

Local Control and Accountability Plan

Beaumont Unified



July 1, 2014 - June 30, 2017

06/17/2014 (revised 08/01/2014)

Introduction:

LEA: Beaumont Unified

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Beaumont Unified School District has utilized a variety of methods to involve our parents, students, teachers, classified staff members, administrators and community in the development of our Local Control Accountability Plan. These methods include: forums, surveys, community outreach and Literacy Fairs.	The input gathered from the development process resulted in emphasizing the following priorities: Smaller Class Sizes Increase CTE opportunities Additional Counselor Support STE(A)M Programs

Information shared with constituents include enrollment, district demographic, state testing data, suspension expulsion data, attendance data, the new funding formula, and what the funding will look like for Beaumont Unified. The following link is an example of one of the presentations to our CSEA audience:

CSEA Presentation Link

Input meetings were held from October through March. The following dates are a sampling of meetings held:

10/22/2013: District administration

11/6/2013: Parent meetings (three meetings at different times to accommodate parent schedules)

11/13/2013: Community business partners (two meetings)

11/14/2013: Collaborative Agency meeting

11/20/2013: Bargaining groups (separate meetings with classified [CSEA] and certificated [BTA])

1/23/2014: Community input

2/26/2014: Community input

2/27/2014: Rotary

3/1/14: Community Literacy Fair

The writing of the LCAP included not only Instructional Support Services, but also Business Services, Personnel, CSEA and BTA members.

Once the LCAP draft was written, the draft plan was presented for review and comment to the District English Learners Advisory Council (DELAC) and the District Advisory Council (DAC) during two separate meetings on April 2, 2014.

The draft LCAP was presented to the community at a public Board of Trustees meeting on April 8, 2014. The draft LCAP has been presented to the staff at each school site for comment and review. A link to the Board presentation was placed on the district's public website at www.beaumont-ca.schoolloop.com along with a link to provide input.

The following link provides an ongoing opportunity for anyone to provide support to our LCAP:

Survey Link

Technology in the classrooms
Safe and Caring Learning Environment

Additional input resulted in the refinement of which actions should be prioritized for year 1 implementation and the prioritization of additional actions as funds become available.

Throughout the 2014-15 school year additional meetings will be held to monitor the implementation of the plan, collect and analyze the data necessary for each goal and adjust based on our findings and any additional revenue received between July 1, 2014 and June 30, 2015.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or

local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Needs:</p> <p>Continue to hire highly qualified teachers.</p> <p>Continue to provide students with equal access to all instructional materials, including digital resources.</p> <p>Continue high levels of maintenance and safety at all district facilities.</p> <p>Identified Metrics:</p> <p>DataQuest NCLB Core & Compliant Classes by Subject</p> <p>Williams Quarterly</p>	<p>1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.</p>	All	All	<p>NCLB Compliance: at least 98% compliance</p> <p>Williams: Maintain full compliance</p>	<p>NCLB Compliance: at least 98% compliance</p> <p>Williams: Maintain full compliance</p>	<p>NCLB Compliance: at least 98% compliance</p> <p>Williams: Maintain full compliance</p>	<p>Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</p>	

Compliance Board Resolution								
<p>Identified Needs: Design high-quality, Common Core Standards-aligned units of study, incorporating 21st-century learning skills.</p> <p>Provide support to teachers to effectively implement units of study.</p> <p>Engage in a continual process of review and revision of adopted units of study.</p> <p>Identified Metrics: Board of Trustees adoption of Units of Study</p> <p>Staff participation in professional development as measured through district Event Management System (OMS)</p> <p>Learning</p>	<p>2. Beaumont USD will implement the Common Core State Standards (CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, & Technical Subjects in three phases: Design, Implementation, and Review/revision.</p>	<p>All</p>	<p>All</p>		<p>Board of Trustees adoption of Mathematics Units of Study</p> <p>100% participation in professional development for all elementary and secondary math teachers</p> <p>Learning Walks/Instructional Rounds to verify at least 90% implementation of new curriculum</p>	<p>Board of Trustees adoption of English Language Arts/English Language Development (ELA/ELD) Units of Study</p> <p>100% participation in professional development for all elementary and secondary ELA/ELD teachers</p> <p>Learning Walks/Instructional Rounds to verify at least 90% implementation of new curriculum</p>	<p>Board of Trustees adoption of Science, Social Studies, & Technical Subjects Units of Study</p> <p>100% participation in professional development for all elementary and secondary Science, Social Studies, & Technical Subjects teachers</p> <p>Learning Walks/Instructional Rounds to verify at least 90% implementation of new curriculum</p>	<p>Implementation of State Standards District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</p>

