

Board Approval: 6/6/2023
RCOE Approval: 8/23/2023

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents

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

CDS Code: 33-66993-0000000

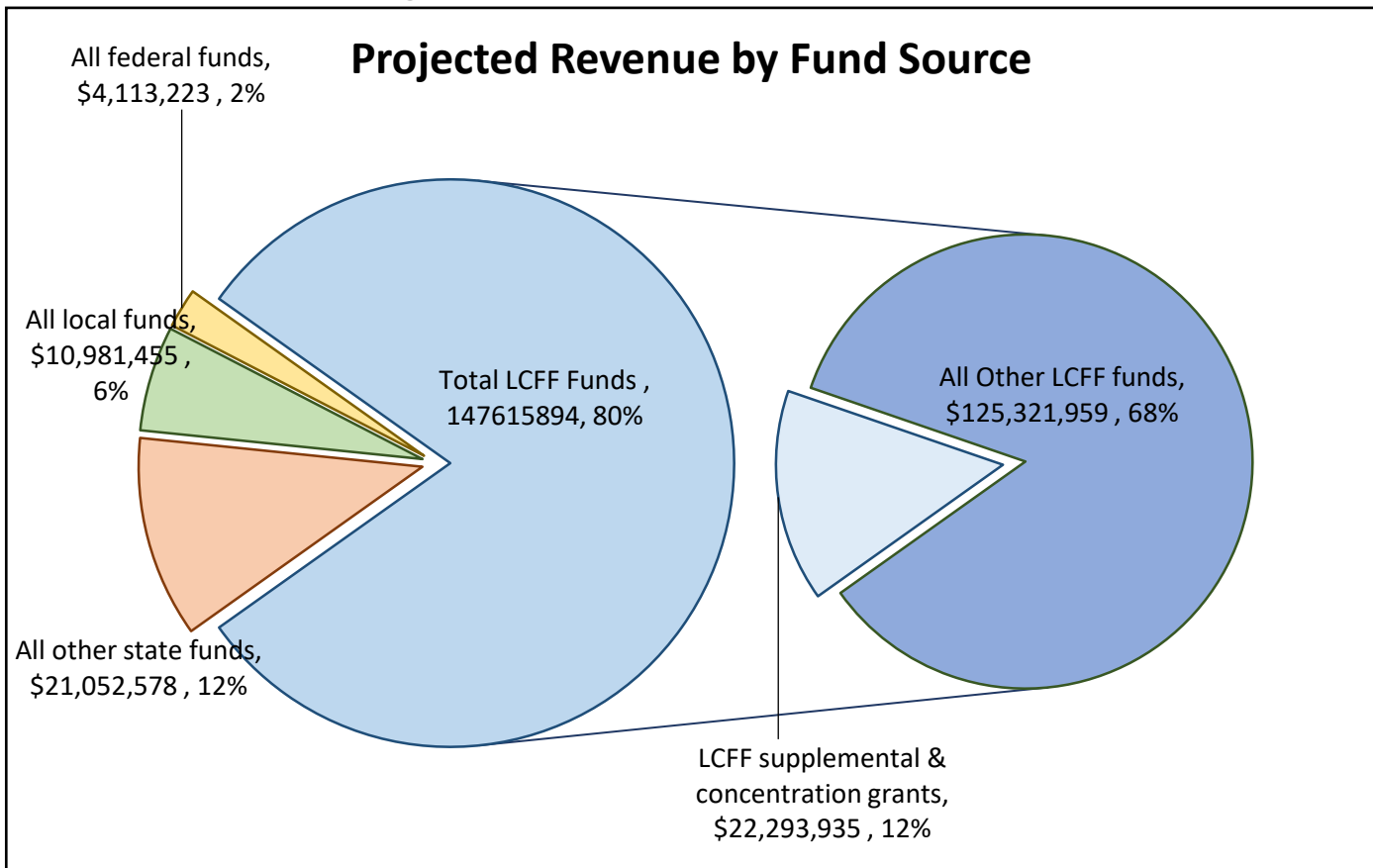
School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

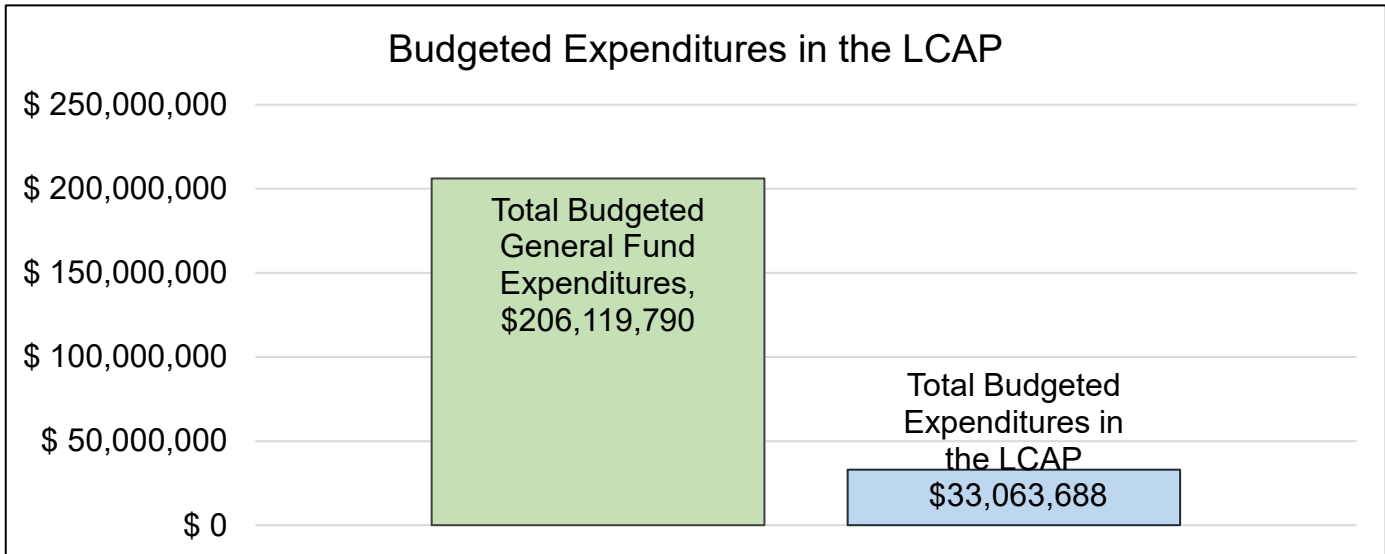


This chart shows the total general purpose revenue Beaumont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beaumont Unified School District is \$183,763,150.00, of which \$147,615,894.00 is Local Control Funding Formula (LCFF), \$21,052,578.00 is other state funds, \$10,981,455.00 is local funds, and \$4,113,223.00 is federal funds. Of the \$147,615,894.00 in LCFF Funds, \$22,293,935.00 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 2023-24. 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 \$206,119,790.00 for the 2023-24 school year. Of that amount, \$33,063,688.00 is tied to actions/services in the LCAP and \$173,056,102.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

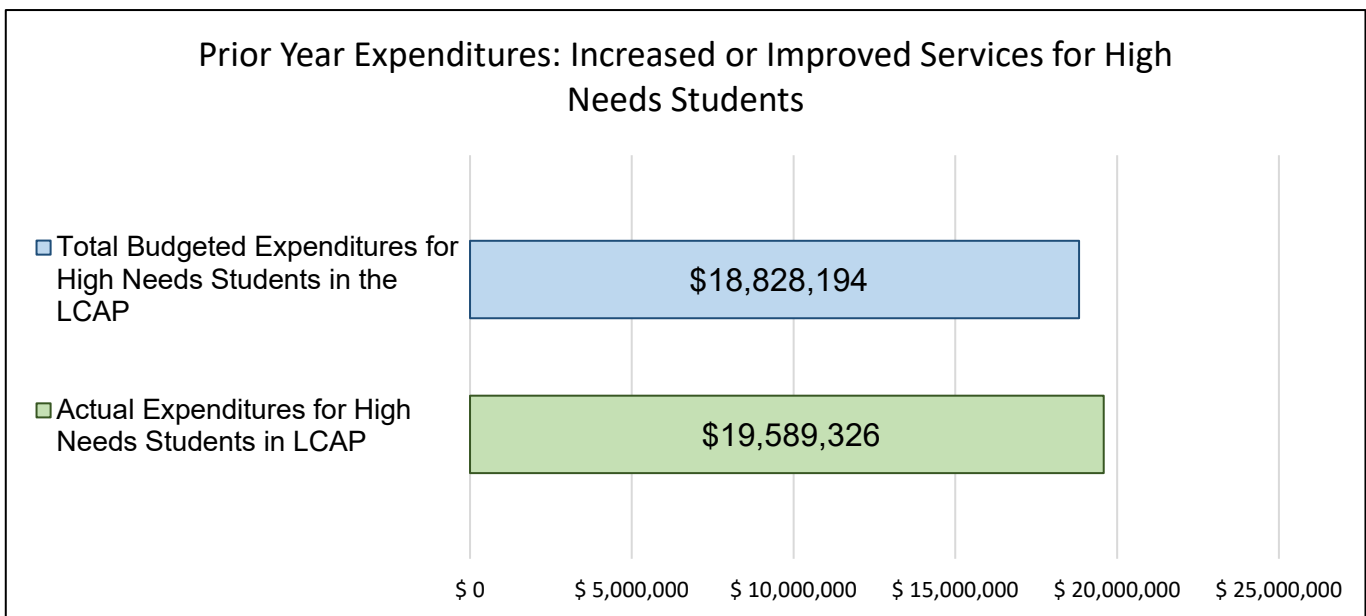
The Beaumont Unified School District plans to spend \$206,119,790 for the 2023-24 school year. Of the LCFF total, \$33,063,688 will help support as contributing to the LCAP Unduplicated Pupil Population (UPP) and non-contributing to the UPP. The expenditures not included in the LCAP will be used as follows: 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 2023-24 School Year

LCFF Budget Overview for Parents

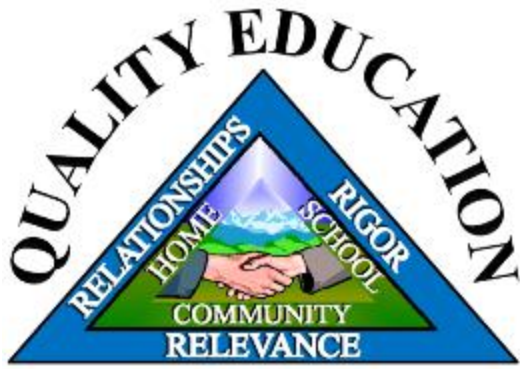
In 2023-24, Beaumont Unified School District is projecting it will receive \$22,293,935.00 based on the enrollment of foster youth, English learner, and low-income students. Beaumont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Beaumont Unified School District plans to spend \$25,336,362.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Beaumont Unified School District's LCAP budgeted \$18,828,194.00 for planned actions to increase or improve services for high needs students. Beaumont Unified School District actually spent \$19,589,326.00 for actions to increase or improve services for high needs students in 2022-23.



A Shared Commitment

Local Control Accountability Plan

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

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

Plan Summary [2023-24]

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 (District) is committed to providing high-quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school, and community. The District's vision is to lead, assist, and motivate students to establish and achieve goals to become responsible and productive citizens. This shared vision aims to create an environment conducive to intellectual, academic, personal, and social growth.

The District is located in the San Geronio Pass area within a growing city with over 57,884 residents, according to the 2023 World Population Review website. The District serves students from the communities of Beaumont, Cherry Valley, Banning, and Calimesa, and has been growing along with the city and surrounding areas at an average rate of nearly 5% growth per year. During the 2022-23 school year, the District saw an increase of over 600 students.

Beaumont USD Mission Statement:

The 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.

District Strategic Plan:

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.

ORGANIZATIONAL CORE VALUES:

Student success is the primary focus of all efforts.

All people should act with integrity, perform at exemplary levels, and be held accountable for results.

Commitment from students, home, school, and community is vital to student success.

All students can and should learn, and it is the District's responsibility to provide appropriate opportunities to facilitate that learning.

Students learn in different ways and at different rates, and the District will provide for these differences.

All people should be treated with dignity and respect.

All people have value and worth; the District embraces diversity and cultural differences as an asset and strength.

With the right attitude, achievement is unlimited.

ESSENTIAL GOALS & OUTCOMES:

All students will meet or exceed grade-level standards.

All students will have the essential skills to effectively function in a post-secondary educational setting or the world of work.

All students will become positive, caring, and contributing members of society.

INSTRUCTION:

Prioritize the District and site budgets to meet students' needs.

Identify and communicate the essential standards for each subject area at each grade level.

Provide differentiated instruction to meet individual student needs.

Implement ongoing benchmark assessments to determine student progress towards standards.

Identify and provide assistance and intensive early interventions for students who are not achieving standards.

Address the counseling needs of students.

Encourage lifelong learning by developing alternatives and options to meet the unique interests and needs of students.

Celebrate and recognize student attendance and achievement.

RESOURCES/MATERIALS/EQUIPMENT:

Provide facilities, equipment, supplies, and materials as needed to enhance student learning.

Develop interagency cooperation to deliver assistance and counseling through services currently available in the community.

Seek business and agency partnerships to provide real worksite learning activities, including internships and apprenticeships.
Enhance the District's safety and security programs to ensure a safe and secure environment.
Utilize technology to its fullest potential to maximize learning and productivity.

EMPLOYEES:

- Provide the training teachers, support staff, and administrators need to do their jobs effectively.
- Promote opportunities for all employees to interact with each other and to understand that each employee is essential to the success of our students.
- Hire employees that embrace the District's core values.
- Recognize the performance, achievement, and dedication of employees.

COMMUNICATION:

- Seek, support, and encourage open and honest communication.
- Communicate standards and expectations to students, parents, staff, and community.
- Build trust with all entities through collaborative relationships, ongoing interactions, and positive behaviors.
- Encourage and promote communication among all levels of education in order to connect programs, services, and curriculum.

