.

Teachers and staff will have the opportunity to revisit PBIS and Social-Emotional Learning (SEL) 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.

The District will continue with training in Restorative Practices by training school counselors and then District leaders and staff. 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 Engagement State Priority Conditions of Learning to improve family involvement and engagement, student engagement and school climate. 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) and ThoughtExchange surveys showed that safety and a positive school climate is a priority. Additionally, teachers, staff and families believe that academic performance and social-emotional well-being is directly influenced by the safety and security of school sites.

Counseling support, parent/guardian 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 needs are being addressed 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 in the goal are based on State and Local Indicators.

The California State Priorities: Engagement

*Parent Involvement (3)

*Student Engagement (5)

*School Climate (6)

Each action is to improve classroom and campus climate. This goal was specifically developed to improve attendance and behavior. This goal will be measured by using the local Panorama benchmark surveys. The metric outcome the District is working towards is improved emotion regulation and sense of belonging. The State and local indicator for attendance and behavior will be reviewed by each school site and the District to make improvements throughout the school year.

This goal will address the attendance and behavior gap between school sites and the District. Each school site has access to the local analytics tool to organize attendance by school and student group. School sites will work with their educational partners while putting the needs of Unduplicated Pupil Population (UPP) students first. Students that have a need for attendance and behavior improvement can also benefit from this goal.

The data below is either from the 2020-21 or 2021-22 school. Suspension rate and Chronic Absenteeism data is reported by the California DataQuest which is metric that is displayed at the end of the school year. The following website allows the viewer to select level and the subject area to search the state, county, or district name. <https://dq.cde.ca.gov/dataquest/>

The California Healthy Kids Survey (CHKS) is offered to eligible students towards the end of the school year. This data below is for the 2021-22 school year.

The Panorama Survey is an added metric and was offered to eligible students three times during the 2021-22 school year. All other data are local metrics (Schoolzilla) that were gathered from the Student Information Systems (SIS), which offers meaningful, timely data in one place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate State Indicator	<p>All Students (Green) 2.5%</p> <p>American Indian (Red) 10.3%</p> <p>Homeless (Orange) 3%</p> <p>Two or More Races (Orange) 2.9%</p> <p>Pacific Islander (Orange) 2.8%</p> <p>African-American (Yellow) 5.8%</p> <p>English Learners (Yellow) 2.1%</p> <p>Foster Youth (Yellow) 14.3%</p> <p>Hispanic/Latino (Yellow) 2.1%</p> <p>Socio-Economically Disadvantaged (Yellow) 3.3%</p> <p>Students with Disabilities (Yellow) 4.8%</p> <p>All Other Student Groups (Green or Blue) .3-2.4%</p>	<p>2020-21 California DataQuest</p> <p>Suspension rate calculated at 0%</p> <p>Use caution with this data. Students were not in-person during the 2020-21 school year.</p> <p>Total suspension rate for all students 0%</p> <p>Suspension rate</p> <p>All Students 0%</p> <p>African-American 0%</p> <p>Hispanic/Latinx 0%</p> <p>Two or More Races 0%</p> <p>White 0%</p>			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
Chronic Absenteeism State Indicator	CA School 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 Learners (Yellow) 9.1% Hispanic (Orange) 10.7% Socio-Economically Disadvantaged (Yellow) 12.7% Students with Disabilities (Orange) 16.6% Asian (Orange) 5.9% All Other Student Groups (Green) 2020-21 During the pandemic the Chronic - local indicator	English Learner 0% Foster Youth 0% Special Education 0% Native American 0%			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
Social-Emotional Well-being California Healthy Kids Survey (CHKS) (Local Indicator - Climate Survey)	<p>Absenteeism for all students is listed at 12.8%</p> <p>English Learner 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>African-American 18.2%</p> <p>Hispanic/Latino 12.5%</p> <p>Two or More Races 12.2%</p> <p>Pacific Islander 0%</p> <p>White 12.5%</p>	<p>The California Healthy Kids Survey (CHKS) reports on an average (2021-22):</p> <p>Grade 5: Cyberbullying - No Data</p> <p>Anti-bullying Climate 70%</p> <p>High Expectations Scale 84%</p> <p>Parent Involvement Scale 79%</p> <p>School Connectedness 71%</p> <p>Grade 6:</p>			<p>Decrease the Cyberbullying by a rate of 2 percentage 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 percentage 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>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 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>Anti-bullying Climate 64% High Expectations Scale 83% Parent Involvement Scale 77% School Connectedness 69%</p> <p>Grade 7: Cyberbullying - No Data High Expectations Scale 71% Promotion of Parent Involvement 46% School Connectedness 57%</p> <p>Grade 9: Cyberbullying - No Data High Expectations Scale 60% Promotion of Parent Involvement 30% School Connectedness 44%</p> <p>Grade 11: Cyberbullying - No Data High Expectations Scale 64% Promotion of Parent Involvement 30%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Baseline: 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% 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>School Connectedness 41%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Cyberbullying 27% High Expectations Scale 61% Promotion of Parent Involvement 33%				
P-2 Attendance Rate	Aeries and Schoolzilla Baseline: 93% or better rate	2020-21 Local data (May 2021) Aeries and Schoolzilla All 93.75%			Maintain 95% or better rate
TK/K Attendance Rate	Aeries and Schoolzilla Baseline: 93% or better rate	2020-21 Local data (May 2021) Aeries and Schoolzilla All 93.2%			Maintain 95% or better rate
Truancy Rate	Aeries and Schoolzilla Baseline: is 36.9%	2020-21 Truancy Rate 29.60%			Decrease by at least 2% (percentage points) per year
Expulsion Rate	Ed-Data and Dataquest Baseline: 0.2%	2020-21 Local Data Not reported on the California Dashboard All 0.0%			Maintain rate at 0.2%
Parent Participation in Programs for Unduplicated Pupils	Participation rate 100%	Participation was offered to SED, Foster Youth and English Learner families via ParentSquare and contact from the Communications			Maintain 100% participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Officer and the Students Services Coordinator.</p> <p>Town hall offered to DELAC, Special Education Parent Committee and the Parent Advisory Committees to discuss the needs of their students.</p> <p>The engagement via in-person needs improvement.</p>			
Parent/Guardian Participation in Programs for Students with Exceptional Needs	<p>Baseline:</p> <p>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>Met with the Parent Advisory Committee four times this year.</p>			<p>In collaboration with the Riverside County SELPA, Hold at least 4 Special Education Parent Advisory Committee meetings and/or parent/guardian education workshops each year.</p>
Panorama Social-Emotional Tool	<p>2021-22 Overall Baseline Year</p> <p>Grade 3-5: Sense of Belonging 64%</p> <p>Growth Mindset 59%</p>	<p>2021-22 Baseline Year with demographics</p> <p>Grade 3-5: Sense of Belonging All Students 64%</p>			<p>Increase each topic area by a rate of 2% (percentage points) each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>Self-Efficacy 53% Emotion Regulation 43%</p> <p>Grade 6-12: Supportive Relationships 79% Positive Feelings 55% Emotion Regulation 42%</p>	<p>Foster Youth 60% SED 62% EL 58%</p> <p>Growth Mindset: All Students 59% Foster Youth 50% SED 57% EL 57%</p> <p>Self-Efficacy: All Students 53% Foster Youth 53% SED 51% EL 54.5%</p> <p>Emotion Regulation: All Students 43% Foster Youth 46% SED 44% EL 43.3%</p> <p>Grade 6-12: Supportive Relationships All Students 79% Foster Youth 81% SED 78% EL 78.4%</p> <p>Positive Feelings: All Students - 55% Foster Youth - 49% SED - 54% EL - 52.8%</p> <p>Emotion Regulation:</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		All Students 42% Foster Youth 43% SED 43% EL 43.3%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 well-being.</p> <ul style="list-style-type: none"> * 9.0 FTE Mental Health Counselors Certificated Salary - \$749,028 * 1.0 FTE Counseling Coordinator - \$141,674 * Restorative Practices Training for Counselors and Support Staff - \$45,630 * Health & Welfare Benefits - \$343,568 * Supplies, Materials, Mileage and Services - \$25,630 * Mental Health Health Counselor, Coordinator School Psychologist Salary - \$32,383 ** Benefits - \$11,227 	\$1,349,140.00	Yes
1.2	Campus Supervisors	<p>Provide additional Campus Supervisors as determined by site needs to support a positive learning environment for all students.</p> <ul style="list-style-type: none"> * Campus Supervisors Classified Personnel Salaries - \$32,497 * Benefits - \$1,315 * Supplies and Services - \$2,500 	\$36,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	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> <ul style="list-style-type: none"> * Student Services Coordinator Certificated Salary - \$143,674 * Health and Welfare Benefits - \$52,614 * Supplies and Services - \$1,300 	\$197,588.00	Yes
1.4	Assistant Principals (APs)	<p>Provide additional assistant principals to optimize learning and connection between school and home.</p> <ul style="list-style-type: none"> * 3.5 FTE Elementary Assistant Principals - \$443,801 * 2.0 FTE High School Assistant Principals - \$261,903 * 1.0 FTE K-8 School Assistant Principal - \$141,539 * 2.0 FTE Middle School Assistant Principals - \$258,726 * Health and Welfare Benefits - \$419,433 <p>APs will work on improving the well-being of English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) students to close the gap in academics and emotional well-being. There will also be support for Students with Disabilities (SWDs) and connecting with families in the community.</p>	\$1,525,402.00	Yes
1.5	Parent and Community Outreach	<p>Increase parent/guardian outreach and support by providing additional site clerical support and focused parent/guardian engagement strategies, relationship building and parent/guardian academies.</p> <ul style="list-style-type: none"> * Continue additional 0.375 FTE (3-hour) Clerk I at Each Elementary School.- Classified Personnel Salaries - \$106,106 * Continue additional 0.5 FTE Clerk at Each Middle School - Classified Personnel Salaries - \$32,375 * Continue Community/Parent Engagement Liaison - Classified Personnel Salaries - \$60,072 * Employee Benefits - \$136,447 	\$504,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Academy: * Extra Duty, Classified Personnel - \$500 (LCFF) \$15,294 (Title I) * Benefits \$8,454 (Title I) * Services and Operating Expenditures - \$16,250 (LCFF) \$6,252 (Title I) I) * Supplies and Materials (Books and Supplies) - \$10,000 (LCFF) * Homeless and Foster Youth Transportation and School Supplies - \$6,000 (Title I) * School to Home Communication System(s) - \$52,870 * Website Hosting - \$16,100 * Interactive Surveys - \$37,800		
1.6	Parent Engagement Coordinator	Provide a Parent Engagement Coordinator to supervise and direct site and District activities to engage parents/guardians and provide comprehensive afterschool services to students. * Parent Engagement Coordinator - \$32,147 (LCFF) * Benefits - \$17,941 (LCFF) * Supplies and Services - \$2,300 (LCFF) * Parent Engagement Coordinator - \$55,789 (Title I) * Benefits - \$31,135 (Title I)	\$139,312.00	Yes
1.7	College and Career Symposium and Signing Day	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. * Supplies, Materials, and Vendor Costs - \$6,000	\$6,000.00	Yes
1.8	School Resource Officers (SROs)	Contract with Beaumont Police Department to provide a full-time School Resource Officers (SROs) to provide a safe and secure campus; improve the learning environment, and improve the overall	\$306,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school climate with a connection to the community so the community increases its strong relationship between school, home and local agencies.</p> <p>* School Resource Officers (SROs) (two) - \$305,398: One assigned to Beaumont High School (BHS) and one assigned to each middle school. 58.53% of contract is funded out of LCAP and 41.7% out of General Fund (GF).</p> <p>* Supplies - \$1,000</p>		
1.9	Anti-Bullying and Attendance Improvement	<p>Provide District-wide incentives for increased/improved attendance.</p> <p>School sites will improve their positive behaviors intervention and supports (PBIS)/anti-bullying awareness through student programs and training for educational partners. Incentives will be offered to students who improve their attendance throughout the school year.</p> <p>Supplies, Materials and Services - \$10,000</p>	\$10,000.00	Yes
1.10	Project KIND - Medical	Partner with Physician's Memorial Foundation/Project KIND (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.	\$11,000.00	Yes
1.11	Sports Program at GVHS and Middle Schools	<p>Provide athletic programs at Mountain View Middle School (MVMS), San Geronio Middle School (SGMS), Summerwind Trails School (STS) and Glen View High School (GVHS). These increased opportunities for students will provide additional opportunities to connect students to school.</p> <p>* Services - \$6,908 * Uniform and Equipment - \$22,175 * Stipends - \$25,000</p>	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Benefits - \$5,917		
1.12	District Communications Officer	<p>Improve public relations with parents/guardians and community and inform parents/guardians of involvement and engagement opportunities by continuing the District Communications Officer.</p> <p>* Communications Officer - \$111,768 * Benefits - \$58,813 * Supplies, Materials, Design Software and Training/Professional Development (Donovan Group) - \$65,000</p>	\$235,581.00	Yes
1.13	Health Support	<p>Provide additional health services to students by continuing additional Licensed Vocational Nurses (LVNs) to write, monitor, and update health care plans and provide training to staff.</p> <p>* 1.5 FTE LVN - \$77,811 * Benefits - \$41,392</p>	\$119,203.00	Yes
1.14	Restorative Practices	<p>Provide Restorative Practices through an Alternative to Suspension (ATS) program utilizing a trainer of trainer model of strengthening relationships between and with students, teachers and the community. Restorative Practices also focuses on connections between the community and the school environment.</p> <p>* Consultant Agreement with IIRP (Trainer of Trainer Model) - \$20,000 * 3 - 0.75 FTE ATS Instructional Assistants - \$73,344 * 3 - ATS Teachers - \$324,614 * 1 FTE ATS Mental Health Counselor - \$77,040 * Benefits - \$208,912 * Supplies and Services - \$26,000 * Extra Duty - \$2,667</p>	\$712,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	School Climate	<p>To provide a safe and orderly school environment and to prepare staff and students in disaster preparedness, implement the Hour Zero protocols and EMD support at all District school sites and facilities.</p> <p>* Agreement/Training and Supplies - \$13,650 * Site and ESF Supplies - \$50,700 * Emergency Management Department (EMD) - \$80,000</p>	\$144,350.00	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.

During the 2021-22 school year the COVID-19 Pandemic negative impacted recruitment of employees. There were events that were either canceled or changed due to room capacity and physical distancing based on the CDC and Riverside County Guidelines. Community engagement was impacted. It was a challenge bringing educational partners to participate in person. However, the District was successful in holding community meetings via Zoom or Google Meets.