Walks/Instructional Rounds								
<p>Identified Needs:</p> <p>Increase the rate of completion of A-G course requirements.</p> <p>Increase the number of students deemed College and Career Ready.</p> <p>Provide instructional strategies and preparation for students to participate and pass Advanced Placement exams and Dual Enrollment classes.</p> <p>Increase the graduation rate for Special Education and English Learner students.</p> <p>Each significant subgroup of students should meet AYP and API targets.</p> <p>Meet AMAO targets for English Learner Reclassification.</p> <p>Expand and align Career Technical Education programs.</p>	<p>3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.</p>	All	All		<p>CAASPP Assessments: Establish API Base College Readiness (EAP) as determined by 11th grade CAASPP Assessments: Establish Baseline</p> <p>Rate of A-G Course Completion: Increase 5% from 2012-13 rate of 31%</p> <p>Enrollment in AP Courses and Pass Rate: Increase 5% from 2012-13 number of 228 exam takers and 161 exam passers</p> <p>Enrollment in Dual Enrollment Courses: Increase number of students by 5% from 2013-14 baseline</p> <p>Graduation Rate: Meet AYP target</p> <p>CTE Participation and Pass Rate:</p>	<p>CAASPP Assessments: Meet API Growth Target</p> <p>College Readiness (EAP) as determined by 11th grade CAASPP Assessments: Meet State Target</p> <p>Rate of A-G Course Completion: Increase rate by 5%</p> <p>Enrollment in AP Courses and Pass Rate: Increase rate by 5%</p> <p>Enrollment in Dual Enrollment Courses: Increase rate by 5%</p> <p>Graduation Rate: Meet AYP target</p> <p>CTE Participation and Pass Rate: Increase rate by 5%</p> <p>Meet AMAO targets for English Learner Reclassification and</p>	<p>CAASPP Assessments: Meet API Growth Target</p> <p>College Readiness (EAP) as determined by 11th grade CAASPP Assessments: Meet State Target</p> <p>Rate of A-G Course Completion: Increase rate by 5%</p> <p>Enrollment in AP Courses and Pass Rate: Increase rate by 5%</p> <p>Enrollment in Dual Enrollment Courses: Increase rate by 5%</p> <p>Graduation Rate: Meet AYP target</p> <p>CTE Participation and Pass Rate: Increase rate by 5%</p> <p>Meet AMAO targets for English Learner Reclassification and</p>	<p>Course access; Pupil achievement; Other pupil outcomes</p> <p>District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.</p>

<p>Identified Metrics: CAASPP Assessments</p> <p>College Readiness (EAP) as determined by 11th grade CAASPP Assessments</p> <p>Rate of A-G Course Completion</p> <p>Enrollment in AP Courses and Pass Rate</p> <p>Enrollment in Dual Enrollment Courses</p> <p>Graduation Rate</p> <p>CTE Participation and Pass Rate</p> <p>English Learner Reclassification rate</p>					<p>Increase 5% from 2013-14 baseline</p> <p>Meet AMAO targets for English Learner Reclassification and attainment of English Proficiency</p>	<p>attainment of English Proficiency</p>	<p>attainment of English Proficiency</p>	
<p>Identified Needs:</p> <p>Provide positive behavior intervention and support for students</p> <p>Provide access and</p>	<p>4. Beaumont USD will ensure a positive climate and school culture for students by providing</p>	<p>All</p>	<p>All</p>		<p>Annual Suspension Data: Decrease student suspension rates by 5%</p> <p>Annual Expulsion Data: Maintain rate at 0.2% or less</p>	<p>Annual Suspension Data: Decrease student suspension rates by 5%</p> <p>Annual Expulsion Data: Maintain rate at 0.2% or less</p>	<p>Annual Suspension Data: Decrease student suspension rates by 5%</p> <p>Annual Expulsion Data: Maintain rate at 0.2% or less</p>	<p>Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities:</p>