2022-23 District Enrollment Totals for Non-Charter Schools (<https://dq.cde.ca.gov/dataquest/>):

All Students 11,820

African American 830

American Indian 59

Asian 338

Filipino 342

Hispanic 6,957

Pacific Islander 28

White 2,638

Two or More Races 511

Not Report 117

English Learner 937

Socioeconomically Disadvantaged 7,622

Foster 88

Homeless 87

Enrollment Percentage by Student Groups

African American 7%

American Indian 0.5%

Asian 2.9%

Filipino 2.9%

Hispanic 58.9%
Pacific Islander 0.2%
White 22.3%
Two or More Races 4.3%
Not Report 1%
English Learner 8%
Socioeconomically Disadvantaged 64%
Foster 0.7%
Homeless 0.7%

The 2021-22 California School Dashboard (CSD) for Academic Performance, Academic Engagement, and Conditions & Climate is considered a benchmark school year. This is because the 2018-19 school year was the last official California State Test year for the Smarter Balanced Assessment Consortium (SBAC), also known as the California Assessment of Student Performance and Progress (CAASPP), prior to the COVID-19 Pandemic (<https://caaspp-elpac.ets.org/>).

The 2022-23 DataQuest data lists the percentage of Socioeconomically Disadvantaged (SED) students at 64.5%, English Learners (ELs) at 7.9%, Homeless 0.7%, Student with Disabilities (SWD) 13.3% and Foster Youth at 0.4%. (<https://www.dq.cde.ca.gov/> / 2022-23).

For the 2021-22 Dashboard, the performance bands are all purple and are viewed similarly to cell phone bars. One short purple bar is the lowest performance level, and the highest performance level has five purple bars that gradually become taller (<https://www.caschooldashboard.org/> 2022). The five color bands will return for the 2022-23 school year as there will be comparable data.

The District's growth in the community and student population has allowed the District to open a new TK-8 school in the growing area of Summerwind Trails. Summerwind Trails School (STS) successfully opened in the fall of the 2021-22 school year. Over the past two years, the District has been expanding Beaumont High School (BHS) to meet the needs of the growing population of high school students. During the 2022-23 school year, the Beaumont Middle College High School opened. This is a partnership between the Mt. San Jacinto College (MSJC) and Beaumont Unified School District that allows a small cohort of students to take high school and community college courses simultaneously.

A strength of the District 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 struggled to fill vacancies and adequately staff substitute teachers and support staff for permanent staff who were out due to extended illnesses. To address this concern, the District has created a new system to seek out the best educational leaders, educators, and support staff by starting to recruit in March. This initiative began in March of 2023 and has allowed Beaumont USD the ability to recruit and retain the most qualified candidates to serve the District's students.

The District proudly serves a changing and diverse student population (see 2022-23 enrollment)

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, one middle college high school and one adult school.

Below is the 2022-23 local demographic data located on the DataQuest (Subgroup Enrollment count, EL, Foster Youth, Homeless, SWD and SED):

Elementary Schools: (<https://www.dq.cde.ca.gov> / 2022-23)

Anna Hause Elementary (AHE): Enrollment 651, EL - 8.6%, Foster Youth - 0.9%, Homeless - 0.2%, SWD - 16.4%, and SED - 68.5%

Brookside Elementary (BES): Enrollment 706, EL - 6.9%, Foster Youth - 0.8%, Homeless - 0.7%, SWD - 15.7%, and SED - 67.8%

Palm Innovation Academy (PIA): Enrollment 462, EL - 20.3%, Foster Youth - 2.2%, Homeless - 1.9%, SWD - 10.4%, and SED - 88.3%

Starlight Elementary (SLE): Enrollment 907, EL - 16.3%, Foster Youth - 0.4%, Homeless - 0.3%, SWD - 13.1%, and SED - 59.6%

Sundance Elementary (SES): Enrollment 734, EL - 6.5%, Foster Youth - 0.7%, Homeless - 1%, SWD - 11.6%, and SED - 68%

Three Rings Ranch (TRR) Elementary: Enrollment 693, EL - 7.8%, Foster Youth - 1.4%, Homeless - 1%, SWD - 11.3%, and SED - 73.9%

Tournament Hills Elementary (THE): Enrollment 664, EL - 5.4%, Foster Youth - 1.5%, Homeless - 0.8%, SWD - 17.9%, and SED - 53.6%

TK- 8 School:

Summerwind Trails School (STS) - Enrollment 1,057, EL - 4.1%, Foster Youth - 0.5%, Homeless - 0.7%, SWD - 11.3%, and SED - 50.6%

Middle Schools:

Mountain View Middle School (MVMS): Enrollment 935, EL - 6.6%, Foster Youth - 1.1%, Homeless - 1.3%, SWD - 14.3%, and SED - 69.1%

San Geronio Middle School (SGMS): Enrollment 1,215, EL - 9.1%, Foster Youth - 0.6%, Homeless - 0.4%, SWD - 13.1%, and SED - 67.2%

High Schools:

Beaumont High School (BHS): Enrollment 3,328, EL - 6.1%, Foster Youth - 0.6%, Homeless - 0.7%, SWD - 13.4%, and SED - 63.2%

Glen View High School (GVHS): Enrollment 103, EL - 11.7%, Foster Youth - 1%, Homeless - 0%, SWD - 9.7%, and SED - 55.3%

K-12 School:

21st Century Learning Institute (21st CLI): Enrollment 334, EL - 6%, Foster Youth - 0.3%, Homeless - 0.9%, SWD - 8.7%, and SED - 62.6%

Middle College:

Beaumont Middle College High School (BMCHS): Enrollment 23, SWD - 4.3%, and SED - 52.2%

The District's EL (English Language Acquisition - Dataquest) population was reported at 7.9% for the 2022-23 academic year, with the Reclassified Fluent English Proficient (RFEP) population reported at 8.7%, Initial Fluent English Proficient (IFEP) at 1.8%, and English Only (EO) at 81.4%, out of a total of 11,820 students. Additionally, the District's SED students comprise 64.5% of the student population. The number of Foster Youth students has decreased from 1.0% in 2021-22 to 0.7% in 2022-23.

The Unduplicated Pupil Population (UPP), which consists of SED students, ELs, and Foster Youth, along with emergent bilingual students, bring specialized needs that drive many of the District's Local Control and Accountability Plan (LCAP) actions and services. As the District

has grown, it has had the opportunity to expand its services to meet the needs of the increasing student population. The District's primary focus for the 2021-24 LCAP will be on the UPP students and student groups that have a gap in academics, attendance, and discipline compared to District-wide data. The District will also continue to work on the social-emotional well-being of students, staff, and the greater community through the lens of the curriculum (California State Standards [CSS]), instruction, assessment, and climate.

The District takes pride in working collectively with District educators and support staff to increase learning outcomes and positive experiences for students. The District also 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 all educational partners.

The District's Career Technical Education (CTE) initiatives are extensive and play a vital role in closing the achievement gap for UPP youth. 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.

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 schools, 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 (K) 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 has added a DLI program at Palm Innovation Academy (PIA) in the 2021-22 school year which is being funded in the actions and services of the LCAP.

The District will support the strategic uses of the Local Control Funding Formula (LCFF) funds that provide actions and services which promote access, equity and inclusion of its programs and services in order to meet the identified needs of our changing student population. This focused approach will work for all students, specific student groups, and UPP students towards closing the academic achievement gap, addressing the social-emotional well-being for students, all while building trust and respect by maintaining high expectations.

The 2023-24 school year will be year three of the three year 2021-24 LCAP. The District will continue its focus on its instructional framework: Curriculum, Instruction, Climate and Assessment. 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 recent years to better serve our students, families, and community. Educators work hand-in-hand with families, teachers, staff, and students through many situations both successfully and unsuccessfully.

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 each and every student has access to a high-quality education, in a safe and secure learning environment through a shared commitment among home, school and community.

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 who are categorized as Socioeconomically Disadvantaged (SED), Foster Youth, and English Learners (ELs).

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 in the District have reported that they are able to access counseling support during the school day for individual or group help. During advisory committee meetings that are made up of District and site administrators, parents, community members and students, students reported that they appreciated increased counseling services and commented that mental health services are available for support. During the 2022-23 school year the Beaumont High School implemented Breaking Down the Walls to create more connectedness and a sense of belonging for students.

The Student Services Coordinator works directly with Homeless, SED and Foster Youth to ensure that the students are supplied with basic materials and supplies to give them equitable access. Foster Youth families and SED families commented positively regarding the support and services offered by the District. Site administrators and site counselors 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 Tier III responses to better support the Unduplicated Pupil Population (UPP) students first, depending on individual needs and circumstances.

Each month, principals, assistant principals, District leaders, educational partners and the community met to review the LCAP and the implementation process. Educational partners were able to gain insight on the purpose of the LCAP and use this knowledge to help develop their School Plan for Student Achievement (SPSA) through their School Site Councils (SSCs). The LCAP team and the Director of Research, Learning and Data, attended SSC meetings to go over site academics, discipline, attendance data and the LCAP goals and actions. Each SSC was able to give input and recommendations for the 2023-24 LCAP goals and actions. Discussions during these meetings were surrounded around the use of data to inform instruction and how to better engage the community and increase academic, emotional well-being, and attendance outcomes for students.

The "Be Ready Beaumont" initiative focuses on College and Career Readiness (CCR) 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.

"Be Ready Beaumont" is a continued initiative with the now 2022-23 "Go First" theme with a focus on the State Standards (curriculum),

student focused instruction, using data to inform student growth, learning and enhancing the climate in the classroom where students feel safe and supported.

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.

2021-22 California School Dashboard is a benchmark year and is indicated using the purple (cell phone like) bar icons. One bar is low performance with five bars being high performance.

English Language Arts (ELA) for all students is two bars (low) 13.3 points below standards
Foster Youth and Students with Disabilities (SWDs) one bar (very low)
African American, ELs, Hispanic/Latino, Homeless, and SED students (low)
Two or More Races and White students is three bars (medium)
Asian students is four bars (high)
Filipino students is five bars (very high)

Mathematics for all students is two bars (low) 55.3 points below standards:
ELs, Foster Youth and SWDs is one bar (very low)
African American, Hispanic/Latino, Homeless, Two or More Races, SED and White students (low)
Asian and Filipino students is four bars (high)

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i-Ready K-8

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.

2022-23 Local Indicator (Benchmark 3)
Benchmark - Universal Screener (K-8) ELA: Reading (Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension for both Literature and Informational Text)
Tier I 46%
Tier II 31%
Tier III 24%

2022-23 Local Indicator (K-8) Mathematics: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry
Tier I 37%
Tier II 41%
Tier III 22%

2022-23 ELA i-Ready Local Indicator: Reading (Benchmark 3)

At or Above Grade Level: K-8

All Students 46.3%

English Learner 37.5%

Foster Youth 15.7%

Homeless 28.6%

Students with Disabilities 23.8%

Asian 63.4%

African American 44.6%

Hispanic/Latino 41.1%

Two or More Races 56.0%

Filipino 66.2%

Native American 21.9%

Pacific Islander 80.0%

White 53.0%

2022-23 Mathematics i-Ready Local Indicator: Computational Mathematics (Benchmark 3)

At or Above Grade Level: K-8

All Students 36.8%

English Learner 30.1%

Foster Youth 11.1%

Homeless 24.0%

Students with Disabilities 18.3%

Asian 57.7%

African American 32.2%

Filipino 57.8%

Hispanic/Latino 31.1%

Two or More Races 43.4%

Native American 19.4%

Pacific Islander 63.6%

White 45.5%

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STAR Reading and Math

Grade 9-12

In the District, the proficiency levels in reading for each grade are categorized as follows: Level 1 (Not Met), Level 2 (Nearly Met), Level 3 (Met), and Level 4 (Exceeded):

Grade 9: 28% of students are at Level 1, 27% are at Level 2, 33% are at Level 3, and 11% are at Level 4: Met and Exceeded 44%

Grade 10: 25% of students are at Level 1, 30% are at Level 2, 33% are at Level 3, and 13% are at Level 4. Met and Exceeded 46%

Grade 11: 20% of students are at Level 1, 27% are at Level 2, 36% are at Level 3, and 16% are at Level 4. Met and Exceeded 52%

Grade 12: 25% of students are at Level 1, 28% are at Level 2, 34% are at Level 3, and 13% are at Level 4. Met and Exceeded 48%

Considering all grades combined, the District reports that 25% of students are at Level 1, 28% are at Level 2, 34% are at Level 3, and 13% are at Level 4 in terms of proficiency in reading. These findings provide an overview of the reading proficiency levels within the District, illustrating the distribution of students across the different proficiency levels from grade 9 to grade 12. The proficiency level for all students in grades 9 - 12 for Met/Exceeded was 48%.

In the District, the proficiency levels in mathematics for each grade are categorized as follows: Level 1 (Not Met), Level 2 (Nearly Met), Level 3 (Met), and Level 4 (Exceeded):

Grade 9: 67% of students are at Level 1, 19% are at Level 2, 12% are at Level 3 and 3% are at Level 4. Met and Exceeded 15%

Grade 10: 63% of students are at Level 1, 18% are at Level 2, 15% are at Level 3, and 5% are at Level 4. Met and Exceeded 20%

Grade 11: 64% of students are at Level 1, 21% are at Level 2, 12% are at Level 3, and 3% are at Level 4. Met and Exceeded 15%

Grade 12: 63% of students are at Level 1, 19% are at Level 2, 13% are at Level 3, and 4% are at Level 4. Met and Exceeded 17%

Considering all grades combined, the District reports that 64% of students are at Level 1, 19% are at Level 2, 13% are at Level 3, and 4% are at Level 4 in terms of proficiency in mathematics. These findings provide an overview of the mathematics proficiency levels within the District, illustrating the distribution of students across the different proficiency levels from grade nine to grade twelve. The proficiency level for all students in grades 9 - 12 for Met/Exceeded was 17%.

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Panorama

Each year, school sites, administrators, and teachers, work together to ensure that all students have access to the District-wide academic curriculum. During the 2021-22 school year, the District implemented the school-wide Panorama assessment and continued the assessment during the 2022-23 school year. This assessment helps each school site administrator understand how students perceive their own social-emotional skills. The topics viewed for grade 3-5 are Sense of Belonging, Social Awareness, Growth Mindset, Self-Efficacy and Emotion Regulation. All areas except for Self-Efficacy increased from May of 2022.

The data shows 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.

The California School Dashboard Local Indicator continues to show 'Standard Met' for Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent and Family Engagement, and Local Climate Survey.