During the school year the District was successful in implementing all actions except for Goal 1, Action 2, increasing campus supervisors and Goal 1, Action 7, holding the College and Career Day event. The District found it challenging to hire staff for the campus supervisor positions. Also, the 2021-22 Fall College and Career Day was unable to be held due to the Pandemic restrictions and not being able to have educational partners on campus. Typically, the District holds two College and Career events. Even though the District did not hold the Fall event, the District was successful in having a 2021-22 College and Career/Signing Day for Beaumont High School and Glen View High School in the Spring. Students were able to publicly sign their intent to attend college and local companies signed new employees. All students were able to visit with local colleges and companies to discuss their future learning and working opportunities.

Goal 1 Actions 2 and 7 shows a significant difference spending; less than what was allocated. Goal 1, Actions 3, 4, 5, 9, 10, and 12 are actions that relate to employees. These actions show a slight increase due to change in pay for the 2021-22 school year. Goal 1, Actions 8 shows a slight decrease in expenditures. This was due to the school resource officer being partially allocated through the LCAP and the District General fund. The District changed this action at the mid-year report because resource officers support all students. Goal 1, Action 10 was increase in cost for Project Kind.

The role out for the Restorative Practices PD both a challenge and a success. The initial PD did not start at the beginning of the school year as planned. However, the Student Services department was able to train district leaders and the counseling department. The other

challenge was that the full trainer of Restorative Practices was postponed twice due to the International Institute for Restorative Practices (IIRP) not having availability to offer the service. The trainer of trainer model was postponed and will be held during the 2022-23 school year.

Assistant principals and principals were more available for Professional Learning and how to use the LCAP goals to increase attendance and decrease negative behaviors. Principals and Assistant principals were provided with training in discipline, attendance and Title IX outside of the school day. The site leaders were successful in working with students on alternative options to suspension and increases counseling support at the sites.

The Student Services department alongside the Parent Engagement Coordinator worked with schools sites on increase their connection with low-income and foster youth student groups. Counselors used their data to support increase in attendance and decrease in behavior for specific UPP students. Their data was presented at a counseling meeting at the end of the school. Counselors will continue to use data to inform how they will work with and reach out to UPP groups. The District was successful in the role out of Restorative Practices, revisiting and creating a platform for educational partners and families to engage in the decision making process, providing health support for all school sites with contact tracing, communicating effectively and quickly with the District Communication Officer and training all employees in the safety and well-being of a school community through Hour-Zero. The following are specifics with successes and challenges within the District.

Goal 1, Action 1, 14: Restorative Practices training began with counselors in April 2022. Counselors at the Educational Support Services (ESF) participated in the initial training the week of April 11, 2022. During the week of June 4, 2022, ESF leaders will be trained by the International Institute for Restorative Practices (IIRP) using their Trainer of Trainer model. This will allow the District to train counselors, site leaders, support staff and teachers and the Restorative Practices model.

Goal 1, Action 2: Labor market shortages prohibited the District's ability to hire additional campus supervisors for elementary schools. This would have allowed for more outdoor activities/breaks for students.

Goal 1, Action 6: During the 2021-22 school year this role was both the Parent Engagement Coordinator and the Director of Expanded Learning. With the now Expanded Learning Opportunity (ELO) Plan this position has been improved to allow the Parent Engagement Coordinator more time to build relationships and more engagement opportunities with educational partners.

Goal 1, Action 6: The Parent Engagement Coordinator has begun to create a more robust Parent Advisory Committee (PAC) called the Family and Community Engagement (FACE) committee and a new District African American Parent Advisory Committee (DAAPAC). This work started later as we transitioned the coordinator position to a new role and created the Director of Expanded Learning.

Goal 1, Action 14: Restorative Practices and trauma informed behavior training was not fully developed and will be improved in the 2022-23 school year. Alternative to suspension at the secondary schools is intended to increase attendance. However, there was a gap in attendance due to COVID-19 quarantine guidelines imposed by public health.

Goal 1, Action 15: The Hour Zero and safety initiative was increased due to the amount of supplies needed for school safety. The implementation of this action was fully realized and increased during the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 2: Was not realized due to the inability to hire campus security. Positions were posted for recruitment. School sites were able to offer extra duty so that students had access to recess and outdoor activities during the school day.

Goal 1, Action 3: There was an increase in salary for the Student Services Coordinator.

Goal 1, Action 4: There was an increase in salary which affected the increase in pay for assistant principals.

Goal 1, Action 6: The Parent Engagement Coordinator position had a role change during the middle of the 2021-22 school year.

Goal 1, Action 7: The College and Career Signing Day occurred later in the school year. Typically, these funds are fully exhausted by the end of May.

Goal 1, Action 8: The School Resource Officer (SRO) funding was shifted 100% out of the LCAP to only 55% funded out of the LCAP. This was due to a shift in funding priority to ensure that all students and not just UPP students are being served.

Goal 1, Action 9: By the end of the 2021-22 school year, these funds will be allocated for site incentives.

Goal 1, Action 10: There was an increase in the funding for Project KIND.

Goal 1, Action 12: There was an increase in salary for the Communication Officer position.

Goal 1, Action 14: The Alternative to Suspension (ATS) program started mid-year for Beaumont High School. Additionally, Restorative Practices training started later because of staffing availability to provide teachers an opportunity to train during the school day.

Goal 1, Action 15: There was increase in supplies needed for school sites after returning to in-person learning.

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

Goal 1, Action 1, 3, 4, 14: The counseling, assistant principal, and student services support was effective in improving the connections between students and families for Unduplicated Pupil Population (UPP) students. The number of suspensions decreased at school sites compared to suspensions before the pandemic. Additionally, these supports helped with the emotional regulation of students as evidenced by Panorama data. However, the District is striving to improve the development of Restorative Practices as student's sense of belonging, social awareness and self-efficacy decreased according to the Panorama fall to spring survey results. Students who attended the Superintendent Student Advisory Committee meetings stated that they appreciated the counseling services but would like them to be offered

during school hours. They also stated that they would like site administrators to listen when they are sharing their concerns about mental health.

Goal 1, Action 14: Restorative Practices is a model that allows students to work through their disagreements and build self-discipline and well-being. The District began this initiative in the late Winter of 2022 with training District counselors. The research shows that Restorative Practices help improve attendance and behavior. This action is being monitored for effectiveness.

Goal 1, Action 5, 6: Parent community outreach was not as effective as previous school years. The previous Parent Engagement Coordinator/Director of Expanded Learning took another position. The District has revamped the structure of the position to focus more intently on parent/guardian engagement. We were able to conduct online parent/guardian engagement sessions to assist parents/guardians with student behaviors both at home and in school.

Goal 1, Action 1, 3: The Student Services Coordinator and counselors worked collectively to create professional development with a focus on Unduplicated Pupil Population (UPP) students. Additionally, the coordinator worked with Local Education Agencies (LEAs) and families to provide supplies and services to help mitigate academic impact and assist with emotional well-being of UPP students. These actions were effective in meeting the needs of UPP students. While results demonstrate a decrease in students feeling a sense of belonging, there was an increase in emotion regulation. The research posits that when students can self-regulate they are able to focus on other areas of social well-being.

Goal 1, Action 7: The College and Career Symposium is designed to increase parent/guardian involvement and student engagement for students desiring to attend postsecondary training. The CCR Symposium (much like a CCR Fair) did not occur due to the pandemic guidelines of not having families, universities and local businesses on school sites. However, the CCR Signing Day was held during the second semester in the Spring to honor all students transitioning to college and/or career including military enlistments. Due to the decrease in services, this did impact UPP students.

Goal 1, Action 1, 4: At the elementary school level, mental health counselors addressed mental health through a formal process to check for student wellness. Counselors provided weekly informal meetings with administration to address immediate needs and concerns of Tier II and Tier III students. Counselors provided training in Everyday Behavioral Tools for Pre-TK to 5th grade teachers. Elementary school counselors routinely provided in-class presentations on Social Emotional Learning (SEL) along with lessons on empathy. Assistant principals supported counselors by referring students with behavioral concerns and emotional concerns to receive counseling services. High school counselors worked with UPP students to assist with completing the Free Application for Federal Student Aid (FAFSA), Career Technical Education (CTE) courses and A-G requirements. This goal was not effective in the increase of UPP students completing the FAFSA. However, this goal was effective in creating relationships between families and school sites.

Goal 1, Action 8: School Resource Officers (SROs) were effective in meeting the needs of all students by participating in equity meetings and being available to students while on campus.

Goal 1, Action 1, 4, 9: With the support of counselors and assistant principals, elementary school sites were able to increase attendance rates from the beginning of the year to the end of the year. This may also be due to the COVID-19 mandates being minimized. This goal was not as effective in increasing attendance at the high schools. The local indicator (Schoolzilla), shows that elementary schools increased from

90.3% in August 2021 to 91.1% in May 2022. Middle schools maintained a consistent attendance rate at 92.2% and the high schools declined from 92.6% in August 2021 to 91.6% in May 2022.

Goal 1, Action 10: According to SED families, Project KIND was a much needed resource after the pandemic. Assistant principals, the Student Services Coordinator, Parent Engagement Coordinator and the Student Services Department refer families that are in need of health services, food and home supplies. Some families were in need of supplies and health services that they would not have been able to access without the project. Project KIND was effective in reaching UPP students and families as evidenced by multiple family and student interactions.

Goal 1, Action 11: Increased sport options were available for students at middle schools allowing for students to have more movement after school and time to be with their peers. Team activities increases academic focus and brain activity in students (Fox & Anderson, 2010; Wretman, 2017). This goal was effective in increasing the number of UPP students that participate in sports.

Goal 1, Action 11: The facilities and maintenance team committed team members to ensure that contracts were in place to add a sports court at Glen View HS in order to increase student involvement in sports programs.

Goal 1, Action 13: A new health office is currently under construction at Beaumont High School (BHS) to assist in providing additional health services to students.

Overall Goal: The effectiveness of the overall goal needs improvement. District has put in place systems to improve attendance, behavior and the well-being of students. The goal will continue to be monitored for success by using local attendance and behavior data.

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.

During the 2021-22 school year, the District deployed Panorama surveys for students in the fall and in the spring. The metrics (baseline and desired outcomes) are listed. The District decided to add this assessment to increase services for students that need mental health support. This was a recommendation from the previous year's community engagement recommendations.

The Truancy rate has been updated to state "decrease by at least 2% per year."

The California Healthy Kids Survey (CHKS) was administered to grades 6, 7, 9 and 11. The cyberbullying measure was not added to the 2021-22 school year's assessment. "School connectedness" and "anti-bullying climate" were added as measures to the CHKS this school year. Additionally, grade 6 did not have data for the 2020-21 school year. Grade 6 measures for the CHKS was added as a baseline from the 2021-22 school year. High expectations decreased or stayed the same in grades 5, 6, 7, 9 and 11. Parent/guardian involvement increased in grade five and decreased in grades 7, 9 and 11.

The School Resource Officers (SROs) position in Goal 1, Action 8 was changed from 100% of the funding in the LCAP to only 55% contribution.

The chronic absenteeism baseline was updated with both Pacific Islander and White student group data was added as a correction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 and/or 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 from educational partners through various inputs. Families, students and staff stated that instruction, College and/or Career Readiness, and support in CTE were areas of importance. Additionally, there was feedback that all students should be encouraged to take CTE, art, and other enrichment courses.

The metrics showed that there is a gap in academic progress in English Language Arts (ELA), mathematics between all students, Unduplicated Pupil Population (UPP) students (English Learners [ELs], Homeless, and Foster Youth) and demographic student groups (African-American, Special Education and Hispanic/Latino). Academic progress for grade 9 showed that UPP and demographic student groups had the highest F/U rates. 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 (EAP) for grade 11 (2021-22) for ELA (24.46% students) and mathematics (9.37%) showed that there is a gap in the amount of students that are College and/or Career Readiness as defined by the California State University and University of California system. The EAP for Socio-Economically Disadvantaged (SED) for the 2021-22 school year was 20.29% in ELA and 7.39% in mathematics and ELs have a 0% EAP rate for both ELA and mathematics.

The dropout rate for UPP students and SWDs, in combination with their academic progress showed that these groups are more likely to drop out based on low academic progress.

The California State Priorities: Student Outcomes

- * Student Achievement (4)
- * Student Outcomes (8)

In order to achieve this goal, we expect that students will increase in ELA and mathematics using the CAASPP data and local universal screener and interim assessment data. Additionally, we expect that all student will have access to A-G requirement courses, a broad course of study including Advanced Placement (AP) course, and have access to language and Science, Technology, Engineering and Mathematics (STEM) courses. This will be measured by using the Education Data Partnership system <https://www.ed-data.org/>, the state assessment indicator and local assessment indicator.

The data presented below for the end of the 2020-21 school year are for the California Assessment for Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC) or English Learner Progress State Indicator, A-G

Requirements Met for Graduation by Cohort, Failing Grades (F or U), Advanced Placement Pass Rate, Drop Out Rate, and CTE indicators.
<https://caaspp-elpac.cde.ca.gov/caaspp/>

The local indicators represent i-Ready English language arts and mathematics for kindergarten through grade 8. This was used because of the suspension of the performance indicators and state test during the 2020-21 school year. Only grade 11 was offered the CAASPP during the 2020-21 school year because the Early Assessment Program (EAP) is now used for students considering University of California (UC) or California State University Schools (CSU). The EAP replaced the Scholastic Aptitude Test (SAT) for UC and CSU higher education schools in California. The Free Application For Federal Student Aid (FAFSA) data is from the current school year (2021-22). The FAFSA is an opportunity for all students to receive financial aid to attend college. The goal of the district is have 100% of schools to complete this form so that they have equitable access to college.

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 African-American (Yellow) 24 points below American Indian (Yellow) 43.9 points below Asian (Green) 39 points above English Learners 30.4 points below Filipino - (Green) 61.1 points above Foster Youth (Orange) 76.2 points below Hispanic (Orange) 16.4 points below	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most recently available state and local data.			All student groups in Blue and Green will "maintain" with an increase by 9 pts. All students in the Yellow and Orange groups will "increase" by 9 pts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic State Indicator: Math	<p>Homeless (Yellow) 44.9 points below</p> <p>Socio-Economically 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>were able to access the test.</p> <p>PLEASE NOTE: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.</p> <p>The following is the data for students that exceeded (4), met (3), nearly met (2) or not met (1) the state standard achievement level in ELA.</p> <p>Exceeded 24.46%</p> <p>Met 35.11%</p> <p>Nearly Met 20.82%</p> <p>Not Met 19.61%</p>			
	<p>2018-2019 CAASPP and California Dashboard</p> <p>Baseline: All Students (Yellow) 39.1 points below</p> <p>African-American (Yellow) 66.6 points below</p>	<p>SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most</p>			<p>All student groups in Blue and Green will "maintain" with an increase of 9 points above standard on the California School Dashboard.</p> <p>All students in the Yellow and Orange groups will "increase" by 9 pts points above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>American Indian (Orange) 87 points below</p> <p>Asian (Blue) 24.6 points above</p> <p>English Learners (Yellow) 59.1 points below</p> <p>Filipino (Green) 29.2 points above</p> <p>Foster Youth (Orange) 101.4 points below</p> <p>Hispanic (Yellow) 52.7 points below</p> <p>Homeless (Orange) 64.7 points below</p> <p>Socio-Economically Disadvantaged (Yellow) 58 points below</p> <p>Students with Disabilities (Red) 119.4 points below</p> <p>White (Green) 15.6 points below</p>	<p>current state and local data available.</p> <p>The California Dashboard did not report the ELA indicator. The CAASPP Results were reported. The District grade 11 students assessed were students that were able to access the test.</p> <p>PLEASE NOTE: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.</p> <p>The following is the data for students that exceeded (4), met (3), nearly met (2) or not met (1) the state standard achievement level in mathematics.</p> <p>Exceeded 9.37%</p> <p>Met 22.87%</p> <p>Nearly Met 31.68%</p> <p>Not Met 36.09%</p>			standard on the Dashboard.