<p>support for parents and community to engage in the education of their children.</p> <p>Additional staff is needed to maintain a safe and secure learning environment for all students.</p> <p>Identified Metrics: Annual Suspension Data Annual Expulsion Data Annual Attendance Data Parent/Community Surveys Healthy Kids Survey Parent Participation in English Learner Advisory Council, School Site Council, PTA, and classroom volunteers</p>	<p>opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.</p>				<p>Decrease Truancy rate by 5% from 2012-13 baseline of 53.58%</p> <p>Decrease high school dropout rate by 5% from 2012-13 baseline of 2.6%</p> <p>Decrease middle school dropouts by 5% from 2012-13 baseline of 6 students</p> <p>Decrease Chronic Absenteeism rate by 5%</p> <p>Maintain required parent participation in ELAC and SSC</p> <p>Maintain number of parent and community volunteers from previous year.</p>	<p>Decrease Truancy rate by 5%</p> <p>Decrease high school dropout rate by 5%</p> <p>Decrease middle school dropouts by 5%</p> <p>Decrease Chronic Absenteeism rate by 5%</p> <p>Maintain required parent participation in ELAC and SSC</p> <p>Maintain number of parent and community volunteers from previous year.</p>	<p>Decrease Truancy rate by 5%</p> <p>Decrease high school dropout rate by 5%</p> <p>Decrease middle school dropouts by 5%</p> <p>Decrease Chronic Absenteeism rate by 5%</p> <p>Maintain required parent participation in ELAC and SSC</p> <p>Maintain number of parent and community volunteers from previous year.</p>	<p>Instruction 6, 7, 8; Priorities: Resources/Materials/Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.</p>
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials /Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Provided additional health services to students.	LEA-Wide		Additional District Health Services: \$51,194 Funding Source: LCFF Note: Add 1 FTE in 2014-15 District Health Services Assistant (LVN) to write, monitor, and update health care plans and provide training to site staff	Additional District Health Services: \$51,194 Funding Source: LCFF Note: Add 1 FTE in 2014-15 District Health Services Assistant (LVN) to write, monitor, and update health care plans and provide training to site staff	Additional District Health Services: \$51,194 Funding Source: LCFF Note: Add 1 FTE in 2014-15 District Health Services Assistant (LVN) to write, monitor, and update health care plans and provide training to site staff

century learning skills.							
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Improve public relations with parents and community.	LEA-Wide		Confidential Support Specialist: \$55,974 Funding Source: LCFF Note: Media Specialist/Communication Liaison	Confidential Support Specialist: \$55,974 Funding Source: LCFF Note: Media Specialist/Communication Liaison	Confidential Support Specialist: \$55,974 Funding Source: LCFF Note: Media Specialist/Communication Liaison
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities;	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Provide additional personnel services to support hiring and maintaining highly qualified staff.	LEA-Wide		Hire additional Personnel Technician: \$72,447 Funding Source: LCFF Note: Additional Personnel Technician to recruit and retain highly qualified employees	Hire additional Personnel Technician: \$72,447 Funding Source: LCFF Note: Additional Personnel Technician to recruit and retain highly qualified employees	Hire additional Personnel Technician: \$72,447 Funding Source: LCFF Note: Additional Personnel Technician to recruit and retain highly qualified employees

providing an instructional program to support 21st century learning skills.							
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Additional personnel for IT department to accommodate additional instructional technology	LEA-Wide		Add additional IT Technicians: \$65,709 Funding Source: LCFF Note: Baseline: 3 techs in 2013-14. Add additional 1 technician in 2014-15. Add additional 1 technician in 2015-16. Add 1 Additional technician in 2016-17.	Add additional IT Technicians: \$131,418 Funding Source: LCFF Note: Baseline: 3 techs in 2013-14. Add additional 1 technician in 2014-15. Add additional 1 technician in 2015-16. Add 1 Additional technician in 2016-17.	Add additional IT Technicians: \$197,127 Funding Source: LCFF Note: Baseline: 3 techs in 2013-14. Add additional 1 technician in 2014-15. Add additional 1 technician in 2015-16. Add 1 Additional technician in 2016-17.
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Hire additional TK-3 teachers to meet K-3 Grade Span Targets	LEA-Wide		Hire additional TK-3 teachers: \$613,842 Funding Source: LCFF Note: Maintain 5 Additional FTE from 2013-14 Add 4 Additional FTE 2014-15	Hire additional TK-3 teachers: \$613,842 Funding Source: LCFF Note: Maintain 5 Additional FTE from 2013-14 Add 4 Additional FTE 2014-15	Hire additional TK-3 teachers: \$613,842 Funding Source: LCFF Note: Maintain 5 Additional FTE from 2013-14 Add 4 Additional FTE 2014-15

classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.							
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Contract with RCOE for BTSA Teacher Induction Program	LEA-Wide		Contract with RCOE: \$71,961 Funding Source: LCFF	Contract with RCOE: \$150,000 Funding Source: LCFF	Contract with RCOE: \$200,000 Funding Source: LCFF
2. Beaumont USD will implement the Common Core State Standards	Implementation of State Standards District Strategic Plan: Essential Goals and	Design, Implement, and Revise ELA/ELD Units of	LEA-Wide		Implement ELA/ELD Units of Study: \$28,800 Funding Source: LCFF/CCSS Implementation	Implement ELA/ELD Units of Study: \$115,200 Funding Source: LCFF/CCSS Implementation	Implement ELA/ELD Units of Study: \$9,600 Funding Source: LCFF/CCSS Implementation

(CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, & Technical Subjects in three phases: Design, Implementation, and Review/revision.	Outcomes 2; Priorities: Instruction 2.	Study			Note: Teacher training for ELA/ELD Units of Study	Note: Teacher training for ELA/ELD Units of Study	Note: Teacher training for ELA/ELD Units of Study
					Review ELA/ELD Units of Study: \$0 Funding Source: LCFF Note: Review/Revise ELA/ELD Units of Study. 3 days/12 teachers	Review ELA/ELD Units of Study: \$4,320 Funding Source: LCFF Note: Review/Revise ELA/ELD Units of Study. 3 days/12 teachers	Review ELA/ELD Units of Study: \$4,320 Funding Source: LCFF Note: Review/Revise ELA/ELD Units of Study. 3 days/12 teachers
					Design ELA/ELD Units of Study: \$112,320 Funding Source: LCFF/CCSS Implementation Note: Subs for Design Team	Design ELA/ELD Units of Study: \$37,440 Funding Source: LCFF/CCSS Implementation Note: Subs for Design Team	Design ELA/ELD Units of Study: \$0 Funding Source: LCFF/CCSS Implementation Note: Subs for Design Team
2. Beaumont USD will implement the Common Core State Standards (CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies,	Implementation of State Standards District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.	Design, Implement, and Revise Math Units of Study	LEA-Wide		Review Math Units of Study: \$4,320 Funding Source: LCFF/CCSS Implementation Note: Subs for vetting team: 3 days/12 teachers	Review Math Units of Study: \$4,320 Funding Source: LCFF/CCSS Implementation Note: Subs for vetting team: 3 days/12 teachers	Review Math Units of Study: \$4,320 Funding Source: LCFF/CCSS Implementation Note: Subs for vetting team: 3 days/12 teachers
					Design Math Units of Study: \$74,480 Funding Source: LCFF/CCSS Implementation Note: Complete Design: 12 days/52 teachers	Design Math Units of Study: \$0 Funding Source: LCFF/CCSS Implementation Note: Complete Design: 12 days/52 teachers	Design Math Units of Study: \$0 Funding Source: LCFF/CCSS Implementation Note: Complete Design: 12 days/52 teachers
					Implement Math Units of	Implement Math Units of	Implement Math Units of

<p>& Technical Subjects in three phases: Design, Implementation, and Review/revision.</p>					<p>Study: \$115,200 Funding Source: LCFF/CCSS Implementation Note: Train classroom teachers</p> <hr/> <p>TenMarks Math Curriculum: \$130,000 Funding Source: LCFF/CCSS Implementation Note: Online subscription to TenMarks Student Curriculum</p>	<p>Study: \$6,400 Funding Source: LCFF/CCSS Implementation Note: Train classroom teachers</p> <hr/> <p>TenMarks Math Curriculum: \$150,000 Funding Source: LCFF/CCSS Implementation Note: Online subscription to TenMarks Student Curriculum</p>	<p>Study: \$6,400 Funding Source: LCFF/CCSS Implementation Note: Train classroom teachers</p> <hr/> <p>TenMarks Math Curriculum: \$170,000 Funding Source: LCFF/CCSS Implementation Note: Online subscription to TenMarks Student Curriculum</p>
<p>2. Beaumont USD will implement the Common Core State Standards (CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, & Technical Subjects in three phases: Design,</p>	<p>Implementation of State Standards District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</p>	<p>Design, Implement, and Revise History/SS, Science, Technical Subjects Units of Study</p>	<p>LEA-Wide</p>		<p>Design History/SS, Science, Technical Subjects Units of Study: \$0 Funding Source: LCFF Note: Teacher subs for design team</p> <hr/> <p>Review History/SS, Science, Technical Subjects Units of Study: \$0 Funding Source: LCFF</p> <hr/> <p>Implement History/SS, Science, Technical Subjects Units of Study: \$0 Funding Source: LCFF</p>	<p>Design History/SS, Science, Technical Subjects Units of Study: \$129,600 Funding Source: LCFF Note: Teacher subs for design team</p> <hr/> <p>Review History/SS, Science, Technical Subjects Units of Study: \$0 Funding Source: LCFF</p> <hr/> <p>Implement History/SS, Science, Technical Subjects Units of Study: \$0 Funding Source: LCFF</p>	<p>Design History/SS, Science, Technical Subjects Units of Study: \$43,200 Funding Source: LCFF Note: Teacher subs for design team</p> <hr/> <p>Review History/SS, Science, Technical Subjects Units of Study: \$4,320 Funding Source: LCFF</p> <hr/> <p>Implement History/SS, Science, Technical Subjects Units of Study: \$6,400 Funding Source: LCFF</p>