The District plans on continuing to build on its achievement by providing additional Professional Development (PD) in instructional strategies to meet the needs of ELs, strengthening the implementation of TK-12 ELA and mathematics curriculum, providing comprehensive PD in high impact instructional practices the use of evidence-based diagnostic measurements in ELA and mathematics and by developing a District-wide Tier II and Tier III intervention program. 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. The District has partnered with Elevated Achievement Group (EAG) to improve student ownership of learning, peer-to-peer conversations in the classroom and a revisit of the California State

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.

According to the Fall 2022 California School Dashboard (CSD), Beaumont Unified School District has been identified as having the following areas of need:

The following reflect 2021-22 CSD data.

English Language Arts:

Very Low: Foster Youth and Students with Disabilities (SWDs)

Low: African American, English Learners (ELs), Hispanic, Homeless, and Socioeconomically Disadvantaged (SED) students

Mathematics:

Very Low: English Learners (ELs), Foster Youth, and Students with Disabilities (SWDs)

Low: African American, Hispanic, Homeless, Two or More Races, SED, and White students

Beaumont USD has implemented a range of targeted interventions to address the needs of diverse student groups who are struggling in English Language Arts (ELA) and mathematics. Staff recognize the unique challenges faced by all students and we are committed to providing equitable access to high-quality education for all.

To support students, the District has implemented a range of evidence-based interventions including targeted academic support such as after-school programs, summer school, and tutoring, as well as differentiated instruction to meet the diverse learning needs of all students. The District has prioritized family engagement by creating opportunities for families to be involved in their child's education such as regular parent-teacher conferences and community events that provide resources and support.

In addition, teachers receive ongoing Professional Development (PD) to learn about effective instructional strategies, Restorative Practices, revisit of the state standards and ways to support students with diverse needs. The District has leveraged technology-based interventions such as digital learning platforms and adaptive software to provide personalized instruction and support for all students.

By focusing on equity and access, we are working to close achievement gaps and improve academic outcomes for all students, especially those who are facing the greatest challenges.

College and Career:
Not Reported in 2022

Chronic Absenteeism

All Students

Number of Students: 8,124
Performance Level Gauge: Very High
Chronic Absenteeism: 32.1%

African American

Number of Students: 533
Performance Level Gauge: Very High
Chronic Absenteeism: 28.3%

American Indian

Number of Students: 41
Performance Level Gauge: Very High
Chronic Absenteeism: 61%

Asian

Number of Students: 232
Performance Level Gauge: Very High
Chronic Absenteeism: 25.4%

English Learners

Number of Students: 809
Performance Level Gauge: Very High
Chronic Absenteeism: 35%

Foster Youth

Number of Students: 116
Performance Level Gauge: Very High
Chronic Absenteeism: 44.8%

Hispanic

Number of Students: 4,756
Performance Level Gauge: Very High
Chronic Absenteeism: 34.7%

Homeless

Number of Students: 81

Performance Level Gauge: Very High
Chronic Absenteeism: 48.1%

Two or More Races
Number of Students: 433
Performance Level Gauge: Very High
Chronic Absenteeism: 33.9%

Socioeconomically Disadvantaged (SED)
Number of Students: 5,058
Performance Level Gauge: Very High
Chronic Absenteeism: 37.2%

Students with Disabilities (SWDs)
Number of Students: 1,230
Performance Level Gauge: Very High
Chronic Absenteeism: 41.8%

White
Number of Students: 1,922
Performance Level Gauge: Very High
Chronic Absenteeism: 27.8%

Filipino
Number of Students: 187
Performance Level Gauge: High
Chronic Absenteeism: 16%

Pacific Islander
Number of Students: 20
Performance Level Gauge: Very High
Chronic Absenteeism: 50%

Low performance is one bar and high performance is five bars. (California School Dashboard)

Based on the Dashboard data, Chronic Absenteeism for all students in the District was 32.1%. However, there were significant performance gaps among student groups, with American Indian, Pacific Islanders, and Homeless students having the highest rates of Chronic Absenteeism at 61%, 50%, and 48.1%, respectively. Foster Youth, ELs, SWDs, and SED students also had high rates of Chronic Absenteeism. The following are steps that will be taken to address this issue and improve attendance for all student groups.

The strategies the District used for addressing Chronic Absenteeism among these student groups could include:

- **Developing relationships with families and caregivers to better understand and address the reasons for absenteeism
- **Providing additional supports and resources to address barriers to attendance, such as transportation or health care services
- **Creating a positive school culture and climate that emphasizes the importance of attendance and celebrates student successes
- **Implementing evidence-based attendance interventions, such as attendance contracts or incentives, to encourage regular attendance and engagement in school.
- **By addressing Chronic Absenteeism among these student groups, schools can help ensure that all students have the opportunity to succeed academically and develop the skills and knowledge they need to thrive in school and beyond.

Suspension Rate: 2021-22
California School Dashboard

All Students: 2.5% (Low)
American Indian 11.3% (Very High)
Foster Youth 13.4% (Very High)
Pacific Islander 7.7% (No Performance Level)
African American 5.7% (High)
Homeless 7% (High)
Students with Disabilities 4.6% (High)
Two or More Races 3.1% (Medium)
Socioeconomically Disadvantaged 3.1% (Medium)
Asian 1.1% (Low)
English Learners 2% (Low)
Hispanic 2.2% (Low)
White 2.4% (Low)
Filipino 0.3% (Very Low)

Based on the suspension rate data provided above, several student groups have "Very High," "High," or "Medium" suspension rates, including American Indian, Foster Youth, African American, Homeless, SWDs and Two or More Races. This suggests that these student groups may be experiencing challenges that lead to disciplinary action and suspensions.

The overall suspension rate (2021-22) for the District was 2.5%, while the suspension rate for SED students was higher at 3.1%. The suspension rates for Foster Youth and American Indian or Alaska Native students were significantly higher than the District rate at 13.4% and 11.3%, respectively, and also higher than the suspension rates. In contrast, Asian and Filipino students had the lowest suspension rates.

Overall, the data show that SED, Homeless, Foster Youth and some racial/ethnic groups are disproportionately impacted by suspensions compared to the District rate. This underscores the need for schools to examine their disciplinary practices and implement strategies to promote equity and reduce disparities in suspension rates among different student groups.

To address suspension rates among these student groups, schools and educators in the District use the following strategies:

****Addressing underlying causes:** Suspensions are often a symptom of underlying issues such as trauma, mental health challenges, or difficult home environments. By identifying and addressing these underlying causes, schools can help to prevent the behaviors that lead to disciplinary action in the first place. This may involve providing counseling or mental health services, addressing issues related to poverty or homelessness, or building stronger partnerships with families and community organizations.

****Implementing Restorative Practices:** Restorative Practices focus on repairing harm and rebuilding relationships, rather than punishing students for their behavior. By implementing Restorative Practices such as peer mediation, conflict resolution, and community circles, schools can help to create a positive and supportive school culture that addresses discipline in a more effective and equitable way.

****Providing targeted supports:** Students who have experienced trauma or other challenges may benefit from targeted supports such as counseling or mentoring. By providing these supports, schools can help students to feel more connected and supported, which can reduce the likelihood of disciplinary action.

****Addressing bias and cultural responsiveness:** Research has shown that disciplinary actions are often biased against certain student groups, particularly African American and Hispanic students. By addressing bias and promoting cultural responsiveness in schools, educators can help to create a more equitable and supportive learning environment.

Providing alternative discipline options or Alternative to Suspension (ATS): Suspensions may not always be the most effective or appropriate form of discipline. By providing alternative discipline options such as Restorative Practices, community service, or conflict resolution training, schools can help students learn from their mistakes while remaining engaged in the learning process.

It is important to note that students who have "Low" or "Very Low" suspension rates may still benefit from these strategies. However, schools and educators have taken a more proactive approach to identify and address the needs of students who are at risk of disciplinary action. This involves implementing universal interventions to promote positive behavior and school culture, as well as targeted supports for students who are struggling. Additionally, schools are revisiting their disciplinary policies and how their practices are impacting different student groups, and have taken steps to ensure that discipline is applied equitably across all students.

Graduation Rate 2021-22
California School Dashboard

All Students: 91.9% (High)

American Indian (No Performance Level) Less than 11 students - data not displayed for privacy (4 students)

Foster Youth (No Performance Level) Less than 11 students - data not displayed for privacy (8 students)

Pacific Islander 7.7% (No Performance Level)

African American 96.2% (Very High)

Homeless 77.3% (Low)

Students with Disabilities 73.8% (Low)
Two or More Races 97.3% (Very High)
Socioeconomically Disadvantaged 90.7% (High)
Asian 96.4% (No Performance Level)
English Learners 79.1% (Low)
Hispanic 90.6% (High)
White 92.7% (High)
Filipino 95% (No Performance Level)

The overall 2021-22 graduation rate for the District was 91.9%, English learners was 79.1%, Homeless Youth was 77.3% and Students with Disabilities (SWD) was 73.8%. Compared to the District, English Learners, Homeless Youth and Students with Disabilities have a gap in graduation rate. To address this, the District has provided targeted support for English Learners by offering direct Professional Development for staff on English Learner strategies (Goal 2, Action 8), specifically targeting students in grades 11 and 12. The District will focus on the student groups exhibiting gaps by offering local university visits (Goal 1, Action 7) and providing training and continued efforts through Advancement Via Individual Determination (AVID) strategies (Goal 1, Action 12). The secondary level school counselors provide additional support so that focused student groups and UPP students have Career Technical Education (CTE) and A-G Course access.

**California Department of Education A-G requirements <https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>

**US Department of Education. (2016). Racial/ethnic disparities in school discipline: An analysis of the U.S. Department of Education's civil rights data collection. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-crdc-discipline-snapshot.pdf>

**US Department of Education. (2018). ESSA consolidated state plans: California. Retrieved from <https://www2.ed.gov/admins/lead/account/stateplan17/ca-spra.pdf>

**California Department of Education. (2018). Disproportionality in school discipline. Retrieved from <https://www.cde.ca.gov/ls/ss/se/susptrends.asp>

**California Department of Education. (2020). The impact of COVID-19 on suspension rates. Retrieved from <https://www.cde.ca.gov/ls/ss/se/suspcovid19.asp>

The Every Student Succeeds Act (ESSA) Assistance Status along with the California Department of Education's Additional Targeted Support & Improvement (ATSI) has listed 11 of the District's schools that need to address Chronic Absenteeism in their School Plan for Student Achievement (SPSA). The following schools are eligible for ATSI with specific student groups for Chronic Absenteeism (<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>):

Sundance Elementary (SES): Two or More Races
Brookside Elementary (BES): African American, English Learners (ELs) and Two or More Races
San Geronio Middle (SGMS): Students with Disabilities (SWDs)

Tournament Hills Elementary (THE): African American, English Learners (ELs) and Two or More Races
Anna Hause Elementary (AHE): African American, Two or More Races
Starlight Elementary (SLE): African American, Asian American and Two or More Races
Summerwind Trails (STS): Students with Disabilities (SWDs) and Two or More Races
Beaumont High (BHS): Foster Youth and Homeless
Three Rings Ranch Elementary (TRR): African American, Students with Disabilities (SWDs) and Two or More Races
Mountain View Middle (MVMS): English Learners (ELs) and Students with Disabilities (SWDs)
Palm Innovation Academy (PIA): African American, English Learners (ELs), Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWDs) and White Students.

Local Indicator Data:

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 ELs, Foster Youth, Homeless and other student groups in both ELA and mathematics has been identified as a District need.

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

2022-23 Spring 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 46.5%
English Learner 37.4%
Non-English Language 48.3%
Foster Youth 14.8%
Homeless 17.6%
Special Education 24.1%
Asian 64.1%
African American 45.0%
Hispanic 41.4%
Multiple Ethnic Group 56.1%
Filipino 66.3%
Native American 22.6%
Pacific Islander 80%

White 53.1%

2022-23 Spring 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 37.0%
English Learner 30.3%
Non-English Language 38.3%
Foster Youth 10.5%
Homeless 25.3%
Special Education 18.4%
Asian 57.7%
African American 32.6%
Filipino 57.6%
Hispanic 31.3%
Multiple Ethnic Group 43.8%
Native American 19.4%
Pacific Islander 70.0%
White 45.7%

The i-Ready assessment demonstrates that students are showing growth in foundational skills in ELA and mathematics from the beginning of the 2022-23 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 the District is at the same point as the past year or slightly lower than previous years. This could be due to the lingering effects of the academic impact surrounding the pandemic. The data also shows that there needs to be specific instruction for UPP 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 and skills based lessons using the state standards.

The California indicators are from the 2021-22 California School Dashboards and the California Assessment for Student Performance and Progress (CAASPP), California Science Test (CAST) and the California Alternative Assessment (CAA).

Based on the CAASPP results (<https://caaspp-elpac.ets.org/caaspp/>) The percentage of students who met or exceeded the ELA standard for all students in the District is 45.16%. However, when we look at the individual student groups, we see that the percentage of Asian students who met or exceeded the ELA standard is much higher at 65.25%. This is followed by White students at 52.69%, Pacific Islander/Native

Hawaiian students at 45.45%.

The percentage of African American students who met or exceeded the ELA standard is 37.64% and Hispanic students at 40.55%, Socioeconomically Disadvantaged (SED) at 37.81%, Foster Youth at 9.09% and English Learners (ELs) at 11.93% which are lower than the District average.

The percentage of students who met or exceeded the standards in mathematics for all students in the District is 31.45%. However, when we look at the individual student groups, we see that the percentage of Asian students who met or exceeded the math standard is once again the highest at 52.44%. This is followed by Pacific Islander/Native Hawaiian at 45.45%, White students at 40.47%.

The percentage of students who met or exceeded the standards in mathematics for Hispanic students is 26.96%, African American students at 20.16%, Socioeconomically Disadvantage (SED) at 24.94%, Foster Youth at 11.11% and English Learners (ELs) at 11.35% which are lower than the District average.

When looking at the ELA and Mathematics proficiency data by student groups, it's clear that different student populations have varying levels of success in meeting the standards. In order to ensure that all students have access to a quality education, it's important to acknowledge and address the needs of different student populations based on their background and needs. An equitable approach that targets additional support to those who need it most is essential in closing the achievement gap and ensuring all students have the opportunity to succeed. The data shows that targeted support is needed for SED, ELs, Foster Youth and African American students in both ELA and mathematics, as they are performing significantly lower than the District average. This document is designed to address the unique needs of these student groups to create an equitable education system that promotes success for all students.