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	There is no state data for the CAASPP for 2020-21. The District is updating the baseline to the English Language Proficiency for the summative ELPAC. Baseline: Well Developed (Level 4) 14.23% Moderately Developed (Level 3) 38.16% Somewhat Developed (Level 2) 31.95% Minimally Developed (Level 1) 15.65%			Increase by 2% to at least 50% overall
A-G Requirements Met for Graduation by Cohort	Baseline: Students that met the A-G Requirements. 2019-20 (Ed-Data) All Students 47% African-American 44.1% Asian 77.8% Filipino 65.2% Hispanic/Latino 44.4% White 49% Two or More Races 39.1% Homeless 32.4% Foster Youth 21.4%	Students that met the A-G Requirement. 2020-21 (Ed-Data) All Students 52.5% African-American 40% Asian 92% Filipino 83.3% Hispanic/Latino 50% White 0.5% Two or More Races 52.6% Homeless 42.9% Foster Youth 33.3% Socio-Economically Disadvantaged 47.4%			Increase by 2% (percentage points) or better overall All students 49% African-American 46.1% Asian 79.8% Filipino 67.2% Hispanic/Latino 46.4% White 51% Two or more races 41.1% Homeless 34.4% Foster Youth 23.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged 41.9% English Learners 30%	English Learners 42.6%			Socio-Economically Disadvantaged 43.9% English Learners 32%
English Learner Reclassification Rate	Baseline: 2020-21 Reclassified Rate 6.4%	2021-22 Reclassified Rate - 9.48% Students that are reclassified have met Level 4 (Well Developed) and local criteria (Lexile scores and i-Ready reading proficiency) to be reclassified. The qualification is discussed at the DELAC meetings. Lexile scores can be viewed for all grade 3-8 and grade 11 students that take the State assessment this school year. Both i-Ready and STAR reading calculate the current Lexile score and can be given by the classroom teacher or site leaders. The state English Language Proficiency Assessment for California (ELPAC) district and site			Increase by 2.5% (percentage points) or better each school year (updated language)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation Rate State Indicator 2018-19 Dashboard and Dataquest 2019-2020	2018-20 All Students (Green) 93.6% African-American (Orange) 86.3% English Learners (Green) 88.4% Hispanic (Yellow) 92.2% Homeless (Green) 91.7% Socio-Economically Disadvantaged (Green) 92.5% Students with Disabilities (Red) 66.7% White (Blue) 96.8% Percentage of Students: In 2019-2020 Graduation rate - Met at 95.8% Ed-Data was used as the indicator All Students 95.8% African-American 95.2% Asian 100% Filipino 100% Hispanic/Latino 95.9% White 94.3%	average scores can be viewed at https://caaspp-elpac.cde.ca.gov/elpac/ SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most recently available state and local data. The California Dashboard did not report data. 2020-21 Ed-Data was used as the indicator All Students 91.4% African-American 92.6% Asian 96.2% Filipino 100% Hispanic/Latino 90.1% White 91.1% Two or More Races 92.7%			Increase by 2.0% (percentage points) or better All Students Green) 95.6% African-American (Orange) 88.5% English Learners (Green) 90.6% Hispanic (Yellow) 94.2% Homeless (Green) 93.7% Socio-Economically Disadvantaged (Green) 94.5% Students with Disabilities (Red) 68.7% (White - Blue) 98.8% Dataquest percentage of students In 2019-2020 Graduation rate - Met at 97.8% Dataquest was used as the indicator All Students 97.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or more races 100%				African-American 97.2% Asian 100% Filipino 100% Hispanic/Latino 97.9% White 96.3% Two or More Races 100%
Students Receiving at Least One F or U in 6th Grade.	2019-20 Students in Grade 6 that Received an F or U: Baseline: All Students 31% (256/834) English Learners 37% (69/186) Socio-Economically Disadvantaged 40% (195/491) Students with Disabilities 45% (71/158) African-American 37% (28/75) Asian 16% (4/25) Hispanic 36% (167/470) Two/+ Race 14% (6/42) White 31% (199/642)	2020-21 Students in Grade 6 that received an F or U: Baseline: All Students 59.72% (473/792) English Learners 63.48% (113/178) Socio-Economically Disadvantaged 68.89% (299/434) Students with Disabilities 59.72% (85/125) African-American 60.53% (46/76) Asian 45% (12/25) Hispanic 63.62% (303/481) Two/+ Race 60% (27/45) White 61% (374/613)			Decrease by 2% for all student groups
College and/or Career State Indicator	All Students (Green) 49%	SB 98 and AB 130 suspended the reporting of			Increase by 2% (percentage points) All students - 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	African-American (Orange) 33.3% English Learners (Yellow) 23.2% Hispanic (Green) 43.4% Homeless (Green) 47.2% Socio-Economically Disadvantaged (Green) 44.6% Students with Disabilities (Orange) 13.8% White (Green) 58.9%	performance indicators in the Dashboard for 2020-21 and 2021-22, respectively.			African-American (Orange) 32.3% English Learners (Yellow) 25.2% Hispanic (Green) 45.4% Homeless (Green) 49.2% Socio-Economically Disadvantaged (Green) 46.6% Students with Disabilities (Orange) 15.8% White (Green) 61.9%
Implementation of California State Standards	To maintain 2018-19 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool.	2021-22 Full Implementation			To maintain 2018-19 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 a broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for UPP students and students	Maintained			Maintain a broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for UPP students and students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>with exceptional needs.</p> <p>With CTE courses at middle and high school STEM and Dual Language Immersion (DLI)</p> <p>Palm Innovation Academy - STEM</p> <p>Starlight Elementary School DLI</p>				with exceptional needs.
Advanced Placement Pass Rate 2019-20	<p>Baseline: 77% pass rate overall</p> <p>2019-20, 33% of students were enrolled in AP courses</p> <p>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.</p> <p>Scores by number of students:</p>	<p>SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. Data should be viewed with caution.</p> <p>256 students took AP exams.</p> <p>2020-21 52.3% pass rate overall</p> <p>English Learner 60.9%</p> <p>Foster Youth 54.3%</p> <p>Students with Disabilities 50%</p>			<p>Decrease the number of students receiving a 1 or 2 and increase students receiving a 3, 4 or 5 on the AP exam.</p> <p>Increase the number of students that take AP courses in all student groups</p> <p>Increase pass points by 2% (percentage points)</p> <p>79% pass rate overall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Score # of Students	Asian 85.7% African-American 57.1% Filipino 42.3% Latinx/Hispanic 51.9% Multiple 68.8% White 49.3%			
	1 92				
	2 134				
	3 110				
	4 60				
	5 29				
	Total of 682 students out of 2,958 (23%) of all students take AP courses.				
	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%				
	Filipino - 54 students at 8%				
	Hispanic/Latino - 331 students at 49%				
	White - 174 students at 25%				
	2019-20				
	Overall 66.3%				
	English Learners 77.8%				
	Asian 100%				
	African-American 33.3%				
	Filipino 75%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Dropout Rate High School	<p>Latinx/Hispanic 61.1% Multiple 87.5% White 66.7%</p> <p>2019-20 The Dropout Rate State listing is by cohort 2019-20 Dataquest/Ed-data</p> <p>Baseline: 3.0% total Students 756 All Students - Hispanic/Latino 411 (2.9%) Asian 18 (0.0%) Filipino 23 (0.0%) African-American 62 (4.8%) White 209 (3.8%) Two or More Races 3 (0.0%) English Learners 64 (4.7%) Foster Youth 15 (6.7%) Homeless 7 (8.1%) Students with Disabilities 85 (8.2%) Socio-Economically Disadvantaged 517 (3.1%)</p>	<p>2020-21 Dropout Rate CALPADS and the Aeries Student Information System (SIS)</p> <p>Dropout Rate: All Students - Hispanic/Latino 479 (3.25%) Asian 20 (10%) Filipino 23 (0.0%) African-American 77 (1.3%) White 235 (4.68%) Two or More Races 29 (0.0%) English Learners 57 (7.02%) Foster Youth - Unavailable Homeless - Unavailable Students with Disabilities 120 (5.83%) Socio-Economically Disadvantaged 415 (3.86%)</p>			<p>Decrease the dropout rate by student groups and overall by 1% (percentage points) based on cohort of students.</p> <p>Hispanic/Latino 411 (1.9%) African-American 62 (3.8%) English Learners 64 (3.7%) Foster 15 (5.7%) Homeless 37 (7.1%) Students with Disabilities 85 (7.2%) Socio-Economically Disadvantaged 517 (2.1%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Academic Local Indicator ELA	<p>i-Ready 2020-21 Benchmark - Universal Screener Window 3 (K-5) ELA</p> <p>2020-21, 2019-20 Tier I - 51% 40%</p> <p>Tier II - 33% 31%</p> <p>Tier III -17% 28%</p> <p>ELA: at or above grade level: K-8</p> <p>All Students 52% English Learner 43% Non-English Language 54.5% Foster Youth 29.8% Homeless 34.4% Special Education 30.4%</p> <p>Asian 70.2% African-American 49.4% Hispanic/Latino 48% Multiple Ethnic Group 60.2% White 59.1%</p>	<p>2021-22 Local Data ELA: at or above grade level (K-8)</p> <p>All Students 48% English Learner 35.8% Non-English Language 48.5% Foster Youth 26% Homeless 15.6% Special Education 25% Asian 66.2% African-American 42.8% Hispanic/Latino 42.6% Multiple Ethnic Group 61% White 54.1% Pacific Islander 81.8%</p>			<p>Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in student groups for at or above grade level. (percentage points)</p> <p>2020-21 Tier I 56% Tier III 12%</p> <p>English Learner 44% Non-English Language 56.5% Foster Youth 31.8% Homeless 36.4% Special Education 32.4% Asian 72.2% African-American 51.4% Latino 50% Multiple Ethnic Group 62.2% White 61.1%</p>
Academic Local Indicator Mathematics	<p>i-Ready Benchmark - Universal Screener Window 3 (K-5) Mathematics</p>	<p>2021-22 Local Data Mathematics: at or above grade level: K-8</p> <p>Mathematics: at or above grade level: K-8</p>			<p>Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>Tier I 42%</p> <p>Tier II 43%</p> <p>Tier III 15%</p> <p>Mathematics: at or above grade level (K-8)</p> <p>All Students 44.8%</p> <p>English Learner 36%</p> <p>Non-English Language 42.5%</p> <p>Foster Youth 16.5%</p> <p>Homeless 22.9%</p> <p>Special Education 21.9%</p> <p>Asian 61.7%</p> <p>African-American 33.6%</p> <p>Hispanic/Latino 36.6%</p> <p>Multiple Ethnic Group 48.6%</p> <p>White 48.4%</p>	<p>All 39.7</p> <p>English Learner 33.2%</p> <p>Non-English Language 39.6%</p> <p>Foster Youth 28%</p> <p>Homeless 17.6%</p> <p>Special Education 21.3%</p> <p>Asian 56.9%</p> <p>African-American 30.9%</p> <p>Hispanic/Latino 33.7%</p> <p>Multiple Ethnic Group 48.1%</p> <p>White 49.6%</p> <p>Pacific Islander 54.5%</p>			<p>student groups for at or above grade level.</p> <p>Tier I 44%</p> <p>Tier III 13%</p> <p>English Learner 38%</p> <p>Non-English Language 44.5%</p> <p>Foster Youth 18.5%</p> <p>Homeless 24.9%</p> <p>Special Education 23.9%</p> <p>Asian 63.7%</p> <p>African-American 35.6%</p> <p>Hispanic/Latino 37.6%</p> <p>Multiple Ethnic Group 50.6%</p> <p>White 50.4%</p>
English Learner Progress Local Indicator	<p>2020-21 i-Ready</p> <p>Mathematics: English Learner 36%</p> <p>ELA: English Learner 43%</p>	<p>2021-22</p> <p>Mathematics: English Learner 33.2%</p> <p>ELA: English Learner 35.8%</p>			<p>Increase by 2% (percentage points)</p> <p>Mathematics English Learner 38%</p> <p>ELA: English Learner 45%</p>
The College and/or Career Going Rate	<p>Dataquest and Ed-Data</p> <p>African-American:</p>	<p>Dataquest and Ed-Data</p>			<p>Increase by 2% (percentage points) In-State</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> ·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>Data will be updated when the California Data Quest system has been updated.</p> <p>The California Dashboard will be available during the 2022-23 school</p>			<p>African-American 58.1%</p> <p>Asian 70%</p> <p>Hispanic/Latino 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	2021-22 FAFSA Rate 44%			FAFSA 100% completion rate
Students Receiving at Least One D or F in 9th Grade.	<p>2019-20</p> <p>Baseline:</p> <p>All Students 29% (260/889)</p> <p>English Learners 22% (77/234)</p> <p>Socio-Economically Disadvantaged 32% (146/457)</p>	<p>2020-21</p> <p>English Learners 51.92% (108/208)</p> <p>Socio-Economically Disadvantaged - Students with Disabilities 43.05% (65/151)</p>			<p>Decrease by 2% (percentage points) Grade 9</p> <p>All Students 27%</p> <p>English Learners 20%</p> <p>Socio-Economically Disadvantaged 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	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)	African-American 33.33% (21/63) Asian 18.37% (9/49) Hispanic 47.47% (244/514) Two/+ Race 31.58% (12/38) White 35.91% (79/220) Foster Youth 60% (6/10)			Students with Disabilities 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.	2019-20 Baseline: Total Completers All 104 (14%)	Total students for 2020-21 school year that were eligible 1294 Data pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) Baseline: Total Completers All 133 (10.2%)			Increase the completers by 2 percent (percentage points)
Dropout for Middle School 2019-20	Baseline: Total - 4 Students (<1%)	Total - 8 Students (<1%)			Maintain or Decrease
2019-20 ELA Early Assessment Program (EAP) Grade 11	All Students - 17.71% Students with Disabilities 3.64%	2020-21 All Students 24.46%			Increase by 2% by all students and increase by 2% in student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 0% African-American 22.41% Asian 46.67% Filipino 33.33% Hispanic/Latino 12.30% White 21.54%	Students with Disabilities 3.70% English Learner- 0% African-American 13.04% Asian 31.82% Filipino 46.15% Hispanic/Latino 20.00% White 29.17% Socio-Economically Disadvantaged 20.29%			groups (percentage points)
2019-20 Mathematics Early Assessment Program (EAP) Grade 11	All Students 4.14% Students with Disabilities 0% English Learner 0% African-American 3.45% Asian 33.33% Filipino 19.05% Hispanic/Latino 1.31% White 6.63%	2020-21 Mathematics Early Assessment Program Grade 11 All Students 9.37% Students with Disabilities 0% English Learner 0% African-American 3.45% Asian 16.67% Filipino 16.67% Hispanic/Latino 5.80% Socio-Economically Disadvantaged 7.39%			Increase by 2% by all students and increase by 2% in student groups (percentage points)
2019-2020 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)	All Students Baseline Total 44 (6%)	2020-21 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)			Increase by 2% (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		Total 39 (6.59%)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning	<p>Provide professional learning to improve curriculum, instruction, climate and assessment practices through a lens of equity and inclusion throughout the District.</p> <ul style="list-style-type: none"> * Substitute Classified and Certificated Salaries - \$40,000 * Conference - \$17,500 * Benefits - \$12,169 	\$69,669.00	Yes
2.2	Provide Additional Teachers; Support Programs and Student Needs	<p>Maintain site based programs, World Language and Full-day Kindergarten. The programs are designed to grow student achievement and College and/or Career Readiness. Lower class sizes to reduce the student teacher ratio to support student needs.</p> <p>Additional staffing has been in place from 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 full-day kindergarten options for families.</p> <ul style="list-style-type: none"> * 2 Additional Dual Language Teachers (Starlight Elementary School, San Geronio Middle School); 1.0 FTE intervention for Dual Language - \$230,232 * Increase 1 FTE for Palm Innovation Academy for Dual Language Immersion (DLI) - \$68,958 * 7.25 FTE additional Kindergarten Teachers (Full-day Kindergarten) - \$687,352 * 11 FTE to reduce Secondary class sizes (2-SGMS, 2-MVMS, 6-BHS) - \$893,653 	\$3,532,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* 1.0 FTE for a teacher coordinator to support the Building Assets Reducing Risks (BARR) 9th grade support program at Beaumont High School - \$104,521</p> <p>* 6 FTE to reduce Secondary class sizes - \$532,310</p> <p>* Benefits - \$1,015,294</p>		
2.3	Elementary Intervention Teachers	<p>Support elementary sites to address the learning needs of students by providing an additional Early Literacy 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 - \$369,449 (LCFF) \$199,790 (Title I)</p> <p>* Benefits - \$143,048 (LCFF) \$77,358 (Title I)</p>	\$789,645.00	Yes
2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	<p>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 (SPSA). (\$661,653 total)</p> <p>School sites will work with their School Site Council (SSC) to address the needs of their community. Specifically, UPP and student groups that need support in academics and social-emotional well-being.</p>	\$661,653.00	Yes
2.5	Instructional Coaches	<p>Instructional Coaches to facilitate effective instruction of state standards (English Language Arts (ELA), mathematics and science), supplemental materials, and with instructional technology support.</p> <p>Additionally, they will provide instructional support for classroom teachers to refine instructional practices to differentiate instruction for targeted student groups, Students with Disabilities (SWD) and support to beginning teachers.</p>	\$1,348,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>11.0 FTE Instructional Coaches and 1.0 FTE Instructional Coach - \$778,703 (LCFF); \$109,789 (Title II); 68,879 (Title III)</p> <p>* Benefits - \$305,898 (LCFF); \$39,206 (Title II); \$24,879 (Title III)</p> <p>* Supplies and Support - \$21,000 (LCFF)</p>		
2.6	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, NoRedlink, 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> <p>* Standards-Based Supplemental Software Subscriptions - \$529,473</p> <p>* Stipends for Site Technology Coaches - \$14,598</p> <p>* Substitutes for Site Technology Coach Meetings - \$3,000</p> <p>* Benefits - \$4,165</p>	\$551,236.00	Yes
2.7	College and/or Career Readiness	<p>Provide staffing to support increased opportunities for students to become college and/or 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> <p>* Director of College and/or Career Readiness - \$159,590</p> <p>* Supplies, Materials and Supports - \$10,100</p> <p>* "Be Ready Beaumont" Subs - \$18,000</p> <p>* Benefits - \$89,938</p>	\$320,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* HS Counseling Technician - \$43,208		
2.8	English Learner Support	<p>Provide additional support to English Learners (ELs) and their parents/guardians, 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 EL Instructional Coaches support training to enhance academic impact. Students receive structured English Immersion daily and have access to the Dual Language Immersion (DLI) program in elementary and middle School at Starlight Elementary, Palm Innovation Academy (beginning in 2022-23), and San Geronio Middle School.</p> <p>All school sites have EL Coordinators that participate in monthly meetings and professional development to support teachers, students at the school site and supporting families. 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 ELs at each school site. During regular District meetings, EL Coordinators 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 - \$230,788 * Bilingual Stipends - \$10,400 * Assessment Substitutes and Extra-duty for ELPAC Training and Assessment - \$25,000 * Benefits - \$93,900 * Site EL Coordinator Stipends - \$49,772 	\$466,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Counseling	<p>* Substitutes for Site EL Coordinator Meetings - \$7,000</p> <p>* Supplies - \$12,411</p> <p>* ELD Substitute Support - \$10,000</p> <p>* Dual Immersion Substitute Support - \$11,100</p> <p>* Services and Expenditures - \$5,349</p> <p>* ELLevation Software - \$10,858</p> <p>Provide additional counseling to increase services to UPP students and Reclassified Fluent English Proficient (RFEP) Students.</p> <p>* 3.0 FTE (includes one additional counselor) High School Counselors at Beaumont High School - \$339,457</p> <p>* 1.0 FTE Additional Counselor at San Geronio Middle School & 1.0 FTE Additional Counselor at Mountain View Middle School - \$207,204</p> <p>* Employee Benefits - \$201,130</p> <p>* Professional Learning for District Counseling Staff. - \$18,000</p>	\$765,791.00	Yes
2.10	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> <p>* Summer Program Certificated Staff - \$196,262 (LCFF)</p> <p>* Summer Program Classified Staff - \$22,650 (LCFF)</p> <p>* Summer Program Supplies and Materials - \$21,800 (LCFF)</p> <p>* Benefits - \$53,071</p>	\$293,783.00	Yes
2.11	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 practices. Particular focus will be on</p>	\$468,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>equitable instructional practices and supporting UPP and Homeless students.</p> <p>Administrators, teachers, staff and families will have professional development opportunities to increase academic instruction and intervention for UPP students (specifically English Learners).</p> <ul style="list-style-type: none"> * Provide Additional 'Professional Learning Day' for Certificated Staff (Salaries) - \$281,468 * Support Staff (Salaries) - \$48,185 * Substitutes, Extra-duty, & Related Conferences Expenses - \$30,000 * Professional Learning Conference Expenses - \$5,500 * Benefits - \$88,030 * Verbal Judo - \$15,000 		
2.12	Advancement Via Individual Determination (AVID)	<p>Continue implementation efforts of Advancement Via Individual Determination (AVID) and AVID strategies. UPP students will be considered first along with African American and homeless students.</p> <ul style="list-style-type: none"> * AVID District/School Memberships - \$36,457 * AVID Tutors for Secondary Sites Salaries - \$184,600 * AVID Professional Learning Conference Expenses for District Staff - \$12,896 * Benefits - \$9,320 * Supplies - \$1,085 	\$244,358.00	Yes
2.13	PSAT and SAT	To remove barriers to participation, provide full suite of PSAT and SAT assessments including the fall PSAT for all students in grades 8, 9, 10, and 11 and the fall in school SAT for 12th graders. Add School-Day SAT for 11th graders in the spring. Specific support provided for UPP students.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	STEM Implementation Support for Palm Innovation	<p>Continue supporting Palm Innovation Academy (PIA) in transitioning to a Science, Technology, Engineering, and Math (STEM) program.</p> <p>* Project Lead the Way (PLTW) * PLTW Supplies - \$54,050 * Training, Learning Management System (LMS) and Conferences - \$20,950</p>	\$75,000.00	Yes
2.15	Mathematics Intervention Teachers and Specialist	<p>Establish a secondary mathematics intervention program with Math Intervention Teachers at all secondary schools and a Math Specialist to lead intervention and professional learning services. The math intervention team will provide Tier I, II and III math support for students struggling with the math state standards and Standards for Mathematical Practice (SMPs).</p> <p>* 1.0 FTE at Summerwind Trails School (STS), 2.0 FTE at Mountain View Middle School (MVMS) and San Geronio Middle School (SGMS), 3.0 FTE at Beaumont High School (BHS) & 1.0 FTE Mathematics Specialist - \$854,843 * Benefits - \$331,492 * Supplies, Materials and Conferences - \$65,000</p>	\$1,251,335.00	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.