Implementation, and Review/revision.							
2. Beaumont USD will implement the Common Core State Standards (CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, & Technical Subjects in three phases: Design, Implementation, and Review/revision.	Implementation of State Standards District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.	Additional Chromebooks for students	LEA-Wide		Additional Chromebooks: \$84,000 Funding Source: LCFF/CCSS Implementation Note: Additional Chromebooks for students	Additional Chromebooks: \$ 0 Funding Source: LCFF/CCSS Implementation Note: Additional Chromebooks for students	Additional Chromebooks: \$ 0 Funding Source: LCFF/CCSS Implementation Note: Additional Chromebooks for students
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities:	Provide JROTC Teachers at Beaumont High School.	School-Wide		JROTC Teachers: \$97,201 Funding Source: LCFF Note: 50% of projected salary costs	JROTC Teachers: \$97,201 Funding Source: LCFF Note: 50% of projected salary costs	JROTC Teachers: \$97,201 Funding Source: LCFF Note: 50% of projected salary costs

success in college and career preparatory courses.	Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1.						
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1.	Maintain High School Theater Arts program at BHS.	School-Wide		High School Theater Arts Teacher: \$122,908 Funding Source: LCFF Note: Maintain Theater Arts teacher at BHS	High School Theater Arts Teacher: \$122,908 Funding Source: LCFF Note: Maintain Theater Arts teacher at BHS	High School Theater Arts Teacher: \$122,908 Funding Source: LCFF Note: Maintain Theater Arts teacher at BHS

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Beaumont USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.	Basic District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire Resident Substitutes to maintain high quality instruction	LEA-Wide		Hire Resident Substitutes: \$367,474 Funding Source: LCFF C/S Note: Provide 1 Resident Substitute for each elementary school and 1 Resident Substitute for each middle and comprehensive high school to provide consistent, high-quality instruction when teachers are absent	Hire Resident Substitutes: \$367,474 Funding Source: LCFF C/S Note: Provide 1 Resident Substitute for each elementary school and 1 Resident Substitute for each middle and comprehensive high school to provide consistent, high-quality instruction when teachers are absent	Hire Resident Substitutes: \$367,474 Funding Source: LCFF C/S Note: Provide 1 Resident Substitute for each elementary school and 1 Resident Substitute for each middle and comprehensive high school to provide consistent, high-quality instruction when teachers are absent
1. Beaumont	Basic	Low income	School-Wide		Hire Additional 6-8	Hire Additional 6-8	Hire Additional 6-8

<p>USD will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.</p>	<p>District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</p>	<p>pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire additional teachers to lower class sizes</p>			<p>Teachers: \$296,824 Funding Source: LCFF C/S Note: 2014-15: Add 4 additional FTE (2 for each middle school) to lower class size ratios</p> <hr/> <p>Hire additional 9-12 Teachers: \$128,469 Funding Source: LCFF C/S Note: Maintain additional 2.0 FTE high school teachers to lower class size</p> <hr/> <p>Hire additional 4-5 teachers: \$299,695 Funding Source: LCFF C/S Note: Maintain additional 4.0 FTE elementary teachers to lower class size</p>	<p>Teachers: \$296,824 Funding Source: LCFF C/S Note: 2014-15: Add 4 additional FTE (2 for each middle school) to lower class size ratios</p> <hr/> <p>Hire additional 9-12 Teachers: \$128,469 Funding Source: LCFF C/S Note: Maintain additional 2.0 FTE high school teachers to lower class size</p> <hr/> <p>Hire additional 4-5 teachers: \$299,695 Funding Source: LCFF C/S Note: Maintain additional 4.0 FTE elementary teachers to lower class size</p>	<p>Teachers: \$296,824 Funding Source: LCFF C/S Note: 2014-15: Add 4 additional FTE (2 for each middle school) to lower class size ratios</p> <hr/> <p>Hire additional 9-12 Teachers: \$128,469 Funding Source: LCFF C/S Note: Maintain additional 2.0 FTE high school teachers to lower class size</p> <hr/> <p>Hire additional 4-5 teachers: \$299,695 Funding Source: LCFF C/S Note: Maintain additional 4.0 FTE elementary teachers to lower class size</p>
<p>2. Beaumont USD will implement the Common Core State Standards</p>	<p>Implementation of State Standards District Strategic Plan: Essential Goals and</p>	<p>Low income pupils; Foster youth; English learners; Redesignated</p>	<p>LEA-Wide</p>		<p>TOSA/Instructional Coach Salary and Fixed Costs: \$314,628 Funding Source:</p>	<p>TOSA/Instructional Coach Salary and Fixed Costs: \$314,628 Funding Source:</p>	<p>TOSA/Instructional Coach Salary and Fixed Costs: \$314,628 Funding Source:</p>