Differentiated Assistance

The District participated in the Differentiated Assistance workshops sponsored by the Riverside County Office of Education (RCOE). 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 continued the 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 Special Day Class (SDC) students at the elementary level, explorations in inclusionary practices, a relaunch of the Education Monitoring Team (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 the California Department of Education (CDE) and the Riverside County Office of Education (RCOE) assistance process.

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

*The District implemented 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 administrators so that teachers are able to use the online instructional piece for student small groups for Tier II and Tier III academic achievement.

The District Implemented STAR Reading and STAR Math as a Universal Screener for 9-12 grade to allow educators to be informed in

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 2021-22 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 2021-22 CAASPP show a significant gap in claim 3 with a need to improve claims 1, 2 and 4.

When compared to all students in the District, ELs, SWDs, Native Americans, African Americans, and Homeless student groups demonstrate the most significant gaps, particularly in mathematics. Socioeconomically Disadvantaged students within these groups exhibit an even larger gap in ELA, mathematics, and science when compared to non-economically disadvantaged students.

*During the 2022-23 school year the District revisited the California State Standards (CSS) with all administrators and elementary teachers and all middle and high school single subject teachers in the area of English Language Arts (ELA). This revisit consisted of an understanding of the domains, targets and claims for each area. This roll out will continue with the Standards for Mathematical Practices (SMPs) and the Core Standards in mathematics during the 2023-24 school year.

*During the 2024-25 school year 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 PD 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 all core content areas including English Language Development (ELD), Special Education, College and Career, and Instructional Technology using Tier I, Best, First Instruction.

*Provide ongoing PD in effective teaching strategies, with particular focus to support SWDs, identified student groups, SED and ELs.

*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 address school attendance issues.

*Review and provide PD 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 S&Ps and 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 the District will:

- * 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 District's advisory committees.
- * Support to school sites by the Student Services Coordinator who serves as the District Foster Youth Liaison.

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

- * Provide ongoing PD to support the implementation of the ELA and math standards utilizing the District's MTSS model infused with Positive Behavioral Interventions and Supports (PBIS) strategies.
- * Collaborate: The District has engaged in collaborative discussions with colleagues at RCOE and Riverside County Special Education Local Plan Area (SELPA) to conduct a root cause analysis for SWDs group performance.
- * Add additional support and PD 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 PD and in-class support for effective instructional strategies.
- * Realigned: Special education services at BHS 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 Building Assets, Reducing Risks (BARR) I3 Scale-Up 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. 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.

In response to the disparities highlighted in the above data, the District has taken proactive measures to provide targeted support to students who need it the most. These supports are outlined in the School Plan for Student Achievement (SPSA), which is implemented at each school site, with supports for the UPP student groups in the Local Control Accountability Plan (LCAP). Additionally, the District has established the Family and Community Engagement (FACE) committee, which is comprised of various committees including the District English Learner

Advisory Committee (DELAC), Parent University, LCAP Advisory Committee, Riverside County SELPA Community Advisory Committee, the District African American Advisory Committee (DAAPAC), and the Career Technical Education Advisory Committee (CTEAC). These committees review the data and make recommendations on how to increase and improve services for students in the District. Through these efforts, the District is taking a comprehensive and collaborative approach to ensure that all students have access to a quality education, regardless of their background or needs.

LCAP Highlights

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

The Beaumont Unified School District's (District) Local Control Accountability Plan (LCAP) is designed to meet the needs of all students and in particular, meet the needs of the Unduplicated Pupil Population (UPP). The UPP students are categorized as Socioeconomically 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:

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.

Goal 2 - Beaumont USD will support the LCAP priority of improving student outcomes by providing a standards aligned comprehensive course of study which will increase academic and Social-Emotional Learning (SEL) for all 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 Pre-K to 12th grade and when transitioning from elementary to middle school, middle to high school, high school to postsecondary and/or specialty programs (Dual Language Immersion [DLI], middle college, Science, Technology, Engineering and Mathematics [STEM], Career Technical Education [CTE], trade schools, apprenticeships etc.).

Goal 3 - Beaumont USD will employ, develop and retain highly qualified, diverse employees who provide a standards aligned, broad course of study with Multi-Tiered Systems of Support (MTSS) that is inclusive, equitable and safe for all students and staff in well maintained facilities.

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 for this year's LCAP include:

Climate and Culture (Goal 1):

- * Counseling support at all schools
- * Additional School Resource Officer (SRO) (non-contributing - funded out of the general fund and not calculated in the LCAP totals)
- * Restorative Practices, SEL (relationship building), and Alternative to Suspension (ATS) Programs at all secondary sites
- * District-wide AVID implementation
- * Adding a Student Services Coordinator

- * Assistant Principal to provide an optimum learning environment
- * Adding eight Student Support Specialists and three Behavioral Health Therapists for student support
- * Adding four Licensed Vocational Nurses (LVNs) so that all students have access to healthcare at every school site
- * Parent/guardian outreach
- * "Be Ready Beaumont" initiatives supporting CTE and College and/or Career Readiness (CCR)
- * Parent Engagement Coordinator
- * School Resource Officer (SRO) to improve safety, attendance, community relationships and security at our secondary sites
- * Expanded Professional Development initiatives including additional training for District staff, outreach to the community and building relationships within and among school sites.
- * Significant investment in non-contributing school safety and security initiative

Under Goal 1, the District has taken several actions to increase and improve its services for students. These actions include adding three Behavior Health Therapists at the secondary level for substance abuse counseling, eight student support specialists at the elementary level to address student behavior, services to address the need for student emotional well-being support, academic support, support for SED and Foster Youth, and the need for health support at school sites. The District has also added an additional Student Services Coordinator to the staff to improve the overall support for students and ensure that their needs are met.

In addition, the District has planned to organize one local college visit for all 11/12th-grade students in the Fall (September) to colleges such as University California Riverside (UCR), Cal State University San Bernardino (CSUSB), California Baptists University (CBU) and University of Redlands to provide college visit opportunities to SED, ELs, Foster Youth, and other students who typically don't have access to college visits.

Furthermore, the District has added four additional LVNs to provide a dedicated LVN at each school site, ensuring that students have access to health support at school sites. These actions will help the District provide increased and improved services to its students, ensuring that they have access to the support they need to succeed in school and beyond.

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 (K)
- * Added Dual Language Immersion (DLI) (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
- * 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
- * Medical partnerships to provide services to all students
- * Instructional Coaches to provide comprehensive coaching to teachers and administrators to improve instructional practice
- * Site based allocations and additional DLI teachers
- * Director of College and 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
- * 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

Under Goal 2, the District has taken several initiatives to enhance the quality of education and improve the learning outcomes of students. The District has allocated additional funds to facilitate Professional Development (PD) opportunities for teachers, enabling them to acquire new knowledge and skills in equitable practices.

Furthermore, the District has hired more teachers for English Language Arts (ELA) and mathematics subjects at the middle and high school levels to reduce class sizes, thus improving the effectiveness of instruction. Additionally, an Instructional Coach has been allocated at Palm Innovation Academy (PIA) to provide support in ELA and mathematics, focusing on addressing low academic achievement levels.

Moreover, the District has employed dedicated Mathematics teachers at every elementary school, where their primary focus is on enhancing academic achievement, implementing the standards for mathematical practices, and integrating mathematical concepts into context and content while adopting a standards-based learning approach.

To further strengthen the District's educational programs, a STEM focus has been implemented District-wide and an additional clerk has been hired to support the TK-12 programs. Overall, these initiatives demonstrate the District's commitment to providing high-quality education and improving the learning outcomes of students at all levels.

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 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 PD on the connection between academics, behavior and attendance, and 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 all students
- * Data analysis of student data to respond to emotional well-being, instruction, and intervention

- * PD in using the California State Standards (CSS)/curriculum, classroom and school climate, meeting the needs of all students with differentiated instruction, and using assessments to gain immediate feedback for student learning and teacher facilitation
- * Social-Emotional Learning (SEL) with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework embedded in the evidence-based strategies

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

- * Access to technology and various software
- * Partner with various vendors for standards aligned curriculum development and principal coaching
- * Oversight of the LCAP and its functions
- * Climate and culture initiatives to improve staff and student relationships
- * SEL curriculum and coaching for both students and staff

Goal 3 of the District's educational plan focuses on supporting teachers to provide effective and engaging instruction across core subject areas, such as English Language Arts (ELA), mathematics, and science. To achieve this objective, the District has increased funding for teacher PD programs that emphasize Best, First Instruction.

Additionally, the District recognizes the critical role school site leaders play in fostering student engagement, skills-based learning, and growth in comprehension. Therefore, they will receive enhanced support and training in classroom interactions and providing feedback to teachers to help them improve their teaching practices. The District's educational partners will work with educators and support staff to create a classroom environment where students feel like they belong and feel connected to their learning environment.

Moreover, the District has implemented several new initiatives to create an environment where students and teachers can thrive. Programs such as Breaking Down the Walls, CharacterStrong, and Capturing Kids Hearts aim to strengthen student-teacher relationships and foster a sense of connection and belonging in the classroom.

Furthermore, District Leaders along with consultants will provide support to school site leaders in developing instructional leadership skills. This initiative aims to increase the knowledge and abilities of school site leaders in managing and supporting effective teaching practices, which will further enhance the quality of education.

Overall, these strategies align with the District's commitment to providing high-quality education and ensuring that students receive engaging, relevant, and meaningful instruction with a focus on creating an inclusive and supportive learning environment.

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 2022-23 school year, teachers, support staff, families and educational partners engaged in online and in-person town halls. Town halls for the community were held on September 15, 2022, October 19, 2022, November 17, 2022, January 19, 2023, February 16, 2023, and March 28, 2023. There was an overview of the three-year Local Control and Accountability Plan (LCAP) goals, outline of the LCAP, the areas of need and the increased and improved services. Additionally, the participants were introduced and/or revisited the California Assessment for Student Performance and Progress (CAASPP), the California School Dashboard (Dashboard), Dataquest online resources on state test scores, demographics and local indicators.

Town hall discussions include 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

Offered the needs assessment using ThoughtExchange and Padlet

Educational partners, Site Administrators, Beaumont Teachers Association (BTA) and the California School Employees Association (CSEA) had an opportunity to respond to the local indicators during the LCAP town hall meetings, a ThoughtExchange Survey and the Local Indicator Survey (Google Forms). We are pleased to note that we improved in our implementation of the English language standards and improved in school climate.

Educational partners, including local community groups and middle and high school students were sent an email inviting them to participate in the survey. Families in the District were notified of scheduled town halls and ThoughtExchange surveys through the District's communication platform ParentSquare. Zoom online video conferencing was available for families to engage remotely.

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. The Padlet was a place where the community was able to write specific feedback or suggestions about each LCAP goal and action items.

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 Riverside County Special Education Local Plan Area (SELPA), District English Learner Advisory Committee (DELAC), and students via ParentSquare. 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 District met with both California Schools Employee Association (CSEA) and Beaumont Teachers Association (BTA) on May 11, 2023, to thoroughly review the Local Control Accountability Plan (LCAP) and discuss their specific input. Both CSEA and BTA appreciated having the opportunity to provide feedback. It was observed that the increase in math teachers and the implementation of smaller class sizes received positive feedback. In addition, the provision of paid professional learning opportunities during school breaks was well-received. The support staff and teachers expressed their satisfaction with completing the mandatory online trainings, which encompassed Keenan, Hour-Zero, and instructional strategies, as well as separate trainings on tools and strategies for promoting the well-being of both students and staff. The instructional strategies training conducted by the academic coaches was also well received by the support staff and teachers. They expressed appreciation for the guidance and insights provided during the training, which focused on effective teaching methodologies and approaches. The feedback highlighted the value of the training in enhancing their instructional skills and supporting student learning. Both elementary and secondary English Language Arts (ELA) teachers appreciated the opportunity to have a voice in creating the scope and sequence for ELA.

The suggestions were as follows.

Consider having the School Resource Officer (SRO) engage in classroom opportunities where students can ask questions and offer informational short presentations about school safety and connecting to the community.

Consider having the Alternative to Suspension (ATS) at Summerwind Trails School so that parents don't have to travel to other school sites.

Consider having one Dual Language Immersion (DLI) academic coach for Starlight Elementary (SLE), Palm Innovation Academy (PIA) and San Geronio Middle School (SGMS)

Consider, when possible, not having shared positions.

Consider having more choices (sessions) at the October Professional Development Day for Child Nutrition Services (CNS), the grounds crew, maintenance and other outside of the classroom positions.

Consider lowering class sizes at grade four and grade five.

Consider having a STEM/Art/Music teacher at each elementary school to integrate other academic knowledge and additional preparation (prep) time for teachers.

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 1,156 participants, 693 thoughts with over 16,488 ratings within the thoughts. There were 585 participants who shared thoughts, 614 participants who rated thoughts and 583 participants who explored thoughts. Approximately 1,082 participants answered the ethnicity/race survey question; 3% Alaska Native, 5% Asian, 11% Black/African American, 4% Filipino, 45% Hispanic/Latino, 1% Native Hawaiian, 9% Two or More Races, 37% White and 8% chose not to report. Of these participants, 32% have English Learner (EL) students or are English Learners (ELs), 28% of participants have a student on an Individual Education Plan (IEP), 29% were parent/family members, 13% teachers, 3% support staff, and 65% students.

The themes that came about from the the data are:

Advisory Period

Passing Periods

Breakfast, Lunch (Meals)

Emotional Well-Being

Class Size
English Learner (EL)
Conditions of Learning
Safety and Security
Communication
Curriculum and Instruction
Dual Language
Diversity, Equity, and Inclusion
Electives
After School Program

The 2021-24 LCAP goals were collaboratively created with educational partners towards the end of the 2020-21 school year to the end of the 2022-23 school year (three-year LCAP). Afterwards, these goals were presented to school sites to gather feedback on how to better support teachers and students in their academic, SEL, and behavioral progress in the classroom. This year, town halls were conducted to discuss the new budget and goals for the upcoming school year. Educational partners were given the opportunity to provide their input on the 2022-23 LCAP goals and action plans through interactive online platforms such as Padlet and ThoughtExchange. This process allowed staff and education partners to express their individual voices and suggestions. The responses received on the Padlet were organized around the themes that emerged from the ThoughtExchange. During this process, educational partners requested more clarity in Goals 1 and 2, resulting in minor updates being made and shared in the goal analysis after the action items were discussed.