During the 2021-22 school year the District was successful in providing professional development for school sites. Schools sent teams of teachers and support staff to the Ron Clark Experience where teachers were able to see first hand student to student engagement, positive classroom climates and interventions and supports throughout the school day. Teachers learned about students and their sense of belonging and how to create learning experiences that offer voice and choice. The District was also successful in providing more teachers to reduce class sizes for secondary, teachers for DLI and the BARR program. These programs are aligned to the Whole Child State initiative. Additionally, all elementary sites were able to successfully implement their intervention pull out program for students who are struggling in reading.

Each school site was given an LCAP allocation to provide their specific supports for UPP students. Schools sites used all their funding and provided the supports and interventions according to their SPSA. The District Instructional Coaches worked with school sites to increase phonemic awareness, phonics, fluency, vocabulary and comprehension in both literacy and informational text. Elementary teachers were trained in the mathematics curriculum and the recommended writing strategy for students. Academic software was available for additional support for student individual academic intervention. The challenge was that not all teachers used all the software programs that were available for student academic support. The teachers that were able to use the software found success in the products they chose to use. The District will be changing the amount of licenses for teachers that are using the software effectively and will work with sites to find other ways to help with individual student support.

The District EL support was able to train site coordinators to help implement that District EL Plan Program. The program includes foundational skills, language development, content knowledge, meaning making and effective expression in the English language. The EL support staff also worked with school sites to increase EL direct and focused instruction for students that are in the program. The EL support team was able to increase the number of students that were reclassified compared to the previous school year.

Each school site has at least one counselor that is able to support with student emotional well-being. Counselors found that using the Panorama Surveys was successful in helping improve student sense of belonging. However, the challenge this school year was making sure all students had access to counseling that needed it. The District found that due to the COVID-19 Pandemic there was a high need for counseling services during the school day.

The Professional Development Day in October was a success. Teachers and classified staff were able to choose sessions to attend. The challenge was that teachers and support staff wanted to be able to attend sessions that may have been in conflict with another sessions. Teachers wanted to offer more suggestions for sessions and it was challenge to find presenters that would be available to teach the sessions.

Some school sites found it challenging to hire AVID tutors and were not able to fully implement their tutoring program. A few sites were able to offer tutoring by having support staff or teachers offer times before and/or after school to help with the shortage of employees. The District did find in challenging to find employees willing to offer the AVID tutoring.

Palm Innovation Academy was able to start their PLTW STEM program alongside the Discovery Ed Curriculum. It was a challenge for teachers to offer both STEM products. Because this was the first year for the program not all teaches were fully trained. Training will be offered yearly for incoming teachers.

The following are specifics with each action in Goal 2:

Goal 2, Action 1: Professional Development in instructional strategies, climate and culture, equity and inclusion was offered to increase the capacity of site leaders and educators. Schools sites were able to attend the Ron Clark Experience with the use of Expanded Learning Opportunity (ELO) Grant funds.

Goal 2, Action 5: Instructional Coaches worked with each school site to conduct several trainings throughout the school year both during the school day, after the school day, on the weekends, during Holiday breaks and intercession times. Training included numerous instructional strategies, practices to ensure engagement and inclusion, structured lesson implementation, etc.

Goal 2, Action 13: Secondary schools struggled to implement AVID tutoring due to staffing shortages.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 1: Professional Development expenditure (equity and inclusion) was slightly lower than the planned expenditure. Due to the Pandemic, restrictions and the lack of available teacher substitute support limited expenditures.

Goal 2, Action 2, 3 & 10: There was an increase in salary for credential teachers.

Goal 2, Action 5: The District was unable to hire additional Instructional Coaches until the end of the school year (TK coach for UTK planning grant and implementation and instructional technology).

Goal 2, Action 9: Incentives are continued through the end of the school year. The difference in funds is due to attendance assemblies that occur later in the year.

Goal 2, Action 14: The most significant difference was not being able to hire adequate AVID tutors. In-person training was difficult to provide as some teachers and support staff did not take the opportunity outside of the school day to participate in trainings.

Goal 2, Action 12: Professional Development funding increased due to additional teachers and support staff that took advantage of the paid training.

Goal 2, Action 14: The SAT and PSAT exams are offered to students that are pursuing college. However, the SAT was waived during the 2020-21 and 2021-22 school year. Also, the University of California and California State University (CSU) schools do not require the SAT. Instead, they utilize the Early Assessment Program (EAP) score that is available to grade 11 students who take the CAASPP.

Goal 2, Action 15: Palm Innovation Academy (PIA) continued with Discovery Education science curriculum and implemented Project Lead the Way (PLTW). The Discovery Education company completed their training during the 2021-22 school year. This was carried over from the previous school year.

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

Goal 2, Action 1: Elementary and middle schools were able to attend the Ron Clark Academy (RCA) two-day conference that showcases student to student and teacher to student engaged learning. RCA also demonstrates how to make learning equitable for all students, including UPP students and other student groups, that show a gap in learning. There was an increase in attendance for sites that adopted Ron Clark strategies. School sites that implemented the house system, from Fall 2021 to Spring 2022, increased in Sense of Belonging,

Social Awareness, Growth Mindset, and Self-Efficacy as evidenced by the Panorama survey results. All administrators were provided professional development in school cultural and climate.

Goal 2, Action 3, 5, 6, 7 and 9: Intervention teachers, Instructional Coaches, and EL coaches worked with students to increase foundational skills. The Director of TK-12 programs was able to work directly with the District English Learner Advisory Committee (DELAC) and the English Learner (EL) coaches to connect with families on their academic, Social-Emotional Learning (SEL), and behavioral needs. Middle school EL students demonstrated an increase in mathematics on i-Ready. UPP students increased 8% on the i-Ready Reading and Math assessments from Fall 2021 to Spring 2022 local assessment. All elementary students (UPP students included) increased in reading by 11% from the Fall 2021 benchmark (34%) to the Spring 2022 (45%) and 10% increases were gained in mathematics (25%) to the Spring 2022 (35%) meeting and/or exceeding.