(CCSS) by designing the Units of Study for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, & Technical Subjects in three phases: Design, Implementation, and Review/revision.	Outcomes 2; Priorities: Instruction 2.	fluent English proficient pupils: Provide additional Instructional Coaches to facilitate the design, implementation, and review of Units of Study.			LCFF C/S Note: Instructional coaches will facilitate the inclusion of differentiated supports for targeted student groups in the Units of Study. Additionally, they will provide instructional support for classroom teachers to differentiate instruction for targeted student groups.	LCFF C/S Note: Instructional coaches will facilitate the inclusion of differentiated supports for targeted student groups in the Units of Study. Additionally, they will provide instructional support for classroom teachers to differentiate instruction for targeted student groups.	LCFF C/S Note: Instructional coaches will facilitate the inclusion of differentiated supports for targeted student groups in the Units of Study. Additionally, they will provide instructional support for classroom teachers to differentiate instruction for targeted student groups.
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Establish Director of College and Career Readiness.	LEA-Wide		Director of College & Career Readiness: \$165,434 Funding Source: LCFF C/S Note: Provides district-wide support and direction to improve outcomes for targeted student groups	Director of College & Career Readiness: \$165,434 Funding Source: LCFF C/S Note: Provides district-wide support and direction to improve outcomes for targeted student groups	Director of College & Career Readiness: \$165,434 Funding Source: LCFF C/S Note: Provides district-wide support and direction to improve outcomes for targeted student groups
3. Beaumont	Course access;	English learners:	Targeted		Bilingual	Bilingual	Bilingual

<p>USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.</p>	<p>Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.</p>	<p>Provide Primary Language Support to English Learners</p>			<p>Instructional Assistants: \$161,412 Funding Source: LCFF C/S Note: Salary & Fixed Costs</p>	<p>Instructional Assistants: \$161,412 Funding Source: LCFF C/S Note: Salary & Fixed Costs</p>	<p>Instructional Assistants: \$161,412 Funding Source: LCFF C/S Note: Salary & Fixed Costs</p>
<p>3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.</p>	<p>Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide additional Counseling to increase services to LI, FY, EL, and RFEP Students.</p>	<p>School-Wide</p>		<p>Additional HS Counselors: \$179,152 Funding Source: LCFF C/S Note: Provide Two additional high school counselors</p> <hr/> <p>Additional MS Counselors: \$239,625 Funding Source: LCFF C/S Note: Maintain additional counselor for each middle school. Provide One additional counselor to SGMS beginning 2014-15.</p>	<p>Additional HS Counselors: \$179,152 Funding Source: LCFF C/S Note: Provide Two additional high school counselors</p> <hr/> <p>Additional MS Counselors: \$239,625 Funding Source: LCFF C/S Note: Maintain additional counselor for each middle school. Provide One additional counselor to SGMS beginning 2014-15.</p>	<p>Additional HS Counselors: \$179,152 Funding Source: LCFF C/S Note: Provide Two additional high school counselors</p> <hr/> <p>Additional MS Counselors: \$239,625 Funding Source: LCFF C/S Note: Maintain additional counselor for each middle school. Provide One additional counselor to SGMS beginning 2014-15.</p>

					Additional Elem Counselors: \$89,576 Funding Source: LCFF C/S Note: Provide 1 Elementary counselor 2014-15. Add one counselor 2015-16. Add one counselor 2016-17/	Additional Elem Counselors: \$179,152 Funding Source: LCFF C/S Note: Provide 1 Elementary counselor 2014-15. Add one counselor 2015-16. Add one counselor 2016-17/	Additional Elem Counselors: \$268,728 Funding Source: LCFF C/S Note: Provide 1 Elementary counselor 2014-15. Add one counselor 2015-16. Add one counselor 2016-17/
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	English learners: Provide Spanish Interpreting and Translating	Targeted		Bilingual stipends: \$11,000 Funding Source: LCFF C/S	Bilingual stipends: \$11,000 Funding Source: LCFF C/S	Bilingual stipends: \$11,000 Funding Source: LCFF C/S
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities:	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Additional	LEA-Wide		Summer School: \$305,700 Funding Source: LCFF C/S	Summer School: \$305,700 Funding Source: LCFF C/S	Summer School: \$305,700 Funding Source: LCFF C/S