LCAP Monthly Leadership Meetings:

Each month principals, assistant principals, directors and Cabinet met to discuss current data, LCAP Goal and Action items. Each site was able to offer input on where their site was with implementation of actions and how they are supporting ELs, Socioeconomically 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 January 23, 2023, and March 13, 2023. 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. The District’s African American Advisory Committee (DAAPAC) offered feedback on the LCAP on February 15, 2023, and during LCAP town hall meetings. DAAPAC recommended allowing students to attend Historically Black

College and Universities (HBCU) college and career days, the consideration of an Equity Director and team, and additional funding for F.A.C.E.

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, including the Director of Special Education, attended the SELPA meeting on supporting the District LCAP in May 8, 2023. Additionally, the Special Education Department attended monthly coordinating council meetings, steering committee meetings, triangulation meetings and weekly director meetings to discuss improving services for Students with Disabilities (SWD) and how to mitigate the academic and behavior disparities between student groups.

The draft of the LCAP was offered and presented to the District English Language Advisory Committee (DELAC), the F.A.C.E Committee, the California Advisory Committee, local community members, Native American Tribal Organizations, the BTA and the California School Employees Association (CSEA) in late April for review (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 student's 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 via ParentSquare to participate in a ThoughtExchange (rating scale 5 to 1 with 5 being the highest and 1 being the lowest). The ThoughtExchange provided a safe way for partners, including families, to have a voice and allowed them to give input on the thoughts of other educational partners. Some partners attended the in-person town hall.

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 held at the Educational Support Facility (ESF) and via Zoom.

Several parent/guardian groups met to provide input during 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 (PD):

Offer PD suggested by staff members; work with school site staff on suggestions of products and programs; and increase teacher input on classroom learning. PD 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 included 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; use the standards to help students that are falling behind. Increase mathematics intervention and supports.

Support:

More classroom support for students who are accelerating; increase support staff for classrooms; support students who are shy; create 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 stated 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. There is also an additional School Resource Officer (SRO) being added to build student and community relationships and to work with the community to increase attendance, social-emotional well-being and positive behaviors (Goal 1, Action 2 and 8). 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 a literacy intervention teacher 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 (PD) 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, PD, state standards, instructional strategies, assessments, and school climate.

Parent/guardian and community engagement is a top priority of educational partners and is addressed in Goal 1, Actions 5 and 6. 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 in Goal 1.

The District is committed to promoting equity and inclusivity through ongoing engagement in constructive dialogues (Goal 2, Action 1). Recognizing the significance of fostering a culturally proficient community, the District actively seeks to leverage the resources and support extended by the Riverside County Office of Education (RCOE) and consistently sends a diverse cohort of educators, family members, administrators, and support personnel to attend the RCOE Equity Conference. The District values the diverse perspectives of its educational partners from the Beaumont community and is dedicated to building a team that embodies the richness of its cultural capital. To promote cultural proficiency and advance along the cultural proficiency continuum, the District provides ongoing PD and training opportunities for staff and administrators. Dr. Trudy Arriaga's book, "Opening Doors: An Implementation Template for Cultural Proficiency," serves as a foundational resource to guide the District's efforts towards cultivating an equitable and inclusive learning environment for all educational partners. The District is committed to promoting equity and inclusivity through ongoing engagement in constructive dialogues.

Additional Licensed Vocational Nurses (LVNs) are included in the LCAP (Goal 1, Action 13) to meet the health related concerns from educational partners. Input gathered suggested that having nurses at every school would benefit the well-being of all students.

A large non-contributing initiative surrounding school safety and security is being added through Goal 1, Action 16. This includes updating surveillance cameras, sensors, access control, physical security barriers and increased measures to ensure the safety and security of our schools. This was in response to a large number of educational partners who shared input on school safety and security.

Adding math teachers at every elementary site was a product of educational partners' input as they voiced concerns with math proficiency numbers (Goal 2, Actions 2 and 15).

Adding Behavioral Health Therapists and Student Support Specialists at elementary and secondary levels to address the input gathered regarding substance abuse, mental health concerns and accessibility to counseling resources for families and students (Goal 1, Action 1).

Educational partners asked for ways to provide access to College and/or Career Readiness from Transitional Kindergarten (TK) to grade 12. In order to provide students with exposure to both the University of California (UC) and the California State University (CSU) school system, Goal 1, Action 7, hosting a college and career symposium is being continued.

The District's English Learner Advisory Committee (DELAC) requested more access to CTE courses and pathways. Goal 2, Action 7 supports the administrative services allocated to create and design CTE pathways for students and to ensure that all students graduate college and/or career ready.

Teachers and staff requested an opportunity to revisit Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) techniques through the Thriving School initiative (Goal 3, Action 7).

Breaking Down the Walls and Capturing Kid's Hearts (Goal 3, Action 6) are designed to establish positive interactions between students and staff. Educational partners provided input on ensuring students felt safe on campus and had a trusted adult whom they could rely on.

As a learning community, the District will collectively work towards alternatives to suspension and expulsion with the priority of keeping schools safe and secure (Goal 1, Action 14). Educational partners commended the District for the Alternative to Suspension (ATS) program.

Educational partners requested additional counseling services and training for counselors. School sites have access to counselors to address the academic and social-emotional well-being of students and families (Goal 1, Action 1 and Goal 2, Action 9). School sites have access to a Universal Screener (Panorama) that is used to assist counselors with identifying students who are in need of assistance (Goal 1, Action 14).

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.

The goal of improving family involvement and engagement, student engagement, and school climate was developed with community input based on the Engagement State Priority Conditions of Learning. This section focuses on teachers, equity, professional learning, resource alignment, assessment, instruction, and culture and climate. Safety and positive school climate are a priority for bargaining unit members (California School Employees Association [CSEA] and Beaumont Teachers Association [BTA]) and were identified as key factors influencing academic performance and social-emotional well-being. The goal aims to provide counseling support, parent/guardian outreach, social-emotional well-being, learning and teaching, and school safety to ensure students and families feel safe and their emotional needs are being addressed during the school day and while online. Improved emotional well-being is expected to enhance academic performance.

*The metrics listed in the goal are based on State and Local Indicators, specifically, the California State Priorities: Engagement, which includes parent involvement, student engagement, and school climate.

The California State Priorities: Engagement

*Parent Involvement (3)

*Student Engagement (5)

*School Climate (6)

Actions:

Each action aims to improve classroom and campus climate, specifically, attendance and behavior, and will be measured 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. The goal addresses 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 who need attendance and behavior improvement can also benefit from this goal.

Data:

The following data are from the 2021-22 or 2022-23 school year:

*Suspension Rate and Chronic Absenteeism data are reported by the California DataQuest, which is displayed at the end of the school year. The following website allows the viewer to select level and 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. The 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 2022-23 school year.

*All other data are local metrics (Schoolzilla) 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	2018-19 California School Dashboard Suspension Rate All Students (Green) 2.5% African American (Yellow) 5.8% American Indian (Red) 10.3% Asian (Blue) 0.3% Filipino (Blue) 0.6% Hispanic (Yellow) 2.1% Pacific Islander (Orange) 2.8% Two or More Races (Orange) 2.9% White (Green) 2.4% English Learners (Yellow) 2.1% Foster Youth (Yellow) 14.3% Homeless (Orange) 3% Socioeconomically Disadvantaged (Yellow) 3.3%	2020-21 California School Dashboard Suspension rate calculated at 0% Use caution with this data. Students were not in-person during the 2020-21 school year. All Students 0% African American 0% American Indian 0% Asian 0% Filipino 0% Hispanic 0% Pacific Islander 0% Two or More Races 0%	2021-22 California School Dashboard Suspension Rate Note: Performance level color indicators were not used this year. Lowest Performance is one bar and High Performance is five bars. (California School Dashboard) All Students: 2.5% (Low) African American 5.7% (High) American Indian 11.3% (Very High) Asian 1.1% (Low) Filipino 0.3% (Very Low) Hispanic 2.2% (Low) Pacific Islander 7.7% (No Performance Level)		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
	Students with Disabilities (Yellow) 4.8%	White 0% English Learners 0% Foster Youth 0% Homeless 0% Socioeconomically Disadvantaged 0% Student with Disabilities 0%	Two or More Races 3.1% (Medium) White 2.4% (Low) English Learners 2% (Low) Foster Youth 13.4% (Very High) Homeless 7% (High) Socioeconomically Disadvantaged 3.1% (Medium) Students with Disabilities 4.6% (High)		
Chronic Absenteeism State Indicator	2018-19 California School Dashboard All Students (Green) 9.8% African American (Orange) 12.7% American Indian (Yellow) 11.7% Asian (Orange) 5.9% Filipino (Green) 2.9% Hispanic (Orange) 10.7% Pacific Islander (No Performance Color) 16.7% Two or More Races (Yellow) 9.5% White (Green) 8.3%	2020-21 California School Dashboard: Did not report Chronic Absenteeism as an indicator. 2020-21 California DataQuest: Reported Chronic Absenteeism All Students 9.7% African American 12.9% American Indian 23.0% Asian 1.9% Filipino 2.6% Hispanic 8.1% Pacific Islander 5.1%	2021-22 California School Dashboard Lowest Performance is one bar and the High Performance is five bars. (California School Dashboard) All Students 32.1% (Very High) African American 28.3% (Very High) American Indian 61% (Very High) Asian 25.4% (Very High) Filipino 16% (High) Hispanic 34.7% (Very High)		Chronic Absenteeism rate for all student groups to be at level Green or Blue (<2.5%) Based on the local indicator - decrease by 2.5% (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners (Yellow) 9.1%</p> <p>Foster Youth (Green) 7.9%</p> <p>Homeless (Red) 34.6%</p> <p>Socioeconomically Disadvantaged (Yellow) 12.7%</p> <p>Students with Disabilities (Orange) 16.6%</p> <p>2020-21 During the pandemic the Chronic - Local Indicator 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>American Indian 28.4%</p> <p>Asian 5.6%</p> <p>African American 18.2%</p> <p>Hispanic 12.5%</p> <p>Two or More Races 12.2%</p> <p>Pacific Islander 0%</p> <p>White 12.5%</p>	<p>Two or More Races 5.4%</p> <p>White 5.3%</p> <p>English Learners 8.5%</p> <p>Foster Youth 37.0%</p> <p>Homeless 25.5%</p> <p>Socioeconomically Disadvantaged 10.3%</p> <p>Students With Disabilities 11.4%</p> <p>White 8.9%</p>	<p>Pacific Islander (No Performance Level) 50%</p> <p>Two or More Races 33.9% (Very High)</p> <p>White 27.8% (Very High)</p> <p>English Learners 35% (Very High)</p> <p>Foster Youth 44.8% (Very High)</p> <p>Homeless 48.1% (Very High)</p> <p>Socioeconomically Disadvantaged 37.2% (Very High)</p> <p>Students with Disabilities 41.8% (Very High)</p>		
Social-Emotional Well-being California Healthy Kids Survey	The California Healthy Kids Survey (CHKS): (2020-21)	The California Healthy Kids Survey (CHKS)	The California Healthy Kids Survey (CHKS)		Decrease the Cyberbullying by a rate of 2 percentage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CHKS) (Local Indicator - Climate Survey)	<p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 5) for Beaumont USD measured the following with the students who stated yes, unless otherwise stated, to these measures (2020-21):</p> <p>Cyberbullying 11% High Expectations Scale 89% Parent Involvement Scale 73%</p> <p>While the results are comparable to other school years, it is best to view the data in isolation based on the difference in learning 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</p>	<p>reports on an average (2021-22):</p> <p>Grade 5: Cyberbullying - No Data Anti-bullying Climate 70% High Expectations Scale 84% Parent Involvement Scale 79% School Connectedness 71%</p> <p>Grade 6: 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:</p>	<p>reports on an average (2022-23):</p> <p>Grade 5: Anti-bullying Climate 77% High Expectations Scale 86% Parent Involvement Scale 80% School Connectedness 77%</p> <p>Grade 6: Not Reported</p> <p>Grade 7: High Expectations Scale 67% Promotion of Parent Involvement 47% School Connectedness 51% Caring Adult 52% Academic Motivation 56%</p> <p>Grade 9: High Expectations Scale 61% Promotion of Parent Involvement 37% School Connectedness 47% Caring Adult 49% Academic Motivation 56%</p>		<p>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>measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying 23% High Expectations Scale 71% Promotion of Parent Involvement 52%</p> <p>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 9) for Beaumont USD measured the following with the 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>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% School Connectedness 41%</p>	<p>Grade 11: High Expectations Scale 63% Promotion of Parent Involvement 29% School Connectedness 37% Caring Adult 53% Academic Motivation 53%</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 11) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):</p> <p>Cyberbullying 27% High Expectations Scale 61% Promotion of Parent Involvement 33%</p>				
P-2 Attendance Rate	2019-20 Aeries Baseline: 92.80% or better rate	2020-21 P-2 Attendance Rate Aeries 95.18%	2021-22 P-2 Attendance Rate Aeries 90.40%		Maintain 95% or better rate
TK/K Attendance Rate	2019-20 Aeries Baseline: 93% or better rate	2020-21 TK/K Attendance Rate Aeries All 93.2%	2021-22 TK/K Attendance Rate Aeries All 88.58%		Maintain 95% or better rate
Truancy Rate	Aeries and Schoolzilla Baseline: is 36.9%	2020-21 Truancy Rate 29.60%	2021-22 Truancy Rate 41.5%		Decrease by at least 2% (percentage points) per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	Expulsion Rate Dataquest Baseline: 0.0%	2020-21 Expulsion Rate Dataquest All 0.0%	2021-22 Expulsion Rate Dataquest All 0.1%		Maintain rate at 0.1%
Parent Participation in Programs for Unduplicated Pupils	Participation Rate 100%	Participation was offered to SED, Foster Youth, and EL families via ParentSquare and contact from the Communications Officer and the Students Services Coordinator. Town hall offered to DELAC, Special Education Parent Committee, and the Parent Advisory Committees to discuss the needs of their students. The engagement via in-person needs improvement.	Participation with our educational partners was offered to SED, Foster Youth and EL families via ParentSquare and contact from the Communications Officer and the Students Services Coordinator. Additionally, our Family and Community Engagement (F.A.C.E) committee works with Educational Partners and students to gain their input on District goals and initiative.		Maintain 100% Participation
Parent/Guardian Participation in Programs for Students with Exceptional Needs	Baseline: In collaboration with the Riverside County SELPA, hold at least four Special Education Parent Advisory Committee meetings	Met with the Parent Advisory Committee four times this year.	Met with the Parent Advisory Committee. The Special Education Department meets at least four times a year. The committee offers their input on		In collaboration with the Riverside County SELPA, hold at least four Special Education Parent Advisory Committee meetings and/or parent/guardian