Goal 2, Action 8: The Director of College and Career Readiness (CCR) worked with site counselors, site administrators and teachers to increase students that take Career Technical Education (CTE) courses and increase the number of students completing A-G course requirements. The A-G and CTE completer match data increased from 6% to 6.59% (students who complete both A-G requirements and CTE pathways). However, the EL progress indicator decreased from 43% to 35.8%. This indicator could be due to virtual learning during the 2020-21 school year. According to Hattie and the effect size of collective efficacy, when students work collaboratively and grapple with learning, they are able to increase their academics and long-term memory.

Goal 2, Action 10: Ongoing Professional Development (PD) has been effective in increasing foundational reading and mathematics skills. However, based on the 2018-19 CAASPP ELA/Math scores and the most recent local data, the District has not improved in all areas of the CAASPP. The local data demonstrates foundational skills and does not necessarily address all claims on the state assessment. The District aims to add interim assessments offered by the smarter balanced assessment consortium during the 2022-23 school year.

Goal 2, Action 11 and 12: The Professional Development Day in October 2021 offered numerous sessions teachers and support staff. The PD Day provided opportunities to revisit and/or learn about the Standards for Mathematical Practices (SMPs), the Next Generation Science Standards (NGSS), Social-Emotional Learning (SEL), Verbal Judo, classroom positive climate strategies, literacy skills and training in staff safety for school site emergencies. Students demonstrated an increase in both reading and mathematics from the Fall 2021 to the Springs 2022 i-Ready assessment in both reading and math.

Goal 2, Action 13: AVID tutors worked with student groups (African American, Hispanic/Latino, and UPP students) that have an area of need in ELA and mathematics. i-Ready scores for students that attended AVID tutoring and used the i-Ready Literacy and mathematics instruction tools showed improvement in the literacy and mathematics domains that are testing using this software (Action 6). ELA and mathematics scores improved for ELs and all students throughout the 2022-23 school year.

Goal 2, Action 14: Students that had access to the SAT were able to submit their scores to apply to out of state universities. The action was effective for students that wanted to have more college options outside of the state and/or private schools. There was not a measurable outcome to this goal.

Goal 2, Action 15: Students at PIA had access to integrated Science, Technology, Engineering and Mathematics (STEM) curriculum. The PLTW curriculum and the Discovery Education curriculum aligns to the Next Generation Science Standards (NGSS). During walk throughs,

students were actively engaged in the hands on learning with PLTW materials. Fifth grade students take the California Science Test at the end of the school year. There will be a metric available in the Fall of 2022.

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.

The Director of TK-12 Instruction (Action 7) has been removed from the LCAP. This position will continue to support UPP students. The Supplemental Education Services site support staff (aides) are being removed from the LCAP and into the Expanded Learning Opportunity (ELO) Plan.

The College and/or Career going rate has not been updated by the California Department of Education DataQuest. <https://dq.cde.ca.gov/dataquest/>. The District will work with the Director of College and Career to offer an exit survey for seniors.

In the coming 2022-23 school year, we will be adding site leader training surrounding the California State Standards (CSS) in ELA and mathematics. This training was inspired by the October PD day (2021) where teachers were asking for more PD in CSS with mathematics and ELA domains. Additionally, the District will be conducting training on the Next Generation Science Standards (NGSS) including an understanding of performance expectations, Cross-Cutting Concepts (CCCs), Disciplinary Core Ideas (DCIs), Science and Engineering Practices (S&Ps), and the evidence statements with an understanding of science phenomena. We are finding that the local indicators show that students are still having trouble with comprehension and computational mathematics. Students have declined in performance on i-Ready in both ELA and Math from the 2020-21 Spring benchmark to the 2021-22 Spring benchmark. However, Foster Youth had an increase in mathematics from 2020-21 at 16.5% to 28% in 2021-22 in mathematics.

The i-Ready data for all students in ELA and mathematics was added to the baseline as it was missing and needed to be compared to all students to the 2021-22 Spring i-Ready data. The Advanced Placement (AP) exams for 2019-20 proficiency data was added to the baseline.

The English Learner Progress Toward English Proficiency measure was removed because this indicator was listed twice.

For the 2022-23 school year, Action 15 is an added service to improve mathematics at the secondary level. The gaps in mathematics from elementary, middle to high school are significant and decrease over time.

The FAFSA outcome data was changed to 100% completion rate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 (MTSS) 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 ThoughtExchange demonstrated 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 Social-Emotional Learning (SEL) is a priority.

The California State Priorities: Conditions of Learning

- * Basic Services (1)
- * Implementations of Standards (2)
- * Course Access (7)

The metrics showed that there is a gap in academic progress in English Language Arts (ELA), mathematics between all students, Unduplicated Pupil Population (UPP) students (English Learners [ELs], Homeless, and Foster Youth)) and demographic student groups (African-American, Special Education and Hispanic, Latino). Academic progress for grade 9 showed that English Learners (ELs), Socio-Economically Disadvantaged (SED), Students with Disabilities (SWD), African-American, Hispanic/Latino students have a higher rate for F/U grades. There is a need to promote Career Technical Education (CTE) course completion as the baseline is 14% of the total population of students that were eligible (735 students). The Early Assessment Program (EAP) for grade 11 (2021-22) for ELA (24.46% students) and mathematics (9.37%) showed that there is a gap in the amount of students that are College and/or Career Readiness as defined by the California State University and University of California system. The EAP for SED for the 2021-22 school year was 20.29% in ELA and 7.39% in mathematics and ELs have a 0% EAP rate for both ELA and mathematics.

The local indicator for sense of belonging showed that all students scored 37%, SED students scored 36%, Foster Youth scored 44% and ELL scored 44%. The national average is 55%.

The District will continue to monitor local and state data to look for trends so that action items can be improved or increased. Specifically, the District has added working with consultants to improve the classroom climate, standards based learning and instruction and the effective use of assessments.

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	100% Access			Maintain 100% Access
School Facility Ratings as Measured by Annual Facility Inspection Tool	Baseline: good or better	Exemplary			Maintain good or better status for each school and system
Multi-Tiered System of Support (MTSS)	Zero staff have been trained in MTSS	Staff have been trained in Tier II & III Educational Monitoring Systems			All staff will be trained in MTSS; 100%
All Teachers Maintain Appropriate Credentials and Are Certified to Teach English Learners (ELs).	All teachers maintain appropriate credentials and are certified to teach ELs	100%			Maintain 100% Certification
Teacher Induction	All year-two teachers in the Induction Program have completed the requirements for a clear credential	100%			Maintain 100% Completion
Social-Emotional Learning (SEL)	Zero staff have been trained in SEL	Staff have been trained in understanding the data to inform emotional well-being. All staff (100%) had access to the PD			100% Access to PD

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 - \$26,000 * Contract with RCOE for CTI Support - \$95,000 * Benefits - \$6,149</p>	\$127,149.00	Yes
3.2	Home to School Transportation	<p>Provide home to school transportation for eligible Socio-Economically Disadvantaged (SED) pupils.</p> <p>* Transportation Services - \$281,649 * Employee Benefits - \$139,749 * Fuel and operating expenses - \$449,348</p>	\$870,746.00	Yes
3.3	Access to Technology	<p>Provide wireless internet access for students who do not have internet access at home. Provide Chromebooks and Chromebook repair services for students who do not have access. Provide additional Technology equipment for instructional use, including interactive panels, devices and equipment in order to assist in making instruction accessible and consumable for students.</p> <p>* Technology Equipment and/or Chromebook Purchases - \$850,000 * Chromebook Services - \$150,000</p>	\$1,000,000.00	Yes
3.4	LCAP Oversight	<p>Oversight of LCAP/LCFF by Instruction and Support Services and support from the Business Services and Human Resources Divisions to implement and support LCFF Supplemental/Concentration Services.</p>	\$1,044,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Director of Research, Learning and Data - \$164,631 * Supplies and Training - \$10,100 * Transfer of Indirect Costs - \$812,118 * Benefits - \$57,570 		
3.5	Best, First Instruction: Professional Learning Development for the Classroom	<p>Best, First Instruction:</p> <ul style="list-style-type: none"> * Curriculum (State Standards) * Instruction * Assessment * Climate <p>Elevated Achievement: A partnership for training and support using the CA State Standards (CSS) along with training on instructional framework that includes instructional strategies, climate, and assessment.</p> <p>Gary Soto: Principal coaching to build capacity with the California Professional Standards for Education Leaders (CPSELS), Best, First Instruction, and instructional strategies.</p>	\$318,199.00	Yes
3.6	Climate and Culture	<p>Breaking Down the Walls:</p> <p>Creation of a student ambassador program to establish a positive school climate and culture.</p> <p>The Breaking Down the Walls program is a unique opportunity for students and staff to connect, share their stories, and build community through understanding and empathy building. Breaking Down the Walls will be implemented at Beaumont High School to create a culture of belonging and cohesiveness to reduce unsafe behaviors and increase positive decision making amongst all student groups. More resources can be found at LearningForLiving.com</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.

During the 2021-22 School year the Teacher Induction Program was a success. New teachers were provided the recommended professional development with additional support in the classroom in classroom management, tools and strategies in reading and writing, training in the mathematics curriculum, English learner framework training, social emotional learning and Every Day Behavior Tools. Teachers that were in their second year of the program were successful in completing their objectives so that they were able to clear their credential.

The home to school transportation was available for all Socio-Economically Disadvantaged (SED) students. Due to the inability to hire enough drivers we were not able to fully implement Action 2. While this was a challenge current bus drivers were available to take on additional routes.

The District was successful in providing all students access to a Chromebook. Students in grades 3 -12 were have the ability to have a Chromebook and/or internet access at home. All students have access to a Chromebook in class. The technology department was also able to look at each school sites interactive classroom device and to give guidance on next steps so that students are able to use Ed Tech Tools in the classroom. There was a slight increase in expenditures based on lost, damaged or outdated Chromebooks that need to either be replaced or repaired.

The research and data team was able to train all site leaders in the, Interim Assessments, Content Explorer, Tools for Teachers and the SBAC sample questions. This was a success because now all sites have access to how to use the CAASPP online tools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action 3: The need for Chromebooks increased during the 2021-22 school year due to the shift to online learning from the 2020-21 school year. There was a need to replace damaged technology and outdated Chromebooks from extensive use in the previous school year.

Goal 3, Action 2: The home to school transportation action was not fully expended due to the impact of staffing shortages. The District believes that this need will increase due to increases in enrollment and increases to the cost of transportation.

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

Goal 3, Action 1: This action was effective as new teachers had access to Instructional Coaches who guided lesson planning using state adopted standards with a focus on Best, First Instruction.

Goal 3, Action 2: Staffing shortages resulted in a lack of transportation drivers creating a struggle to meet Action 2.

Goal 3, Action 3: Technology accessibility for students both at home and in the classroom per Action 3 has been met. Every student has the ability to check out a Chromebook to take home (3rd-12th grade) and every single classroom in the District is outfitted with a Chromebook cart (TK-12). The goal was effective in meeting the needs of the District's UPP students.

Goal 3, Action 4: The Director of Research, Learning and Data (RLD) was able to work with site leaders and teachers to have professional development in how to use state indicator data such as the California Assessment for Student Performance and Progress (CAASPP) and the California Educator Reporting System (CERS) interim assessment data to view UPP student data along with other student groups that have an area of academic need. School site leaders, teachers and Instructional Coaches were also trained in using data to inform instruction. Sites were introduced to the CAASPP Tools for Teachers, Content Explorer and the Smarter Balanced sample questions. Site leaders were introduced to Schoolzilla where they may utilize CAASPP, local indicator data, College and Career Indicator (CCI) data and look at student group data to inform instruction. The Director of RLD worked with school sites to create their School Plan for Student Achievement (SPSA) with a focus on UPP students and student groups that have an academic or behavioral need for improvement. This was an effective action as school sites were able to use their data to inform professional development, student intervention and classroom instruction.

Goal 3, Action 4: Oversight and indirect costs were effective in managing activities that are necessary for the operation of the District. The costs consist of budgeting, payroll preparation, personnel services, purchasing, data processing, instructional programs and peripheral services that are necessary to maintain instructional programs.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions.

Goal 3, Actions 5 and 6 were added to the goal to improve the conditions of learning for curriculum, instruction, assessment and climate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$14,343,632.00	\$580,378

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.27%	0.00%	\$0.00	14.27%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The Beaumont Unified School District's LCAP was developed with educational partners and revisited by District leadership each month to address successes, challenges, and improvements. The District will continue to embrace the mission and strategic plan through the Organizational Core Values, Essential Goals, Outcomes and Priorities. These are located on the District's website at www.beaumontusd.us under the home tab. The District will continue to use the Base Local Control Funding Formula (LCFF) to address the needs of all students and continue to increase and improve all goals and actions using the Supplemental and Concentration grant funding for Unduplicated Pupil Population (UPP) students (UPP students are categorized as Socio-Economically Disadvantaged [SED], Foster Youth, and English Learners [ELs]). While all of these goals and actions will support all students, special consideration for implementation and monitoring will be considered for UPP students.

To meet the needs of all students by considering UPP students, the District will:

1. Continue to demonstrate growth as measured by Federal, State, and District assessments and survey tools.
2. Continue to prepare all students for college and/or career by giving students access to a broad course of study.
3. Continue to prepare students for positive behavior and decision making.

4. Continue to learn with the community to address equity while improving classroom and school climate.

5. Continue to maintain a safe and clean learning environment where students feel a sense of worth and belonging.

Beaumont Unified School District has three LCAP goals to address the needs and services of UPP students. The California School Dashboard (<https://www.caschooldashboard.org/>) provides a comprehensive overview of academic, attendance and behavior metrics for all students. The Dashboard also provides data for each student group. The last year metric data was available for all grades was 2018-19. The 2021-22 school year, end of the year state data, will be available on the Dashboard during the middle of the 2022-23 school year.

Beaumont Unified School District's core values focus on a shared commitment between school, home, and community. The District also believes that all people should be treated with dignity and respect. Because of these values, the District is working on increasing and improving the engagement between educational partners, families, and students. Goal 1 states, "The 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." The following actions were considered first in supporting UPP students.

The academic needs of UPP students has been considered first for increased and improved services. The data collected from the California School Dashboard, the California Assessment for Student Performance and Progress (CAASPP), Ed-Data, local indicator data, and survey data was used to identify increased and improved services and actions. Each year we revisit those actions and services to determine whether the current actions are conducive for the next school year. Each school site is given an allocation of funds from the Base grant to use to support UPP students. School sites create their School Plan for Student Achievement (SPSA) with their School Site Council (SSC) members to determine successes, challenges, improvements and actions to continue.