success in college and career preparatory courses.	Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	Learning Opportunities to students					
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Establish Robotics Program	School-Wide		Robotics Program: \$51,000 Funding Source: LCFF C/S Note: Supplies and Materials	Robotics Program: \$51,000 Funding Source: LCFF C/S Note: Supplies and Materials	Robotics Program: \$51,000 Funding Source: LCFF C/S Note: Supplies and Materials
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	English learners: Provide English Learner Assessment Services	Targeted		English Learner Assessment Services: \$20,000 Funding Source: LCFF C/S Note: Provide release time and extra duty for teachers for English Learner Assessment	English Learner Assessment Services: \$20,000 Funding Source: LCFF C/S Note: Provide release time and extra duty for teachers for English Learner Assessment	English Learner Assessment Services: \$20,000 Funding Source: LCFF C/S Note: Provide release time and extra duty for teachers for English Learner Assessment
3. Beaumont USD will ensure	Course access; Pupil achievement;	Low income pupils; Foster	School-Wide		Counseling Technician at BHS:	Counseling Technician at BHS:	Counseling Technician at BHS:

a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	youth; English learners; Redesignated fluent English proficient pupils: Provide Counseling Technician			\$46,821 Funding Source: LCFF C/S	\$46,821 Funding Source: LCFF C/S	\$46,821 Funding Source: LCFF C/S
3. Beaumont USD will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.	Course access; Pupil achievement; Other pupil outcomes District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials /Equipment 5; Priorities: Employees 1.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Career Center Support	School-Wide		Career Center Support at BHS: \$33,601 Funding Source: LCFF C/S Note: 2014-15: .5 FTE	Career Center Support at BHS: \$33,601 Funding Source: LCFF C/S Note: 2014-15: .5 FTE	Career Center Support at BHS: \$33,601 Funding Source: LCFF C/S Note: 2014-15: .5 FTE
4. Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive	Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities: Instruction 6, 7, 8; Priorities: Resources/Materials	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Professional Learning for staff	LEA-Wide		Boys Town and CPI Training: \$51,000 Funding Source: LCFF C/S and Title II Note: Professional Learning to support PBiS	Boys Town and CPI Training: \$51,000 Funding Source: LCFF C/S and Title II Note: Professional Learning to support PBiS	Boys Town and CPI Training: \$51,000 Funding Source: LCFF C/S and Title II Note: Professional Learning to support PBiS

relationships with staff members and to access resources from the greater Beaumont community.	/Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.						
4. Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.	Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities: Instruction 6, 7, 8; Priorities: Resources/Materials /Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Additional Campus Supervisors to support a positive learning environment for all students.	School-Wide		<p>Additional Campus Supervisors - Elementary: \$18,744 Funding Source: LCFF C/S Note: Determined by site needs</p> <hr/> <p>Additional Campus Supervisors - MS: \$38,706 Funding Source: LCFF C/S Note: Additional .4 FTE Campus Supervisor for each middle school</p> <hr/> <p>Additional Campus Supervisor - HS: \$38,934 Funding Source: LCFF C/S Note: One additional HS Campus Supervisor</p>	<p>Additional Campus Supervisors - Elementary: \$18,744 Funding Source: LCFF C/S Note: Determined by site needs</p> <hr/> <p>Additional Campus Supervisors - MS: \$38,706 Funding Source: LCFF C/S Note: Additional .4 FTE Campus Supervisor for each middle school</p> <hr/> <p>Additional Campus Supervisor - HS: \$38,934 Funding Source: LCFF C/S Note: One additional HS Campus Supervisor</p>	<p>Additional Campus Supervisors - Elementary: \$18,744 Funding Source: LCFF C/S Note: Determined by site needs</p> <hr/> <p>Additional Campus Supervisors - MS: \$38,706 Funding Source: LCFF C/S Note: Additional .4 FTE Campus Supervisor for each middle school</p> <hr/> <p>Additional Campus Supervisor - HS: \$38,934 Funding Source: LCFF C/S Note: One additional HS Campus Supervisor</p>