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and/or parent education workshops each year.		the District plan and LCAP		education workshops each year.
Panorama Social-Emotional Tool	<p>2021-22 Overall Baseline Year</p> <p>Grade 3-5: Sense of Belonging All Students 64%</p> <p>Growth Mindset All Students 59%</p> <p>Self-Efficacy All Students 53%</p> <p>Emotion Regulation All Students 43%</p> <p>Grade 6-12: Supportive Relationships All Students 79%</p> <p>Positive Feelings All Students 55%</p> <p>Emotion Regulation All Students 42%</p> <p>Sense of Belonging All Students 37%</p>	<p>2021-22 Baseline Year with Demographics</p> <p>Grade 3-5: Sense of Belonging: All Students 64% Foster Youth 60% Socioeconomically Disadvantaged 62% English Learners 58%</p> <p>Growth Mindset: All Students 59% Foster Youth 50% Socioeconomically Disadvantaged 57% English Learners 57%</p> <p>Self-Efficacy: All Students 53% Foster Youth 53% Socioeconomically Disadvantaged 51% English Learners 54.5%</p> <p>Emotion Regulation: All Students 43% Foster Youth 46% Socioeconomically Disadvantaged 44%</p>	<p>2022-23 Demographics (Emotional Well-Being)</p> <p>Grade 3-5: Sense of Belonging: All Students 69% Foster Youth 54% Socioeconomically Disadvantaged 68% English Learners 70%</p> <p>Growth Mindset: All Students 62% Foster Youth 63% Socioeconomically Disadvantaged 61.5% English Learners 60%</p> <p>Self-Efficacy: All Students 55% Foster Youth 50% Socioeconomically Disadvantaged 55% English Learners 48%</p> <p>Emotion Regulation: All Students 43% Foster Youth 39% Socioeconomically Disadvantaged 42.5% English Learners 38%</p>		Increase each topic area by a rate of 2 percentage points each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>English Learners 43.3%</p> <p>Grade 6-12: Supportive Relationships All Students 79% Foster Youth 81% Socioeconomically Disadvantaged 78% English Learners 78.4%</p> <p>Positive Feelings: All Students 55% Foster Youth 49% Socioeconomically Disadvantaged 54% English Learners 52.8%</p> <p>Emotion Regulation: All Students 42% Foster Youth 43% Socioeconomically Disadvantaged 43% English Learners 43.3%</p> <p>Sense of Belonging: All Students 37% Foster Youth 36% Socioeconomically Disadvantaged 38% English Learners 37%</p>	<p>Grade 6-12: Supportive Relationships All Students 79% Foster Youth 81% Socioeconomically Disadvantaged 78% English Learners 79%</p> <p>Positive Feelings: All Students 55% Foster Youth 51% Socioeconomically Disadvantaged 54% English Learners 58%</p> <p>Emotion Regulation: All Students 43% Foster Youth 43% Socioeconomically Disadvantaged 43% English Learners 46%</p> <p>Sense of Belonging: All Students 38% Foster Youth 37% Socioeconomically Disadvantaged 38% English Learners 43%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input on Decision Making Process	<p>Baseline 2022-23 school year. 100% of school sites will maintain a School Site Council (SSC) formed of educational partners including parents to provide input in the decision making process.</p> <p>100% of schools compliant in maintaining a SSC in order for parents to provide input in the decision making process.</p>	N/A	N/A		100% of school sites maintain SSC.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Support	<p>To enhance student well-being, the District will continue comprehensive mental health services for students through additional counseling, therapy and behavioral support specialists.</p> <p>This support will be comprised of counselors, Behavioral Health Therapists, and Student Support Specialists who will provide effective and timely support for students in need. Additionally, the District will be integrating case management strategies to ensure students receive personalized and continuous care for mental health, behavioral, and social-emotional issues.</p> <p>In a continuous effort to improve the District's support services, we have added three Behavioral Health Therapists and eight Student Support Specialists to support student behaviors. Therapists will be</p>	\$2,609,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>able to provide individual and group counseling for students with a priority on secondary students. The Student Support Specialists will be assigned to each elementary school to support students with escalated behaviors. These two actions are increased and improved services. These additional and continued services allows for more comprehensive and personalized support measures for students.</p> <p>*Continue counseling coordinator *Continue eight counselors *Add three Behavioral Health Therapists *Add eight Student Support Specialists (for elementary school student behavior)</p>		
1.2	School Resource Officer (SRO)	<p>Provide an additional School Resource Officer (SRO) to increase the visibility and accessibility of law enforcement within the school community. This officer can collaborate with school staff to identify and address safety concerns, implement effective crisis response plans, and provide a visible deterrent to potential threats. Additionally, the officer can serve as a positive role model and mentor for students, building trust and promoting positive relationships between law enforcement and the school community. One SRO will be assigned to SGMS, one to MVMS and one to BHS. All three SROs will support all other school sites.</p> <p>*Add one SRO non-contributing as an additional action and service. *Continue two contributing SROs (Goal 1, Action 8).</p>	\$159,563.00	No
1.3	Student Services Coordinators	<p>Continue current Student Services Coordinator. Add additional Student Services Coordinators (total of two) to align programs and support across the District for students, specifically to provide support to school sites and services for English Learners (ELs), Socioeconomically Disadvantaged (SED), and Homeless and Foster Youth students. Additional Student Services Coordinator will assist families in connecting resources and support, lead Uniform Complaint</p>	\$428,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Procedure (UCP) processes, Title IX investigations, and compliance procedures.</p> <p>*Continue one Student Services Coordinator *Add one Student Services Coordinator</p>		
1.4	Assistant Principals (APs)	<p>Provide Assistant Principals (APs) to optimize learning and connection between school and home.</p> <p>APs will work on improving the well-being of ELs, Foster Youth, and SED students in order to close the gap in academics and emotional well-being. There will also be support for Students with Disabilities (SWDs) and student groups that are showing a gap in their academics, attendance, or behavior.</p> <p>*Continue 8.5 Assistant principals</p>	\$1,781,172.00	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 considering our Unduplicated Pupil Population (UPP) first.</p> <p>*Continue eight - .375 FTE Clerks for parent engagement *Continue Community/Parent Engagement Liaison *Continue three - .5 FTE Clerks at middle schools</p>	\$548,723.00	Yes
1.6	Parent Engagement Coordinator	<p>Provide a Parent Engagement Coordinator to supervise and direct site and District activities to engage parents/guardians and provide comprehensive afterschool services to students.</p> <p>*Continue Parent Engagement Coordinator</p>	\$166,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	College and Career Symposium and Signing Day	<p>Provide for College and Career Symposium, College and Career Signing Day, and Career Technical Education (CTE) Showcase to connect graduating seniors with community resources and Work Based Learning (WBL) experiences.</p> <p>Add one local college visit for all 11th and 12th graders that may include University of California Riverside (UCR), California State University, San Bernardino (CSUSB), California Baptist University (Cal Baptists), and the University of Redlands. These visits will provide students with an opportunity to explore local colleges, learn about programs, and campus culture. The intent is to encourage students to consider pursuing higher education and make informed decisions about their future academic careers.</p>	\$8,000.00	Yes
1.8	School Resource Officers (SROs)	<p>Continue to contract with Beaumont Police Department (PD) to provide full-time School Resource Officers (SROs) to provide a safe and secure campus; improve the learning environment, and improve the overall school climate with a connection to the community so the community increases its strong relationship between school, home, and local agencies. Fund two SROs at the UPP rate of 62.82%. The remaining amount is non-contributing.</p> <p>*Continue two SROs funded at 62.82% to support UPP students.</p>	\$320,125.00	Yes
1.9	Anti-Bullying and Attendance Improvement	<p>Provide District-wide incentives for increased/improved attendance as part of the District's Positive Behavioral Interventions and Supports (PBIS) anti-bullying and attendance initiatives. Incentives will be offered to students who improve their attendance throughout the school year.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	Provide sports programs at Mountain View Middle School (MVMS), San Gorgonio 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.	\$66,000.00	Yes
1.12	District Communications Officer	<p>Improve public relations with parents/guardians and the community, as well as to keep them informed about involvement and engagement opportunities, the District will continue collaboration with the Donovan Group and maintain the District Communications Officer position. This will ensure effective communication strategies are implemented to foster positive relationships, share pertinent information, and increase parents/guardians and community involvement.</p> <p>*Continue District Communications Officer</p>	\$260,607.00	Yes
1.13	Health Support	<p>To provide additional health services to students, the District will add four additional Licensed Vocational Nurses (LVNs) and continue to fund 1.5 LVNs in order to increase to the total amount of LVNs District-wide. Additional LVNs will write, monitor, and update health care plans, as well as provide training to staff. Additional LVNs will allow the District to assign one LVN to each school site in order to address the growing health needs of all students District-wide.</p> <p>*Continue 1.5 FTE LVNs *Add 4.0 FTE LVNS</p>	\$501,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Restorative Practices	<p>Provide Restorative Practices through Alternative to Suspension (ATS) program utilizing a trainer of trainer model to strengthen relationships between students, teachers and the community. Restorative Practices are used to facilitate connections between students and the broader school community in order to resolve social, behavioral, and academic violations.</p> <p>*Continue three - .75 FT Instructional Assistants *Continue three - ATS Teachers *Continue one - ATS Counselor</p>	\$871,081.00	Yes
1.15	School Climate	To provide a safe and orderly school environment and to prepare staff and students in disaster preparedness, by implementing the Hour-Zero protocols at all District school sites and facilities.	\$64,351.00	Yes
1.16	School Safety and Security	Implement for the 2023-24 school year, District-wide safety and security plan using technological and physical District-wide safety measures. Overhaul of all District-wide camera surveillance systems, sensors, electronic access control, alarm systems, Voice Over IP (VOIP) phone systems, and Public Address (PA) systems with central and site emergency controls. Address physical safety concerns through additional fencing and/or barriers and/or technological solutions. Additional \$5,000,000.00 in the 2024-25 school year for continuance and completion of project to ensure student and staff safety and security.	\$7,000,000.00	No

Goal Analysis [2022-23]

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.

Goal 1, Action 1: Counseling Support

Challenges in Implementation:

The high ratio of students to counselors is a major challenge in providing mental health and academic support to K-12 students. Limited resources, including funding, staffing, and training, can make it difficult to provide adequate support to all students who need it. Stigma around mental health may discourage some students and families from seeking support.

Successes in Implementation:

The implementation of mental health and academic support programs has yielded positive outcomes, including improved sense of belonging, better peer-to-peer and teacher-student relationships, increased student engagement in school activities and events, better stress management, and improved academic performance. These successes are a result of ongoing training for counselors and staff on Restorative Practices, Collaborative for Academic and Social and Emotional Learning (CASEL) signature practices and framework, and the Thriving School Community Program. The comprehensive support programs provided by the Beaumont Unified School District have helped to ensure that students receive the necessary support for their mental health and academic needs, contributing to their overall well-being and success.

Goal 1, Action 2: Campus Supervisors

Challenges in Implementation:

Campus supervisors face a number of challenges in their role, including the difficulty of hiring people who are willing to work part-time as well as the fragmented nature of the job. This previous action was to support small allocations of time to cover high impact needs such as recess coverage and/or pick up and drop off. Campus supervisors need to be available and flexible throughout the day, which can make it challenging to find individuals who are willing and able to meet these requirements. Another challenge campus supervisors face is the need to maintain order and safety on school grounds, which can be a difficult task in some cases. This requires strong communication skills and the ability to manage potentially volatile situations in a calm and effective manner.

Successes in Implementation:

Despite these challenges, there have also been some successes in the implementation of campus supervisor programs. For example, other part-time employees have taken on the extra duty of supporting schools as campus supervisors, which has helped to alleviate some of the staffing challenges associated with this role. In addition, many campus supervisors have developed positive relationships with students and staff members, which has helped to create a safe and welcoming environment on school grounds. By working closely with school administrators, campus supervisors have been able to identify areas of concern and implement effective strategies to address them. We are shifting this action to add an additional full time School Resource Officer (SRO) to meet the needs of safety and security at our school sites.

Goal 1, Action 3: Student Services Coordinator

Challenges in Implementation:

The implementation of a student services coordinator has posed a few challenges in ensuring that all students, especially those who are Socioeconomically Disadvantaged (SED), Foster Youth, or Homeless, have access to the necessary resources to thrive academically and personally. The biggest challenge faced by the District is the sheer number of SED students, which amounts to over 62% of the total student population. This makes it difficult for one Student Services Coordinator to reach out to every student in need of support. Additionally, some families may not disclose their homelessness status due to fear of negative perceptions making it harder for the coordinator to identify and support these students.

Successes in Implementation:

Despite the challenges faced by the District, the implementation of a Student Services Coordinator has yielded numerous successes. Firstly, the coordinator has been able to provide vital resources to SED students, Foster Youth, and Homeless students that they may not have had access to otherwise. This includes access to school supplies, housing assistance, transportation, and mental health support. The coordinator has also been able to connect students and their families with community resources, such as food banks and financial assistance programs to help alleviate some of the challenges faced by those living in poverty.

Goal 1, Action 4: Assistant Principals (APs)

Challenges in Implementation:

Assistant principals are tasked with a very difficult position including supporting UPP students and families while in the same token, disciplining and holding those same students accountable for behavior. The difficulty in providing extra support for UPP students with APs is time constraints, adequate staffing, and complex job duties.

Successes in Implementation:

Despite these challenges, schools were successful in creating a positive school culture by ensuring the safety and security of facilities, organizing student activities, and developing and administering disciplinary procedures in accordance with District policies. School sites have also developed creative solutions to support Foster Youth, SED, and ELs who need support and interventions. APs play a vital role in increasing and improving UPP students' academics, behavior and College and Career Readiness (CCR).