The LCAP leadership team and Extended Cabinet will continue to make adjustments by reviewing both qualitative and quantitative data for each action item. The LCAP team will meet monthly to discuss how the actions/services are contributing to the needs of UPP students. The following are the considerations of needs, conditions and circumstances surrounding UPP students for each of the three goals.

Goal 1: State priority 3, 5 & 6: Engagement (parent/guardian involvement, pupil engagement and school climate).

The suspension data for the 2018-19 school year is similar to the local data that was compiled for the 2021-22 school year. The 2021-22 LCAP Mid-Year suspension rates show that Foster Youth are suspended at a rate of 6.6%, African American students are suspended at a rate of 3.80% and EL students are suspended at a rate of 0.70% compared to all students at 1.20%.

The overall chronic absenteeism for the 2021-22 LCAP Mid-Year reports all students at a rate of 10.4% and ELs at 2.6%. While the rate of EL is not higher than the District rate, there is a need to continue to improve chronic absenteeism. Based on the state data before the

pandemic, there is a gap in chronic absenteeism for the SED population. According to data that was compiled from the local Student Information System, the District attendance rate during the 2021-22 school year was an average of 91.2% with a chronic absenteeism rate at 35.1%. All students (local indicator) list at a rate of 12.5%, EL Students at 9.1%, SED 35.2%.

During the 2021-22 school year, the District offered the Panorama survey that measures whether students feel like they have a sense of belonging, growth mindset, self-efficacy, supportive relationships, and positive feelings. This year is a baseline year. Foster Youth reported a sense of belonging in grades 3-5 at 2% lower than all students and EL students reported 6% lower than all students. When students met with the superintendent during the Superintendent Student Advisory Committee, the feedback students gave was that they felt they wanted to increase their sense of belonging at Beaumont High School. Additionally, students stated that they wanted increased access to mental health counselors during the school day.

To meet these recommendations, the District has increased counselors (Goal 1, Action 1) so that students have equitable access during the school day. The District will continue to improve campus supervisors (Goal 1, Action 2). Based on ThoughtExchange survey data, educational partners believe that supervision and access during the school day is important because students are able to have a space that is safe and secure. UPP students have immediate access to these services. The Student Services Coordinator will continue as an improved service (Goal 1, Action 3). We expect to increase a sense of belonging, emotion regulation, self-efficacy, and positive feelings by at least 2% year over year for UPP students.

The District local indicator shows an increase in student population from April 2021 to May 2022, by 821 students District-wide. As the population grows, school sites have a need for increased support in order to provide equitable access for UPP students. Assistant principals (Goal 1, Action 4) play a vital role in increased services for UPP students and their families to support them academically, emotionally, and behaviorally. Assistant principals collaborate with counselors and teachers to improve the well-being of the whole child (CDE, 2022). The District has increased this action by adding one additional assistant principal at Glenview High School (GVHS), 21st Century Learning Institute (CLI) and Beaumont Middle College High School (BMCHS). One additional assistant principal will be added to Summerwind Trail School (STS) beginning the 2022-23 school year. By increasing and improving Goal 1, Action 4, school sites will decrease in suspensions, increase attendance, and increase student and family engagement at each school site. We expect to decrease or maintain the suspension rate by <.5%.

Parent/guardian and community outreach has been an area of need in the District. The District continues to improve collective-efficacy by prioritizing support for UPP students and families (Goal 1, Action 5). School site clerks engage UPP students and their families with assistance, parent/guardian workshops, attendance support, access to District English Learner Advisory Committee (DELAC), LCAP workshops, parent/guardian committees, and translation services (when needed). The 2021-22 LCAP Mid-Year average attendance was at a rate of 90.9% for all students, 92.1% for English learners, and 91.7% for Foster Youth. This data shows that the District should continue to improve this action because Foster Youth and EL students are continuing to improve in attendance. With the added support, the District expects to decrease chronic absenteeism by 2.5%.

The District is aware that the COVID-19 Pandemic has impacted attendance due to the Center for Disease Control (CDC) guidelines regarding quarantine requirements. Traditionally, family and community members were able to volunteer at school sites. The District is striving to relaunch community engagement and student efforts with the following actions in Goal 1, engaging the community at school sites during Coffee with principals, DELAC meetings, and Parent Committee. We will continue to improve the parent/guardian and community outreach by revisiting how we engage with students and educational partners through the Parent Engagement Coordinator (Goal 1, Action 6). When students are more engaged with school their academic achievement increases.

The action for the College and Career Symposium and Signing Day is designed to increase the college going rate (Goal 1, Action 7). High school counselors and assistant principals support the College and Career Symposium and Signing Day as ways provide outreach for students to complete their Free Application for Federal Student Aid (FAFSA) by the March 2nd deadline. The additional high school counselors work directly with UPP students to choose A-G courses, apply for college, take Advanced Placement (AP) courses and Career Technical Education (CTE) courses that are showcased at the symposium and/or signing day.

According to the ThoughtExchange data, educational partners state that they feel a sense of safety with having School Resource Officers (SROs) at the secondary levels. This is an increased service for the 2022-23 school year. The SROs engage in team meetings to discuss strategies on how to build stronger relationships with students and help increase student's sense of belonging (Goal 1, Action 8). Panorama survey data will demonstrate whether or not this action has positively increased student outcomes.

School sites will receive training on Positive Behavior Interventions and Supports (PBIS) and anti-bullying awareness (Goal 1, Action 9). UPP students will benefit from this added service as measured by using local indicators for attendance and behavior. Outcomes include decreasing or maintaining the suspension rate by <.5%. We also expect to increase the Panorama Social-Emotional positive survey response rate by 2%.

Project KIND (Kids in Need of Doctors), is a program that addresses students who are in need of health care who typically do not have access to private insurance (Goal 1, Action 6). The District serves UPP students with this service upon need and family request. Added services and supports (assistant principals and school clerks) notify families of Project KIND and connect UPP students and families with the aforementioned services. The District will use local measures to gauge success.

Mountain View Middle School (MVMS), San Geronio Middle School (SGMS), Summerwind Trails School (STS) and Glen View High School (GVHS) will improve their sports programs for UPP students. Research shows that extra-curricular activities, such as sports, increases student engagement and attendance rates (Brown, 2021). The overall attendance rate for MVMS at the 2021-22 Mid-Year Report was 91.3% and increased to 92.3%; EL students overall attendance rate was 91.7% and increased to 92.9%; Foster Youth overall attendance was 96.6% and decreased to 94.7%. The overall attendance rate for SGMS at the 2021-22 Mid-Year Report was 91.8% and increased to 92.3%; EL student overall attendance was 93.1% and increased to 93.3%. The overall attendance rate for STS at the 2021-22 Mid-Year was 91.9% and increased to 92.5%; EL student mid-year rate was 92.7% and decreased to 92.5%; Foster Youth maintained at a 40% attendance all year. Students who are involved in activities that are provided by the school and outside of the school day are more likely to

have a connection with their peers, educational partners, and school. This will be measured by local indicators of attendance and behavior. Additionally, school sites will target UPP students to make sure they have equitable access in increasing participation rates in sports (Goal 1, Action 11). This will be measured by increasing the emotional well-being of students using the Panorama data by increasing each domain by 2%.

The needs, conditions and circumstances show that the UPP groups requested better communication from the District regarding upcoming events, programs and activities. The District Communications Officer communicates directly with UPP students (Goal 1, Action 12). The technology department and the Student Services Coordinator (Goal 1, Action 3) will work with the Communications Officer to ensure that UPP students have connectivity and access to online communication resources. This will be measured by the local indicator for community engagement and attendance. Additionally, product usage, local and state academic indicators will be used to measure success throughout the school year. The expected outcome for this action item is to increase CAASPP ELA and mathematics scores by at least 2% by the third year of the LCAP, the local academic indicator by 2%, and the Panorama local indicator score for each domain by at least 2% with an overall increase in attendance by 2% for all UPP students and the over student population.

The District's Licensed Vocational Nurses (LVNs) will consider the needs of UPP students while providing health services and professional training to school site health clerks and nurses (Goal 1, Action 13). SED and Foster Youth are less likely to pursue health services and therefore will need support at school sites to ensure that students and their families have tools and strategies to maintain good health. The action item will be measured by health related services rendered, Panorama local indicator scores for each domain to increase by at least 2%, and an increase of attendance by 2%.

Restorative Practices is known to help improve relationships between student-to-student, student-to-teacher and student-to-family conflicts and challenges. Restorative Practices in the form of Alternative to Suspension (ATS) is available for UPP students with a focus to intervene with UPP students who traditionally have less resources (Goal 1, Action 14). This is an improved service as the District is implementing the second phase of ATS training. District counselors have been trained in Restorative Practices, social justice and restorative circles. Instead of offering a discipline consequence first, Restorative Practices and restorative circles will be used to mend the relationships of both the victim and the perpetrator (Wachtel et al., 2019; Wachtel & Costello, 2019; Wachtel & O'Connell, 2010). Success will be measured by decreasing the number of suspensions of UPP students. Currently, the overall suspension rate for the District is 2.2%; the EL students rate is 1.5%; Foster Youth is at 7.1% and has declined from 8.1% since the 2021-22 Mid-Year Report.

Culture, climate, and school safety is important to the Beaumont educational community (Goal 1, Action 15). This ThoughtExchange theme had a rating of 4.4 on a five point scale with 1 being the lowest and 5 being the highest. UPP students are taken into high priority when school climate, culture and safety are being considered. All District staff continue to be trained in emergency protocols in order to ensure proper responses in the event of an emergency. This goal is an improved service as the District continues to increase in enrollment and more staff members are required to be trained. This goal and action will be measured by training data, attendance data, and Panorama survey results.

Beaumont Unified School District believes that all students can and will learn and that it is the District's responsibility to provide high quality opportunities to facilitate student learning. The District is striving to increase and improve student outcomes within the State priorities, student achievement (4) and student outcomes (8). Goal 2 states, "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 and 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)." The following actions were considered first in supporting UPP students.

The needs, conditions, or circumstances of UPP students will be considered for Goal 2, all actions and services. The dropout rate for high school students in 2019-20 for EL students 4.7% and has increased in 2020-21 to 7.02%; SED increased from 3.1% to 3.86%. The local i-Ready ELA proficiency indicator from the 2020-21 end of the school year and the third benchmark for the 2021-22 school year for EL students decreased from 43% to 35.8%; Foster Youth decreased from 29.8% to 26%. Using the same comparison years for i-Ready mathematics proficiency indicator, EL students decreased from 36% to 33.2% and Foster Youth increased from 16.5% to 28%. In the 2020-21 school year, The F or U rate for 9th graders was 41.43% demonstrating an increase of 11%; EL students increased by a rate of 12.43% and Foster Youth increased by a rate of 4%. In grade 6, the percentage of all students that received an F or U in 2020-21 increased by 28.72%, EL students increased by 26.48% and SED increased by 28.89%.

The Early Assessment Program (EAP) is designed to provide students with an early sign of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. In the 2020-21 school year, the District offered the CAASPP for grade 11. The 2020-21 CAASPP assessment ELA, met/exceeded, grade 11 was 59.57% and for math 32.24%; SED ELA rate was 55.56% and mathematics was 29.55%; EL students did not exceed in ELA and had a met score of 27.78% and 0% for met/exceeded for mathematics. The (Practice) Scholastic Aptitude Test (PSAT and SAT) will continue to be offered to students who are seeking to attend college or universities outside of California (Goal 2, Action 13). The College and/or Career Readiness anchor standards for the state of California are organized by reading, writing, listening and language acquisition. The District has improved CTE course offerings for middle and high school students (Goal 2, Action 7). Students that have access to and are successful in CTE and AP courses are more likely to be prepared for the SAT or the EAP test. This will be measured by the College and Career Indicator (CCI) metric using the California DataQuest and Ed-Data systems.

Advancement Via Individual Determination (AVID) is a model that school sites use to improve teacher effectiveness, leadership and student learning (Goal 2, Action 12). AVID data and research demonstrates that students who utilize AVID strategies are more likely to complete college requirements by their senior year, get accepted into college and maintain at least two years of college. AVID training will continue and will be improved by offering PD to teachers and site leaders throughout the district. AVID tutors will be available to support academic acceleration for all students including UPP students. Strategies learned will be implemented into lesson design by Beaumont USD teachers. The metric for this goal will be measured by the College and Career Indicator (CCI), data from California Ed-Data, local and state academic indicator metrics, and site data. The outcome metric is to increase the CCI by 2%, the local indicator for UPP in reading and mathematics by 2% for each of the three universal screeners, increase the number of UPP students that take advanced placement test by 2% and increase their percentage points by 2% and move more UPP into receive a 3, 4 or 5 on the AP exam.

Goal 2 was created to improve the academic achievement for all students while first meeting the needs of UPP students. It is clear that there

is a gap in the number of students in grade 9 and grade 6 that are receiving falling grades for or EL and SED students. The i-Ready Universal Screener measures literacy for all students. EL and Foster Youth have a lower proficiency rate compared to the previous year, however, only EL students increased in mathematics compared to other students. Also, there is a significant need to improve College and/or Career Readiness measures for EL students as demonstrated on the CCI.

The following actions will increase or improve the academic achievement and/or outcomes of students while considering the needs, conditions, or circumstances of UPP students.

The District believes "all people have value and worth and that we embrace diversity and cultural differences as an asset and strength." To improve on this vision, Professional Development (PD) will continue (Goal 2, Action 1 and 11). The District has significantly increased the amounts of Goal 2, Action 1 in order to train additional staff on inclusionary practices, instructional strategies, curriculum training, culture and climate. PD will also be offered to staff to provide direct instruction for ELs that will improve the integrated and designated academic supports embedded in and out of the curriculum (Goal 2, Action 8). Additionally, Action 8 provides PD in EL-Rise training designed to assist in reviewing the EL Plan to help guide teachers on improving academic achievement for EL students. The District provides a professional development day that gives support staff and teachers the opportunity to increase that knowledge in supporting UPP students in ELA, mathematics and science (Goal 2, Action 11). This will be measured by supplemental product usage and local and state academic indicators throughout the school year. The expected outcome for this action item is to increase CAASPP ELA, mathematics scores by at least 2% by the third year of the LCAP, the local academic indicator by 2%, the Panorama local indicator score for each domain by at least 2% and to increase attendance rate overall by 2%.