<p>4. Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.</p>	<p>Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities: Instruction 6, 7, 8; Priorities: Resources/Materials /Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Maintain Student Services Coordinator</p>	<p>LEA-Wide</p>		<p>Student Services Coordinator: \$144,063 Funding Source: LCFF C/S Note: Maintain Student Services Coordinator Position</p>	<p>Student Services Coordinator: \$144,063 Funding Source: LCFF C/S Note: Maintain Student Services Coordinator Position</p>	<p>Student Services Coordinator: \$144,063 Funding Source: LCFF C/S Note: Maintain Student Services Coordinator Position</p>
<p>4. Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.</p>	<p>Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities: Instruction 6, 7, 8; Priorities: Resources/Materials /Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Assistant Principal Services</p>	<p>School-Wide</p>		<p>Elementary Assistant Principal: \$119,110 Funding Source: LCFF C/S Note: Maintain additional elementary assistant principal</p> <hr/> <p>High School Assistant Principal: \$146,079 Funding Source: LCFF C/S Note: Maintain additional assistant principal at BHS</p>	<p>Elementary Assistant Principal: \$119,110 Funding Source: LCFF C/S Note: Maintain additional elementary assistant principal</p> <hr/> <p>High School Assistant Principal: \$146,079 Funding Source: LCFF C/S Note: Maintain additional assistant principal at BHS</p>	<p>Elementary Assistant Principal: \$119,110 Funding Source: LCFF C/S Note: Maintain additional elementary assistant principal</p> <hr/> <p>High School Assistant Principal: \$146,079 Funding Source: LCFF C/S Note: Maintain additional assistant principal at BHS</p>

				Middle School Assistant Principal: \$127,464 Funding Source: LCFF C/S Note: Add additional Assistant Principal for MVMS	Middle School Assistant Principal: \$127,464 Funding Source: LCFF C/S Note: Add additional Assistant Principal for MVMS	Middle School Assistant Principal: \$127,464 Funding Source: LCFF C/S Note: Add additional Assistant Principal for MVMS
4. Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.	Parent involvement; Pupil engagement; School climate District Strategic Plan: Organizational Core Values 3, 5, 6; Priorities: Instruction 6, 7, 8; Priorities: Resources/Materials /Equipment 2, 3, 4, 5; Priorities: Communication 1, 2, 3, 4; Priorities: Employees 2, 3, 4.	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Community/Parent Engagement Liaison	LEA-Wide	Additional High School Clerk: \$38,330 Funding Source: LCFF C/S Note: Additional clerk at BHS to increase parent outreach and support	Additional High School Clerk: \$38,330 Funding Source: LCFF C/S Note: Additional clerk at BHS to increase parent outreach and support	Additional High School Clerk: \$38,330 Funding Source: LCFF C/S Note: Additional clerk at BHS to increase parent outreach and support
				Additional Elementary Clerks: \$61,722 Funding Source: LCFF C/S Note: Additional .4 FTE at each elementary site to increase parent outreach and support	Additional Elementary Clerks: \$61,722 Funding Source: LCFF C/S Note: Additional .4 FTE at each elementary site to increase parent outreach and support	Additional Elementary Clerks: \$61,722 Funding Source: LCFF C/S Note: Additional .4 FTE at each elementary site to increase parent outreach and support
				Community/Parent Engagement Liaison: \$44,064 Funding Source: LCFF C/S Note:	Community/Parent Engagement Liaison: \$44,064 Funding Source: LCFF C/S Note:	Community/Parent Engagement Liaison: \$44,064 Funding Source: LCFF C/S Note:

					Provide support for outreach with emphasis on targeted student populations	Provide support for outreach with emphasis on targeted student populations	Provide support for outreach with emphasis on targeted student populations
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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

For 2014-15, the district is budgeting \$3,429,129 attributed to Supplemental and Concentrated funds, representing 5.95% of the total LCFF entitlement. Our district-wide unduplicated pupil count is calculated at 61.55% and each school projects to have an unduplicated student count in excess of 40%; therefore most expenditures are budgeted on a districtwide or schoolwide basis.

Budgeted expenditures include:

- 1) High-quality professional development focused on Common Core State Standards; effective teaching practices (with particular emphasis on English Learners);
- 2) Additional teachers to lower class sizes;
- 3) Additional counseling support to address socio-emotional needs and improve course access;
- 4) School office and central office support to support parent outreach;
- 5) Assistant principal and campus supervisor support to improve school climate;
- 6) College and Career Readiness and Student Services administrative support;
- 7) Career center support;
- 8) Extra learning opportunities for students;
- 9) Bilingual services for beginning English Learners and English Learner parents.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For 2014-15, the district calculated proportionality percentage is calculated at 5.95%. Increased or improved services include:

- 1) Professional development in teaching strategies targeted to increased outcomes for English Learners;
- 2) Lowering class sizes to enable teachers to better serve targeted youth;
- 3) Counseling services to provide increased support to foster youth;
- 4) Parent outreach to engage parents of low income students and English Learner students;
- 5) Improved school climate and further implementation of PBIS strategies to engage students;
- 6) Improved course access and career readiness support for targeted youth;
- 7) Comprehensive student services support, including specific support to foster and homeless youth;
- 8) Additional learning opportunities for targeted youth;
- 9) Primary language support for English Learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.