Goal 1, Action 5: Parent and Community Outreach

Challenges in Implementation:

Difficulty in reaching out to all parents and community members due to language barriers, work schedules, and lack of communication channels. Resistance from some community members who may not trust or have negative perceptions of the District.

*Successes in Implementation:

The existence of the District English Language Advisory Committee (DELAC), Family and Community Engagement (F.A.C.E) Committee, District African American Parent Advisory Committee (DAAPAC), Career Technical Education Advisory Committee (CTEAC) and Special Education Parent Advisory Committee (SEPAC) provide opportunities for parent and community input. Increased attendance and participation in the College and Career Symposium and Signing Day by students and their families was a success. Increased parent meetings, development of committees and greater community participation has been observed as a major success.

Goal 1, Action 6: Parent Engagement Coordinator

Challenges in Implementation:

Challenges include ensuring that the coordinator is able to effectively engage with a diverse range of parents and caregivers. Additionally, one staff member with various parents groups can be a large organizational effort.

Successes in Implementation:

The hiring of a dedicated parent engagement coordinator who can provide targeted support and communication to parents and caregivers. Increased engagement and participation by parents and caregivers in District activities and decision-making.

Goal 1, Action 7: College and Career Symposium and Signing Day

Challenges in Implementation:

Ensuring that all students have access to the resources and information provided at the symposium and signing day. Encouraging students who may not have had college and career aspirations to attend and engage with the events.

Successes in Implementation:

Increased attendance and participation by students in the District, including those who may not have previously considered college or career options. Collaboration with community partners and businesses to provide a diverse range of opportunities and resources.

Goal 1, Action 8: School Resource Officers (SROs)

Challenges in Implementation:

Addressing stigma and negative perceptions of SROs in some communities. Ensuring that SROs are trained and equipped to work effectively with diverse student populations, including English Learners (ELs) and SED students.

Successes in Implementation:

Positive relationships and collaboration between SROs and students on campus, leading to increased feelings of safety and security. Collaboration with community police to provide additional support and resources that are proactive and center around building trust between SROs and students.

Goal 1, Action 9: Anti-Bullying and Attendance Improvement

Challenges in Implementation:

Addressing the root causes of bullying and absenteeism, which may be complex and multifaceted. Ensuring that interventions and supports are tailored to the unique needs and experiences of individual students.

Successes in Implementation:

Increased awareness and education around the impacts of bullying and absenteeism. Implementation of incentives and rewards for students who improve attendance and behavior. Increased attendance from the previous year. Increase in attendance toward the latter part of the year.

Goal 1, Action 10: Project KIND - Medical

*Challenges in Implementation:

Providing access to medical services for all students, including those who may not have health insurance or transportation. Ensuring that medical providers are able to effectively communicate and provide care to students with diverse cultural and linguistic backgrounds.

***Successes in Implementation:**

Increased access to medical services and support for students who may have otherwise gone without. Collaboration with community partners and providers to ensure that services are tailored to student needs.

Goal 1, Action 11: Sports Program at GVHS and Middle Schools

Challenges in Implementation:

Ensuring that all students have access to and are encouraged to participate in sports programs, regardless of their socioeconomic status, housing status or English language proficiency. Addressing potential concerns around safety, injury, and additional coverage.

Successes in Implementation:

Increased participation in sports programs by students who may not have previously had the opportunity or encouragement to do so. Greater sense of belonging for students and connection to school.

Goal 1, Action 12: District Communications Officer

Challenges in Implementation:

Ensuring that the communication officer is effective in reaching all stakeholders, including parents, students, and community members. Balancing the need to share positive news with the community while also being transparent about any challenges or issues in the District. Ensuring that the communications officer has enough resources to effectively execute their role, such as access to technology, budget for promotions, and staff support.

Successes in Implementation:

The communication officer has been able to effectively share positive news and updates about the District with the community. The District has been able to maintain a transparent and open relationship with the community. The communication officer has been able to effectively use social media to engage with stakeholders.

Goal 1, Action 13: Health Support

Challenges in Implementation:

Ensuring that there is enough staff to provide adequate health support to all students. LVNs share school sites and rotate to cover student health concerns. There are increasing levels of student health concerns that are making the current staffing allocations difficult to meet student needs. Balancing the need to provide reactive support to students who are ill or injured with proactive support to prevent illnesses or injuries. Ensuring that all students have access to the same level of support regardless of outside factors.

Successes in Implementation:

The District has been able to provide health support to students at all schools on a rotating basis. The District has been able to provide targeted support to students who need it most, such as students with chronic health conditions or those who require ongoing care. The health support provided has helped to improve the well-being and health of students.

Goal 1, Action 14: Restorative Practices

Challenges in Implementation:

Ensuring that all staff members are trained in Restorative Practices and that they have the necessary resources to implement them effectively. Ensuring that the Restorative Practices are culturally sensitive and inclusive, and that they are effective in addressing the needs of all students. Ensuring that Restorative Practices are implemented consistently across all schools and grade levels. Balancing the severity of Restorative Practices with traditional disciplinary measures.

Successes in Implementation:

The District has rolled out Restorative Practices training to staff members. The use of Restorative Practices has helped to improve school climate, reduce disciplinary incidents, and lowered District Suspension Rates below State and the County of Riverside rates.

Goal 1, Action 15: School Climate

Challenges in Implementation:

Ensuring that all stakeholders understand the importance of school culture and a commitment to improving it. Balancing the need to address immediate issues related to school culture with strategies to implement longer-term improvement measures. Ensuring that all schools in the District are working towards the same goals related to school culture.

Successes in Implementation:

The District has been able to improve school culture across all schools. The use of data from the Panorama surveys has helped to inform school leaders about areas of strength and areas for improvement related to school culture. The District has implemented a range of strategies to improve school culture, such as the use of Restorative Practices, Ron Clark Academy (RCA) strategies and the engagement of parents and community members.

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 1: Counseling Support

The Budgeted Expenditures for counseling support were exceeded by the Estimated Actual Expenditures by \$170,403.00, due to adding one counselor at Beaumont High School, increased demand for counseling services, and salary increases for counselors.

Goal 1, Action 2: Campus Supervisors

The Estimated Actual Expenditures were lower than originally planned by \$4,609.00. Vacancies attributed to the unspent amount.

Goal 1, Action 3: Student Services Coordinator

The Estimated Actual Expenditures for student services coordinator exceeded the Budgeted Expenditures by \$30,289.00 due to salary increases and increases in supplies.

Goal 1, Action 4: Assistant Principals APs

The Estimated Actual Expenditures for assistant principals exceeded the Budgeted Expenditures by \$153,990.00 due to salary increases.

Goal 1, Action 5: Parent and Community Outreach

The Estimated Actual Expenditures for parent and community outreach exceeded the Budgeted Expenditures by \$32,288.00 due to salary increases.

Goal 1, Action 6: Parent Engagement Coordinator

The Estimated Actual Expenditures for parent engagement coordinator exceeded the Budgeted Expenditures by \$10,904.00 due to salary increases.

Goal 1, Action 7: College and Career Symposium and Signing Day

The Estimated Actual Expenditures for college and career symposium and signing day were on par with the Budgeted Expenditures, with no significant differences noted.

Goal 1, Action 8: School Resource Officers (SROs)

The Estimated Actual Expenditures for school resource officers were slightly higher than the Budgeted Expenditures by \$2,500.00 due to supplies.

Goal 1, Action 9: Anti-Bullying and Attendance Improvement

The Estimated Actual Expenditures for anti-bullying and attendance improvement were lower than the Budgeted Expenditures by \$2,275.00. The supplies and materials cost were lower than expected.

Goal 1, Action 10: Project KIND - Medical

The Estimated Actual Expenditures for Project KIND - Medical were on par with the Budgeted Expenditures, with no significant differences noted.

Goal 1, Action 11: Sports Program at GVHS and Middle Schools

The Estimated Actual Expenditures for sports program at GVHS and middle schools were lower than the Budgeted Expenditures by \$8,679.00. The supplies and materials cost were lower than expected.

Goal 1, Action 12: District Communications Officer

The Estimated Actual Expenditures for District communications officer exceeded the Budgeted Expenditures by \$19,004.00, due to increased salaries and increased communications expenses.

Goal 1, Action 13: Health Support

The Estimated Actual Expenditures for health support exceeded the Budgeted Expenditures by \$13,932.00 due to increased salaries.

Goal 1, Action 14: Restorative Practices

The Estimated Actual Expenditures for Restorative Practices exceeded the Budgeted Expenditures by \$121,909.00, due to added professional development, training, and increased salaries.

Goal 1, Action 15: School Climate

The Estimated Actual Expenditures for school climate were on par with the Budgeted Expenditures, with no significant differences noted.

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

Goal one's actions have had positive effects in achieving the overall goal of improving school connectedness, sense of belonging, and restorative relationships within the District. There are areas of improvement and increased services that will be addressed by the LCAP: Here is an evaluation of the effectiveness of each action:

Goal 1, Action 1: Counseling Supports

This action has been effective as students report feeling they have more access to counselors for their emotional well-being. Students report a greater sense of connectedness and belonging as evidenced by Panorama survey results.

Goal 1, Action 3: Student Services Coordinator

This action has been effective in connecting resources and services for SED, Foster Youth, and Homeless students and their families, resulting in families feeling more connected and supported.

Goal 1, Action 4: Assistant Principals (APs)

The effectiveness of Goal 1, Action 4, which involves Assistant Principals supporting Foster Youth, SED students, and ELs, has been measured by the Local Education Agency (LEA). The APs have implemented various actions to improve performance on specific metrics associated with the goal. For example, they have worked with the community to create interventions and supports that address Chronic Absenteeism. These interventions have included incentives for students who improve their attendance, as well as the creation of an Alternative to Suspension (ATS) program that promotes more Restorative Practices between students and their peers. APs have increased engagement with families to create a sense of belonging, reaching out to those in need and providing training in Positive Behaviors Interventions and Supports (PBIS). They have used data to inform their attendance and suspension decisions and have been more active in building relationships with students, teachers, support staff, and families. The District has evaluated the effectiveness of these specific actions and found that they have been successful in improving performance on the metrics associated with the goal.

Goal 1, Action 5: Parent and Community Outreach

This action seems to have been effective in creating connections between schools, families, and the community. Some school sites are showing an improvement in sense of belonging, parent engagement, and connectedness.

Goal 1, Action 6: Parent Engagement Coordinator

By meeting with Unduplicated Pupil Population (UPP) students (students who are designated as Socioeconomically Disadvantaged [SED], Foster Youth, and English Learners [ELs]) and their families during the Family and Community Engagement (F.A.C.E.) meetings and other District parent engagement advisory committees, it appears that this action has been effective in increasing parent engagement and

improving attendance.

Goal 1, Action 7: College and Career Symposium

This action was successful in reaching out to SED students, Foster youth, and EL families to ensure they had access to the fall fair. An increase in student turn out suggests that this action was effective in increasing opportunities for students.

Goal 1, Action 8: School Resource Officer (SRO)

The engagement of the SRO in conversations with students and families about school and community connectedness, restorative relationships on campus, and proactive enforcement is a positive step in improving school culture. Students and families have stated that they feel safer and more connected to the school campus because of the SROs. Students appreciate seeing the SRO in an informal and formal capacity at their school.

Goal 1, Action 9: Anti-bullying and Attendance Improvement

By giving awards to students at school with a focus on SED students, Foster Youth, and EL families, this action seems to have been effective in creating connectedness and school pride. School attendance has increased from last school year and toward the latter part of the school year.

Goal 1, Action 14: Restorative Practices

This action, along with Goal 1, Action 15 (school climate), has created a space for teachers, students, and families to increase school connectedness, sense of belonging, and restoring relationships within the school. This suggests that this action has been effective in improving the metrics associated with the goal.

Based on the data for elementary, there was a significant increase in the student Sense of Belonging metric. As for secondary, there was not much improvement in this area. To address this, the District will consider implementing more targeted interventions that focus on creating a sense of belonging and inclusion for all secondary students, particularly those from disadvantaged backgrounds. The District will consider engaging students in creating activities and programs that foster a sense of belonging, as students often respond positively when given the opportunity to have a voice in their school's culture. Two areas the District will be focusing on to improve this outcome is through our addition of Breaking Down the Walls and Capturing Kids Hearts (Goal 3, Action 6).

While there was no significant difference in the Emotion Regulation metric, it is encouraging to see a slight increase in the score for both elementary and secondary levels. The District will build on this momentum by continuing to provide counseling supports and Restorative Practices that help students develop emotional regulation skills. The District will also be implementing a program/curriculum (Thriving Schools, Everyday Behavioral Tools) that specifically focuses on teaching emotional regulation skills to all students.

The California Healthy Kids Survey (CHKS) data shows some variations in the metrics associated with Goal 1 for different grade levels between the 2020-21 and 2021-22 academic years. Here is an analysis of the effectiveness of the goals and actions based on the available data:

Grade 5: While there is no data available for Cyberbullying, there was a significant increase in the Anti-bullying Climate and School Connectedness metrics between the 2020-21 and 2021-22 academic years. This suggests that the actions taken to create a positive school

climate and foster a sense of belonging have been effective.

Grade 6: The data shows an increase in the High Expectations Scale and Parent Involvement Scale, but no data was reported for the Anti-bullying Climate, School Connectedness, Caring Adult, or Academic Motivation metrics. It is unclear how effective the actions have been for this grade level.

Grade 7: There is no data available for Cyberbullying, but the data shows a decrease in the High Expectations Scale and School Connectedness metrics. The Promotion of Parent Involvement metric remained relatively stable, but the Caring Adult metric decreased significantly. The District may need to focus on increasing high expectations for students and fostering caring relationships between adults and students to improve these metrics.

Grade 9: Similar to grade seven, there is no data available for Cyberbullying. However, there was an increase in the High Expectations Scale, Promotion of Parent Involvement, and School Connectedness metrics. The Caring Adult metric also increased significantly, suggesting that the actions taken to increase caring relationships between adults and students have been effective.

Grade 10: Grade level is not a participating grade level.

Grade 11: There is no data available for Cyberbullying, and most metrics show a decrease between the 2020-21 and 2021-22 academic years. However, there was a significant increase in the Caring Adult metric and a slight increase in the Academic Motivation metric. This suggests that the actions taken to foster caring relationships between adults and students have been effective and there may be a need to focus on increasing academic motivation.

Grade 12: Grade level is not a participating grade level.