The District prioritizes and "encourages lifelong learning by developing alternatives and options to meet the unique interests and needs of students" (Beaumont USD Priorities). The District has created site based Dual Language Immersion (DLI) programs (Goal 2, Action 2). The DLI program was developed to offer students bilingual or multilingual Spanish pathways at San Geronio Middle School (SGMS), Palm Innovation Academy (PIA) (launching in the Fall of 2022), and Starlight Elementary School (SLE). The District has decided to add DLI to PIA as an improved service alongside the PIA magnet STEM programs (Goal 2, Action 14). At least 50% of the students that are in DLI programs within the District are ELs. DLI students score higher in both ELA and mathematics, according to CAASPP, by grade 5 and are prepared to take the Spanish Biliiteracy assessment by the time they enter high school. Also, students who have access to STEM programs as early as elementary school have a higher self-efficacy in STEM. They are also more likely to take higher levels of science and mathematics in high school and consider STEM pathways for college or career (Goal 2, Action 14).

Reduction of class size (Goal 2, Action 2), plays a significant role in the success of UPP students. During parent/guardian town hall meetings along with feedback from the ThoughtExchange survey(s), reduction in class sizes for kindergarten and secondary schools was a frequent recommendation. The District has worked with educational partners and teachers to reduce the class size in kindergarten classes so that teachers can work closely with students and assess students individually. Secondary schools, (SGMS, MVMS and BHS) will also have a reduction of class size with specific attention given to math and ELA classes. Teachers will have more time to work with students' academic development by providing direct small group and individual student support. The local indicator to assess kindergarten will be used to measure the academic achievement of UPP students. The Building Assets Reducing Risks (BARR) model was adopted for grade 9 to improve teacher support for students struggling to achieve (Goal 2, Action 2). The BARR model is a continued program that is being revisited now that the District has returned to in-person instruction. The goal is to use the "eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for each and every

student" (barrcenter.org). This will be measured by using local academic assessment and attendance and behavior data.

Elementary intervention teachers will be continued and improved upon to address the literacy/reading gaps for students especially UPP students (Goal 2, Action 3). Students that are able to read and comprehend are able to access course content throughout their academic career. This action will be measured by using local assessments (i-Ready and Renaissance Learning) and state assessment data. The expected outcome for this action item is to increase CAASPP ELA , mathematics scores by at least 2% by the third year of the LCAP and the local academic indicator by 2%.

Each school site was given an allocation of Supplemental/Concentration grant funding to improve the needs and services of UPP students (Goal 2, Action 4). Each school site created their School Plan for Student Achievement (SPSA) keeping in mind that this funding is to specifically target UPP students. The school sites will use the state and local indicators to determine goal and action outcomes. The expected outcome for this action item is to increase CAASPP ELA , mathematics scores by at least 2% by the third year of the LCAP, the local academic indicator by 2%, the Panorama local indicator score for each domain by at least 2% and to increase attendance overall by 2%.

Supplemental software is an area that the District has invested heavily in (Goal 2, Action 6). During the 2020-21 school year, the District relied largely on supplemental software to assist teachers throughout virtual learning. Teachers utilized various interactive software to aid in student learning and student engagement. The District has recently reviewed all supplemental software listed in Goal 2, Action 6 and has analyzed usage rates, success rates, and plausibility of continuing. After vetting all software, the District has narrowed the scope of supplemental software to products that enhance classroom instruction for teachers, provide a noticeable benefit to students, and assist in lesson design and delivery.

The previous three years (2016-17, 2017-18 and 2018-19) of ELA and mathematics CAASPP demonstrates a trend of Socio-Economically Disadvantaged (SED) and English Learner (EL) students that took the ELA and/or mathematics CAASPP have declined over time. While this data is not current it does give the District reason to presume that improvement around instruction of the California State Standards (CSS) is imperative. Instructional Coaches offer training on the state standards and adopted instructional material that supports the CSS with the intent to increase academic achievement and outcomes. Goal 2, Action 5 is intended to support UPP students by offering model demonstration lessons and high impact strategies that are research based. Additionally, supplemental software for both ELA and mathematics will be offered to UPP students for intervention and acceleration. These tools will measure literacy and mathematics foundational skills so that teachers can adjust the difficulty and complexity of lessons. The metrics that will be used to measure student progress will be the Smarter Balanced Interim Assessments. This link is a reference of sample questions that are given to students in grades 3 - 8 and grade 11 (<https://sampleitems.smarterbalanced.org/>). Another resource for educational partners is the Smarter Balanced Content Explorer. This resource organizes both ELA and mathematical claims and offers tools for teachers to help improve academic achievement (<https://contentexplorer.smarterbalanced.org/>). The expected outcome for this action item is to increase CAASPP ELA , mathematics scores by at least 2% by the third year of the LCAP.

To increase academic access for UPP students, additional counselors have been added to both middle and high schools (Goal 2, Action 9). Based on the previous data listed above, UPP students show a gap in their access to acceleration courses. Counselors will work with UPP students to address A-G requirements, the benefits of AP and CTE courses. Counselors will work with high school seniors on completing the FAFSA application for college along with college applications. This action and goal will be measured by successful outcomes on the EAP.

The outcome data will show an increase in EAP by 2% of UPP students.

During the 2020-21 summer program, UPP students were offered the ability to attend intervention in both ELA and mathematics in elementary and middle school. The high school was able to add a summer graduation for students who completed graduation requirements (Goal 2, Action 10). The high school offered both acceleration and intervention (credit recovery) in all available courses that could be filled by teachers. This included Spanish, Math I, II and III, art, science, English, history and more. For the 2021-22 summer program, the District will improve the program by offering two sessions for elementary and an expanded course catalog middle and high school (Goal 2, Action 10). The District will open teaching positions to all teachers so that UPP students are able to attend. Site clerks and assistant principals will work directly with UPP students to ensure equitable access to summer program. The local ELA and mathematics universal screener will be used to assess students with an expected outcome resulting in an increase of 2% in ELA and mathematics using i-Ready and STAR. .

Mathematics intervention teachers and a math specialist will provide direct support for students at middle and high schools to increase math outcomes for students who struggle in math. UPP students will be served in the math intervention program with elementary school students benefitting from PD provided to elementary teachers by the math intervention teachers (Goal 2, Action 15). This goal is an increased service to close the gap in mathematics for grades 6 - 8 and 9-12. The expected outcome for this action item is to increase CAASPP mathematics scores by at least 5+% of selected intervention students.

The Beaumont Unified School District "believes all people have value and worth; we embrace diversity and cultural differences as an asset and strength and that with the right attitude, achievement is unlimited." The District is working on increasing and improving conditions of learning with the State priorities that include (1) Basic Services, (2) Implementations of Standards, (7) and Course Access. Goal 3 states that, "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 (MTSS) that is inclusive, equitable and safe for students and staff in well maintained facilities." The following actions support the District LCAP goals:

Goal 3, Actions 1, 2, 3, 4, 5, and 6 addresses state priorities 1, 2, & 7: Conditions of Learning (outcomes and achievement).

Goal 3, The following response will address the following Action/Services to improve or increase the conditions of learning for UPP students.

2018-19 CAASPP data demonstrates that 58% of Beaumont USD students met/exceeded in ELA and 32% in mathematics. The English Learner (EL) population for met/exceeded is at a percentage of 9.57% for ELA and 11.25% for mathematics. 28.5% of Socio-Economically Disadvantaged (SED) met/exceeded in ELA while 20.59% met/exceeded in Mathematics.

In order to ensure that new teachers are properly trained, credentialed, and highly qualified, the District is continuing Goal 3, Action 1 (Teacher Induction). The Center for Teacher Innovation (CTI) is critical for new teachers to learn from veteran teachers, clear their credential, and train on Best Practices from District coaches and Riverside County Office of Education (RCOE) coaches. Goal 3, Action 1 fluctuates on the amount expended based on the number of new teachers needing to engage in the CTI program. The District values training for new teachers to build upon efficacy, efficiency, and effective decision making in order to positively impact student academic outcomes.

UPP student attendance improves when access to transportation is available (Goal 3, Action 2). Providing transportation for SED students will improve attendance, behavior and academic achievement for students that need additional transportation support. This goal was developed to give equitable transportation access to UPP students. This will be measured by local and state indicators for attendance, behavior and academic achievement. The expected outcome for this action item is to decrease chronic absenteeism by 2%.

Equitable access to technology is imperative in closing the achievement gap. This goal was created to give students the ability to have technology at home and at school (Goal 3, Action 3). Closing the K-12 digital divide has become an initiative UPP students. Traditionally, UPP students are less likely to have a computer/laptop at home. To continue to improve our services and close the digital divide, all students have access to technology at home and school. Additionally, internet access is provided for UPP students as a priority. This will be measured by product usage, local, and state academic indicators throughout the school year. The expected outcome for this action item is to increase CAASPP ELA and mathematics scores by at least 2% by the third year of the LCAP, the local academic indicator by 2%, and the Panorama local indicator score for each domain by at least 2%.

Using data to inform instruction is imperative so that teachers can offer academic feedback for their students (Goal 3, Action 4). This goal was developed to maintain current research in academics, behavior, and emotional well-being of students. Administrators and teachers will continue to improve their ability to use data to improve instruction. Increased training on how to use local and state indicator metrics (i-Ready, STAR, CAASPP and interim assessments) to inform instruction. In order to maintain operational oversight, the budget is allocated for indirect costs such as accounting, personnel and maintenance of systems to support UPP students. The expected outcome for this action item is to ensure proper oversight along with adequate fiscal and auditing reporting.

During the 2021-22 school year, District instructional leaders analyzed student needs in order to increase academic success (Goal 3, Action 5). Elevated Achievement was hired using Elementary and Secondary School Emergency Relief (ESSER) III funds to assist instructional leaders on calibrating Best, First Instruction and how the state standards, instruction, assessments and classroom climate affect student ownership of learning. This goal is an increased service to grow this training with site administrators and teachers. The District aims to improve Professional Development (PD) in the areas of curriculum, instruction, assessment and climate; student engagement through effective instructional strategies; using time effectively; student-to-student communication; scholarly behavior; a cooperative academic environment that encourages risk taking and collaboration; and student productivity. The data analysis (Academic Climate Reviews) conducted by Elevated Achievement found that the District should address the state standards and student ownership. Additionally, the District was able to partner with a consultant, Gary Soto, to assist as a principal coach. The principal coach assists leaders on student learning effective teacher instruction. This increased service will consider the needs and services UPP students. The measurable outcome will be monitored by District classroom walk-throughs, instructional rounds, local and state indicators that measure academic, attendance and behavior. The expected outcome for this action item is to increase CAASPP ELA, mathematics scores by at least 2% by the third year of the LCAP.

The Pandemic was a time of isolation for many students. Goal 3, Action 6 was developed to bring students together to create an environment where students have a sense of belonging. Breaking Down the Walls "creates a safe environment for students to build empathy and understanding through a 'play, trust, learn' model." When students feel safe on campus they are more likely to increase academic achievement and decrease negative behaviors (Baloche, 2010). This goal will be measured by the local assessment (Panorama) to specifically analyze a sense of belonging and will be monitored at least three times per year. The expected measurable outcome is to increase the overall Panorama local indicator score for each domain by at least 2%.

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

The LCAP goals and actions are specifically created to mitigate the gaps in achievement, attendance, behavior and school climate. The District will continue to provide resources and opportunities for students to increase their school success. The actions in each goal were created based on the feedback and decision making process of education partners that engaged in the the community input meetings and District Surveys.

District leaders, site leaders, support staff, teachers, and educational partners will continue to work together in a collective effort to help students increase their academic experience.

The Supplemental and Concentration grant will continue to target the unduplicated pupil population; students that are foster youth, English learners, and low-income are being monitored via the student information system, i-Ready, STAR and Schoolzilla, DataQuest, and Ed-Data. Site administrators are able to create groups of students that are not meeting state standards. The administrators, academic coaches, intervention teachers and teachers are able to look at the data and intervene based on students current data.

The services for foster youth, English learners, and low-income students are being increased or improved by 14.27%.

In addition to all of the actions described above in prompt one, the District also be providing home-to-school transportation to how low-income students (Goal 3, Action 2) and English Learner Supports to help increase students knowledge in the English language, close the gap in other subject areas, increase attendance and provide opportunities for students to engage in school activities and programs (Goal 2, Action 8).

- Services for Unduplicated Pupil Population (UPP) are increased and improved by:
1. High-quality Professional Development (PD) including instructional coaching focused on CA State Standards (CSS), high impact instructional strategies, classroom climate supporting student engagement, and local, state, and federal assessments;
 2. Implementation of District-wide AVID instructional strategies to improve College and/or Career Readiness for traditionally underrepresented students;
 3. Additional counseling support to address social emotional well-being and access for all students;

4. School office and central office support including effective public relations to support parent/guardian outreach and after-school programs for UPP students;
 5. Assistant principal, campus supervisor, and two school resource officers (SRO) support and improve school climate (one SRO for Beaumont High School [BHS] and a shared SRO assigned to middle schools);
 6. Comprehensive safety planning for each school site and support through Hour Zero;
 7. College and/or Career Readiness and Student Services administrative support for UPP students;
 8. Extra-curricular opportunities, expanded learning opportunities, attendance incentives, and additional after school athletics opportunities for students;
 9. Bilingual services for English Learners (ELs) and EL parents/guardians;
 10. Support for College and/or 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;
 11. Medical services including Project KIND and additional LVN support;
 12. Support for the Dual Language Immersion (DLI) program, Full-day Kindergarten, and reduced class sizes to better support students;
 13. Site allocations for unique student learning needs;
 14. Supplemental software to increase student achievement;
 15. Implementation of the "Be Ready Beaumont" initiative that includes Nepris, Vita Navis, and World of Work;
 16. Tools to effectively monitor implementation of District programs to ensure equal access to effective and efficient instruction;
 17. High school assistant principal to ensure students are meeting graduation requirements and receiving additional support;
 18. Additional resources for PIA (largest UPP concentration school). Implementation of innovative STEM program curriculum and training for staff;
 19. Beginning teacher support in meeting diverse student needs (UPP students);
 20. Transportation services for elementary SED students;
 21. Providing wireless internet hotspots and Chromebooks for students who do not have internet at home so that they may access instructional resources beyond the school day;
 22. Facilitating educational partner feedback so the District can respond to student, parent/guardian, and staff needs;
 23. Providing guidance and support to District and school staff on serving students through effective program oversight;
 24. Social-Emotional Learning (SEL) programs;
 25. Math intervention program at secondary schools with mathematics intervention teachers and math specialist;
 26. Increase access and resources to technology for instruction, student use and repair;
 27. Partnership with Elevated Achievement Group (EAG) for increased PD on curriculum, instruction, climate, and assessment;
 28. Partnership with Gary D. Soto Co. for principal coaching and high impact instructional strategies.
- * All teachers, administrators, and support staff teach or otherwise support UPP students. Expenses for PD and instructional coaching is intentionally planned for District-wide implementation.
- * Advancement Via Individual Determination (AVID) specifically targets underrepresented youth. PD in AVID instructional strategies.
- * Counseling, support staff, assistant principals, and SROs address school climate, culture, safety and security.
- * Additional learning opportunities to address learning gaps and increase access for UPP students.

- * Bilingual services for EL students and parents/guardians.
- * PSAT and SAT (school day) provides access to high stakes assessments for UPP students.
- * Beaumont USD's Visual and Performing Arts Education Plan is inclusive of all students and establishes inclusive practices, particularly UPP students.
- * Beaumont USD will focus on instructional technology to create personalized, student-centered learning environments that use research-based strategies to build digital skills needed for College and/or Career Readiness (CCR).
- * 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 (BHS) to address student group performance on the Graduation Rate Indicator, English Learner (EL) progress Indicator, and College and Career Indicator (CCI).

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The following is a description of how Beaumont Unified School District has decided to use the additional concentration grant add-on funding to increase intervention services for UPP students in secondary math. The additional 55% funding of \$580,378 will specifically target UPP students when addressing math intervention services for students at all secondary schools.

The additional support for math intervention services is a new program designed to assist students struggling one or more years below grade level in math. Math intervention teachers will work directly with UPP students to intervene with students performing one or more grade levels below. Small group instruction will be provided for UPP students who need additional help and support. A math specialist will lead these efforts and guide the math intervention teachers in structured Professional Development (PD) along with providing direct services for UPP students.

These funds for Goal 2, Action 15 will be added to the LCAP in order to improve math student outcomes for UPP students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 32.9	1 to 28.08

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1 to 11.5	1 to 7.47

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,828,194.00	\$43,610.00	\$126,720.00	\$642,825.00	\$19,641,349.00	\$14,839,042.00	\$4,802,307.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
1	1.1	Counseling Support	English Learners Foster Youth Low Income	\$1,305,530.00	\$43,610.00			\$43,610.00		
1	1.2	Campus Supervisors	English Learners Foster Youth Low Income	\$36,312.00						\$36,312.00
1	1.3	Student Services Coordinator	Foster Youth Low Income	\$197,588.00						\$197,588.00
1	1.4	Assistant Principals (APs)	English Learners Foster Youth Low Income	\$1,525,402.00						\$1,525,402.00
1	1.5	Parent and Community Outreach	English Learners Foster Youth Low Income	\$468,520.00				\$36,000.00		\$504,520.00
1	1.6	Parent Engagement Coordinator	English Learners Foster Youth Low Income	\$52,388.00					\$86,924.00	\$139,312.00
1	1.7	College and Career Symposium and Signing Day	English Learners Foster Youth Low Income	\$6,000.00						\$6,000.00
1	1.8	School Resource Officers (SROs)	Low Income	\$179,678.00				\$126,720.00		\$306,398.00
1	1.9	Anti-Bullying and Attendance Improvement	Low Income	\$10,000.00						\$10,000.00
1	1.10	Project KIND - Medical	Foster Youth Low Income	\$11,000.00						\$11,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Sports Program at GVHS and Middle Schools	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
1	1.12	District Communications Officer	English Learners Foster Youth Low Income	\$235,581.00				\$235,581.00
1	1.13	Health Support	English Learners Foster Youth Low Income	\$119,203.00				\$119,203.00
1	1.14	Restorative Practices	English Learners Foster Youth Low Income	\$712,577.00				\$712,577.00
1	1.15	School Climate	Low Income	\$144,350.00				\$144,350.00
2	2.1	Professional Learning	English Learners Foster Youth Low Income	\$69,669.00				\$69,669.00
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	English Learners Foster Youth Low Income	\$3,532,032.00				\$3,532,032.00
2	2.3	Elementary Intervention Teachers	Low Income	\$512,497.00			\$277,148.00	\$789,645.00
2	2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	English Learners Foster Youth Low Income	\$661,653.00				\$661,653.00
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	\$1,105,601.00			\$242,753.00	\$1,348,354.00
2	2.6	Supplemental Software	English Learners Foster Youth Low Income	\$551,236.00				\$551,236.00
2	2.7	College and/or Career Readiness	English Learners Foster Youth Low Income	\$320,836.00				\$320,836.00
2	2.8	English Learner Support	English Learners	\$466,578.00				\$466,578.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Counseling	English Learners Foster Youth Low Income	\$765,791.00				\$765,791.00
2	2.10	Additional Learning Opportunities	English Learners Foster Youth Low Income	\$293,783.00				\$293,783.00
2	2.11	Ongoing Professional Development	English Learners Foster Youth Low Income	\$468,183.00				\$468,183.00
2	2.12	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	\$244,358.00				\$244,358.00
2	2.13	PSAT and SAT	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
2	2.14	STEM Implementation Support for Palm Innovation	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
2	2.15	Mathematics Intervention Teachers and Specialist	English Learners Foster Youth Low Income	\$1,251,335.00				\$1,251,335.00
3	3.1	Teacher Induction	English Learners Foster Youth Low Income	\$127,149.00				\$127,149.00
3	3.2	Home to School Transportation	Foster Youth Low Income	\$870,746.00				\$870,746.00
3	3.3	Access to Technology	Low Income	\$1,000,000.00				\$1,000,000.00
3	3.4	LCAP Oversight	English Learners Foster Youth Low Income	\$1,044,419.00				\$1,044,419.00
3	3.5	Best, First Instruction: Professional Learning Development for the Classroom	English Learners Foster Youth Low Income	\$318,199.00				\$318,199.00
3	3.6	Climate and Culture	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$100,498,391.00	\$14,343,632.00	14.27%	0.00%	14.27%	\$18,828,194.00	0.00%	18.73 %	Total:	\$18,828,194.00
								LEA-wide Total:	\$7,803,105.00
								Limited Total:	\$1,337,324.00
								Schoolwide Total:	\$9,687,765.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,305,530.00	
1	1.2	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,312.00	
1	1.3	Student Services Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$197,588.00	
1	1.4	Assistant Principals (APs)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SES, TRR, THE, MVMS, SGMS, BHS, 21stCLI and GVHS	\$1,525,402.00	
1	1.5	Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$468,520.00	
1	1.6	Parent Engagement Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,388.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	College and Career Symposium and Signing Day	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Specific Schools: BHS, GVHS, 21CLI 12th Grade	\$6,000.00	
1	1.8	School Resource Officers (SROs)	Yes	Schoolwide	Low Income	Specific Schools: BHS, GVHS, MVMS and SGMS	\$179,678.00	
1	1.9	Anti-Bullying and Attendance Improvement	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
1	1.10	Project KIND - Medical	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$11,000.00	
1	1.11	Sports Program at GVHS and Middle Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, STS and GVHS	\$60,000.00	
1	1.12	District Communications Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,581.00	
1	1.13	Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,203.00	
1	1.14	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$712,577.00	
1	1.15	School Climate	Yes	LEA-wide	Low Income	All Schools	\$144,350.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,669.00	
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,532,032.00	
2	2.3	Elementary Intervention Teachers	Yes	Schoolwide	Low Income	Specific Schools: All Elementary Schools TK-5	\$512,497.00	
2	2.4	School Site Support in Unduplicated Pupil	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$661,653.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Populations (UPP) and Student Groups			Low Income			
2	2.5	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SES, SLE, THE, TRR, STS	\$1,105,601.00	
2	2.6	Supplemental Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$551,236.00	
2	2.7	College and/or Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: GVHS, BHS and 21st CLI	\$320,836.00	
2	2.8	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$466,578.00	
2	2.9	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS	\$765,791.00	
2	2.10	Additional Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,783.00	
2	2.11	Ongoing Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$468,183.00	
2	2.12	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$244,358.00	
2	2.13	PSAT and SAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS, GVHS, 21CLI Grades 8, 9, 10, 11	\$35,000.00	
2	2.14	STEM Implementation Support for Palm Innovation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS and PIA	\$75,000.00	
2	2.15	Mathematics Intervention Teachers and Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$1,251,335.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,149.00	
3	3.2	Home to School Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$870,746.00	
3	3.3	Access to Technology	Yes	LEA-wide	Low Income	All Schools	\$1,000,000.00	
3	3.4	LCAP Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,044,419.00	
3	3.5	Best, First Instruction: Professional Learning Development for the Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$318,199.00	
3	3.6	Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$50,000.00	

2021-22 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		\$15,099,211.00	\$15,891,618.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Counseling Support	Yes	\$1,379,733.00	\$1,304,729.00
1	1.2	Campus Supervisors	Yes	\$33,974.00	\$8,686.00
1	1.3	Student Services Coordinator	Yes	\$185,537.00	\$204,130.00
1	1.4	Assistant Principals (APs)	Yes	\$1,252,219.00	\$1,351,406.00
1	1.5	Parent and Community Outreach	Yes	\$391,005.00	\$395,849.00
1	1.6	Parent Engagement Coordinator	Yes	\$189,335.00	\$176,246.00
1	1.7	College and Career Symposium and Signing Day	Yes	\$6,000.00	\$799.00
1	1.8	School Resource Officer	Yes	\$314,870.00	\$261,547.00
1	1.9	Anti-Bullying and Attendance improvement	Yes	\$10,000.00	\$6,084.00
1	1.10	Project KIND - Medical	Yes	\$10,000.00	\$11,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Provide for Sports Program at GVHS & Middle Schools	Yes	\$55,000.00	\$54,172.00
1	1.12	District Communication Officer	Yes	\$208,018.00	\$219,184.00
1	1.13	Health Support	Yes	\$96,017.00	\$100,589.00
1	1.14	Restorative Practices	Yes	\$543,044.00	\$517,419.00
1	1.15	Hour Zero	Yes	\$64,350.00	\$169,409.00
2	2.1	Professional Learning	Yes	\$27,387.00	\$50,000.00
2	2.2	Provide Additional Teachers: Support Programs and Student Needs	Yes	\$2,101,102.00	\$2,891,062.00
2	2.3	Elementary Intervention Teachers	Yes	\$830,938.00	\$1,129,473.00
2	2.4	School Site Support in Unduplicated Populations, SED and subgroups	Yes	\$657,499.00	\$711,875.00
2	2.5	Instructional Coaches	Yes	\$1,097,380.00	\$874,715.00
2	2.6	Supplemental Software	Yes	\$585,466.00	\$536,985.00
2	2.7	Director of TK-12 Programs	Yes	\$301,225.00	\$303,329.00
2	2.8	College and/or Career Readiness	Yes	\$287,805.00	\$280,479.00
2	2.9	English Learner Support	Yes	\$390,891.00	\$289,520.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Counseling	Yes	\$577,160.00	\$656,844.00
2	2.11	Additional Learning Opportunities	Yes	\$633,015.00	\$526,974.00
2	2.12	Ongoing Professional Development	Yes	\$322,893.00	\$602,166.00
2	2.13	Advancement Via Individual Determination (AVID)	Yes	\$132,024.00	\$56,699.00
2	2.14	PSAT and SAT	Yes	\$50,000.00	\$16,788.00
2	2.15	STEM Implementation Support for Palm Innovation	Yes	\$151,950.00	\$194,008.00
3	3.1	Teacher Induction	Yes	\$118,353.00	\$150,057.00
3	3.2	Home to School Transportation	Yes	\$635,975.00	\$266,727.00
3	3.3	Student Access to Technology	Yes	\$350,000.00	\$445,012.00
3	3.4	LCAP Oversight	Yes	\$1,109,046.00	\$1,127,656.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$13,547,080.00	\$14,128,948.00	\$14,595,300.00	\$14,595,300.00	(\$466,352.00)	0.00%	0.00%	0.00%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Support	Yes	\$1,213,256.00	\$1,138,252.00		
1	1.2	Campus Supervisors	Yes	\$33,974.00	\$8,682.00		
1	1.3	Student Services Coordinator	Yes	\$185,537.00	\$204,130.00		
1	1.4	Assistant Principals (APs)	Yes	\$1,252,219.00	\$1,351,406.00		
1	1.5	Parent and Community Outreach	Yes	\$355,005.00	\$359,849.00		
1	1.6	Parent Engagement Coordinator	Yes	\$93,255.00	\$40,083.00		
1	1.7	College and Career Symposium and Signing Day	Yes	\$6,000.00	\$799.00		
1	1.8	School Resource Officer	Yes	\$314,870.00	\$261,547.00		
1	1.9	Anti-Bullying and Attendance improvement	Yes	\$10,000.00	\$6,084.00		
1	1.10	Project KIND - Medical	Yes	\$10,000.00	\$11,000.00		
1	1.11	Provide for Sports Program at GVHS & Middle Schools	Yes	\$55,000.00	\$54,172.00		
1	1.12	District Communication Officer	Yes	\$208,018.00	\$219,184.00		
1	1.13	Health Support	Yes	\$96,017.00	\$100,589.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Restorative Practices	Yes	\$543,044.00	\$517,419.00		
1	1.15	Hour Zero	Yes	\$64,350.00	\$169,409.00		
2	2.1	Professional Learning	Yes	\$27,387.00	\$50,000.00		
2	2.2	Provide Additional Teachers: Support Programs and Student Needs	Yes	\$2,101,102.00	\$2,891,062.00		
2	2.3	Elementary Intervention Teachers	Yes	\$413,340.00	\$425,907.00		
2	2.4	School Site Support in Unduplicated Populations, SED and subgroups	Yes	\$657,499.00	\$711,875.00		
2	2.5	Instructional Coaches	Yes	\$843,272.00	\$620,607.00		
2	2.6	Supplemental Software	Yes	\$585,466.00	\$536,985.00		
2	2.7	Director of TK-12 Programs	Yes	\$301,225.00	\$303,329.00		
2	2.8	College and/or Career Readiness	Yes	\$287,805.00	\$280,479.00		
2	2.9	English Learner Support	Yes	\$390,891.00	\$289,520.00		
2	2.10	Counseling	Yes	\$577,160.00	\$656,844.00		
2	2.11	Additional Learning Opportunities	Yes	\$633,015.00	\$526,974.00		
2	2.12	Ongoing Professional Development	Yes	\$322,893.00	\$602,166.00		
2	2.13	Advancement Via Individual Determination (AVID)	Yes	\$132,024.00	\$56,699.00		
2	2.14	PSAT and SAT	Yes	\$50,000.00	\$16,788.00		
2	2.15	STEM Implementation Support for Palm Innovation	Yes	\$151,950.00	\$194,008.00		
3	3.1	Teacher Induction	Yes	\$118,353.00	\$150,057.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Home to School Transportation	Yes	\$635,975.00	\$266,727.00		
3	3.3	Student Access to Technology	Yes	\$350,000.00	\$445,012.00		
3	3.4	LCAP Oversight	Yes	\$1,109,046.00	\$1,127,656.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$93,305,875.00	\$13,547,080.00	0.00%	14.52%	\$14,595,300.00	0.00%	15.64%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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
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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be succinct to promote a broader understanding of educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and

the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
 - **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
 - **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.
 - **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from

the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
 - 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
 - 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