Goal 1, Action 4: Assistant Principals

Worked with families to partner with Project KIND to offer care for families in need.

Goal 1, Action 3: Student Services Coordinator

Worked with Foster Youth and Homeless families to give them access to health care needs and supplies in support with Goal 1 Action 6 Parent Engagement Coordinator.

Goal 1, Action 13: Health Support

Was available for SED, Foster, and other students when needed at the school site.

Goal 1, Action 12: District Communications Office

Reached out to families, especially UPP students via Parent Square and social media.

The attendance and expulsion data provided for the 2020-21 and 2021-22 academic years can provide some insights into the effectiveness of the goals and actions taken to improve school climate and connectedness (2022-23 have not yet been reported). Here is an analysis of the data:

TK/K Attendance Rate: The data shows a decrease in the attendance rate for TK/K students between the 2020-21 and 2021-22 academic years. The desired outcome was to maintain a 95% or better rate, but the actual rate was 88.58%. This suggests that the actions taken to improve attendance for this grade level were not effective. The District will review attendance policies and is staged to implement targeted interventions that address the unique needs of TK/K students.

P-2 Attendance Rate: Similar to the TK/K attendance rate, the data shows a decrease in the P-2 attendance rate between the 2020-21 and 2021-22 academic years. The desired outcome was to maintain a 95% or better rate, but the actual rate was 90.40%. The District will be implementing Additional Targeted Support & Improvement (ATSI) interventions that address the reasons for student absenteeism and help students overcome barriers to attendance. <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>

Expulsion Rate: While the expulsion rate increased slightly from 0.0% to 0.1% between the 2020-21 and 2021-22 academic years, the desired outcome was to maintain the rate at 0.1%. This suggests that the actions taken to reduce expulsion rates were not entirely effective. The District will review policies and practices related to discipline and consider evaluating the implementation of Restorative Practices and targeted interventions to prevent student behavior that leads to expulsion.

Overall, the data suggests that the actions taken to achieve Goal 1 had varying levels of effectiveness for different grade levels. To enhance the effectiveness of the actions, the District will focus on increasing high expectations for students, fostering caring relationships between adults and students, and improving academic motivation. The District will consider implementing targeted interventions that address the unique needs of each grade level to create a more supportive and inclusive school environment for all students.

The District will enhance the effectiveness of the actions taken by focusing on creating a sense of belonging, providing emotional regulation supports, and implementing culturally responsive practices that meet the needs of all students. By doing so, the District can help to improve the metrics associated with Goal 1 and create a more supportive and inclusive school environment for all students. The attendance and expulsion data suggests that the actions taken to achieve Goal 1 may not have been entirely effective. The District will review policies and practices related to attendance and discipline and implement targeted interventions that address the unique needs of each grade level. It is also important to note that the Chronic Absenteeism and Suspension Rates are in the baseline year (2021-22), and comparable results for the 2022-23 academic year are not yet available.

Based on the information provided, it appears that the actions taken to achieve Goal 1 have been reactively effective in addressing the health care needs of SED students and their families, as well as Foster Youth, ELs and Homeless families. Project KIND, with the support of the assistant principals, the Student Services Coordinator, and health support at the school site have all contributed to providing basic medical support and supplies to those in need. The District Communications Officer's outreach to families via technology has also been successful. The District will continue monitoring these metrics to track progress and identify areas where additional actions may be needed to achieve the desired outcomes.

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.

Expulsion rate correction 2019-20 from 0.2% to 0.0%

Upon reflecting on prior practice, it was determined that the Attendance Rate for P-2 reporting in 2019-20 was 92.80%, rather than 93% (changed for decimal and placement consistency). Additionally, the Attendance Rate for P-2 reporting in 2020-21 was corrected to 95.18%. Also updated the language in the metric to just say Aeries since Schoolzilla just pulls the data from our Student Information System (SIS).

Data update for CHKS: As a result of reflecting on prior practice, we have made some changes to the California Healthy Kids Survey (CHKS) goal and metrics. We have added the average percent for caring adult and academic motivation for grades seven, nine and eleven to the data section, while removing cyber bullying since it is not being reported. These changes will help us better understand student well-being and academic success and inform our actions and desired outcomes for the coming year.

Data update for Panorama: As a result of the ThoughtExchange and dialogue with educational partners, Sense of Belonging is rated as an area of need. The data for the baseline for Panorama for the previous year and this school year was added to this goal.

Action items 1-15 identified specific details pertaining to salaries, supplies, and equipment necessary to achieve the outlined goals. However, these specifics have been removed from the original 2014 LCAP template, as they are subject to change due to fluctuating prices and salaries on a yearly basis. The District has also removed these estimated actuals in the description part of the actions to provide a more updated and relevant format for this analysis. As a result, any changes made to these goals, expected outcomes, metrics, or actions to achieve them will be based on a thorough analysis of the available local data and Dashboard.

Goal 1, Action 1 involves the addition of critical staff members to support students in the District. In response to the increase in student population, three Behavioral Health Therapists have been added to the team. Additionally, to meet the demand for student support, eight Student Support Specialists have been added. This strategic move ensures that the District has the necessary resources to provide students with the support they need to thrive both academically and personally.

Goal 1, Action 2 the District added an additional non-contributing action for an additional School Resource Officer (SRO). This line item previously was a contributing action for Campus Security however, for two consecutive years, the District could not find individuals to take the short time-frame positions.

Goal 1, Action 3 the District added one additional Student Services Coordinator to better connect families to services and resources as well as lead Uniform Complaint Procedures (UCP) processes, Title IX investigations and other investigative proceedings.

Goal 1, Action 7 the District has increased the service to offering four college visits to local universities for grades eleven and twelve for the 2023-24 school year to encourage students to consider higher education.

Goal 1, Action 13 the District has added additional additional health services to students. The District will add four additional Licensed Vocational Nurses (LVNs). Additional LVNs will write, monitor, and update health care plans as well as provide training for staff. Additional LVNs will allow the District to assign one LVN to each school site in order to address the growing health needs of all students District-wide.

Goal 1, Action 16 the District has added a comprehensive District-wide school safety and security action that is non-contributing. The action will provide for the investment of state of the art physical and technological safety measures including updated surveillance cameras, sensors, and access control measures.

Goal 1 Actions 1-16 have been updated to reflect the most current LCAP information. Line item expenses are no longer required and have been removed from the descriptions. The details in the description of the District's LCAP and the Increased or Improved Services gives an overview of successes, challenges, needs, and outcomes for action items.

Added a metric to include parent participation in the decision making process. Baseline is 100% of all schools will establish a School Site Council (SSC) to ensure parents have input on the decision making process.

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 improving student outcomes by providing a standards aligned comprehensive course of study which will increase academic and Social-Emotional Learning (SEL) for all 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 Pre-K to 12th grade and when transitioning from elementary to middle school, middle to high school, high school to postsecondary and/or specialty programs (Dual Language Immersion [DLI], Middle College, Science, Technology, Engineering and Mathematics [STEM], Career Technical Education [CTE], trade schools, apprenticeships etc.).

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 Career Technical Education (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 there is a gap in academic progress in English Language Arts (ELA) and mathematics between student groups and the District. The Unduplicated Pupil Population (UPP) students (English Learners [ELs], and Foster Youth and Socioeconomically Disadvantaged [SED]), and demographic student groups (African American, Special Education, Homeless and Hispanic) show an academic gap in English Language Arts (ELA). Additionally, the Unduplicated Pupil Population (UPP) students (EL, Foster Youth, and SED and demographic student groups, African American, Special Education, Two or More Races, White, Homeless and Hispanic) show an academic gap in mathematics.

Academic progress for grade 9 showed that UPP, Students with Disabilities (SWDs), Hispanic, African American, and White student groups had the highest D/F percentage rates. There is a need to promote CTE course completion because the baseline is 14% of the total population of students that were eligible (756 students). The District's 2021-22 California Assessment on Student Performance and Progress (CAASPP) demonstrate that 45.16% of all students met and/or exceeded standards in English Language Arts (ELA) and 31.45% met and/or exceeded standards in math. SWDs were the District's lowest performing student group followed by Foster Youth and English Learners (ELs) in both ELA and Math.

The Early Assessment Program (EAP) for grade 11 (2021-22) for ELA (24.97%) exceeded standards and mathematics (9.37%) exceeded standards showed that there is a gap in the amount of students that are College and/or Career Ready as defined by the California State University (CSU) and University of California (UC) system. The EAP for SED for the 2021-22 school year was 20.29% exceeded standards in ELA and 7.39% exceeded standards 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 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, local universal screener and interim assessment data. Additionally, we expect that all students will have access to A-G eligible courses, a broad course of study including Advanced Placement (AP) courses, and have access to language, Science, Technology, Engineering and Mathematics (STEM) courses. This will be measured by using various educational sources of data such as: <https://www.ed-data.org/>, the state assessment indicator (California School Dashboard), Data Quest, and local assessment indicators.

The data presented below for the end of the 2021-22 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 (ELA) and mathematics for Kindergarten (K) through grade eight and Panorama survey data represents Social-Emotional Learning (SEL) indicators.

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: English Language Arts (ELA) Baseline: All Students (Yellow) 4.7 points below standard African American (Yellow) 24 points below standard	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	2021-22 CAASPP and California Dashboard: ELA All Students (Low) 13.3 points below standard African American (Low) 34.4 points below standard American Indian (No Performance Level) 53 points below standard		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
	American Indian (Yellow) 43.9 points below standard Asian (Green) 39 points above standard Filipino (Green) 61.1 points above standard Hispanic (Orange) 16.4 points below standard Pacific Islander (No performance Color) 3.8 points above standard Two or More Race (Green) 15.6 points above standard White (Green) 13.4 points above standard English Learners (Yellow) 30.4 points below standard Foster Youth (Orange) 76.2 points below standard Homeless (Yellow) 44.9 points below standard	report the Mathematics indicator. CAASPP results were reported. The District grade 11 students assessed were students that were able to access the test. PLEASE NOTE: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.	Asian (High) 28.2 points above standard Filipino (Very High) 57.5 points above standard Hispanic (Low) 24.6 points below standard Pacific Islander (No performance Color) 4.4 points below standard Two or More Races (Medium) 2.3 points below standard White (Medium) 4.6 points above standard English Learners (Low) 57.6 points below standard Foster youth (Very Low) 92 points below standard Homeless (Low) 19.4 points below standard Socioeconomically Disadvantaged (Low) 30.2 points below standard		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged (Yellow) 23.1 points below standard</p> <p>Students with Disabilities (Orange) 89.4 points below standard</p>		<p>Students with Disabilities (Very Low) 98.7 points below standard</p>		
Academic State Indicator: Math	<p>2018-2019 CAASPP and California Dashboard: Mathematics</p> <p>Baseline: All Students (Yellow) 39.1 points below standard</p> <p>African American (Yellow) 66.6 points below standard</p> <p>American Indian (Orange) 87 points below standard</p> <p>Asian (Blue) 24.6 points above standard</p> <p>Filipino (Green) 29.2 points above standard</p> <p>Hispanic (Yellow) 52.7 points below standard</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 current state and local data available.</p> <p>The California Dashboard did not report the Mathematics indicator. The CAASPP Results were reported. The District grade 11 students assessed were students that were able to access the test.</p>	<p>2021-22 CAASPP and California Dashboard: Mathematics</p> <p>All Students (Low) 55.3 points below standard</p> <p>African American (Low) 89.3 points below standard</p> <p>American Indian (No Performance Level) 108.9 points below standard</p> <p>Asian (High) 3.1 points above standard</p> <p>Filipino (High) 7.8 points above standard</p> <p>Hispanic (Low) 67.2 points below standard</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 points above standard on the Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Two or More Races (Yellow) 26.2 points below standard</p> <p>White (Green) 15.6 points below standard</p> <p>English Learners (Yellow) 59.1 points below standard</p> <p>Foster Youth (Orange) 101.4 points below standard</p> <p>Homeless (Orange) 64.7 points below standard</p> <p>Socioeconomically Disadvantaged (Yellow) 58 points below standard</p> <p>Students with Disabilities (Red) 119.4 points below standard</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>Pacific Islander (No performance Level) 35.8 points below standard</p> <p>Two or More Races (Low) 45 points below standard</p> <p>White (Low) 33.9 points below standard</p> <p>English Learners (Very Low) 96.3 points below standard</p> <p>Foster Youth (Very Low) 116.9 points below standard</p> <p>Homeless (Low) 79.1 points below standard</p> <p>Socioeconomically Disadvantaged (Low) 71 points below standard</p> <p>Students with Disabilities (Very Low) 128.3 points below standard</p>		
English Learner Progress State Indicator	2018-19 Baseline:	There is no state data for the CAASPP for 2020-21.	2021-22		Increase by 2% to at least 50% overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	48.4% of English Language Students Proficiency	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%	Well Developed (Level 4) 13.15% Moderately Developed (Level 3) 40.60% Somewhat Developed (Level 2) 32.64% Minimally Developed (Level 1) 13.61%		
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 44.4% Two or More Races 39.1% White 49% English Learners 30% Homeless 32.4% Foster Youth 21.4% Socioeconomically Disadvantaged 41.9% Students with Disabilities 9.3%	Students that met the A-G Requirement. 2020-21 (Ed-Data) All Students 52.5% African American 40% Asian 92% Filipino 83.3% Hispanic 50% Two or More Races 52.6% White 50.5% (corrected) English Learners 42.6% Homeless 42.9% Foster Youth 33.3% Socioeconomically Disadvantaged 47.4% Students with Disabilities 12%	Students that met the A-G Requirement. 2021-22 (Ed-Data) All Students 37.8% African American 22% Asian 70.4% Filipino 78.9% Hispanic 33.9% Two or More Races 44.1% White 41.7% English Learners 25.5% Homeless 5.9% Foster Youth (redacted) Socioeconomically Disadvantaged 32.3% Students with Disabilities 9.1%		Increase by 2% (percentage points) or better overall All students 49% African American 46.1% Asian 79.8% Filipino 67.2% Hispanic 46.4% White 51% Two or more races 41.1% Homeless 34.4% Foster Youth 23.4% Socioeconomically Disadvantaged 43.9% English Learners 32% Students with Disabilities 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	Baseline: 2020-21 Reclassified Rate 6.4%	2021-22 Reclassified Rate - 6.9% 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 average scores can be viewed at https://caaspp-	2022-23 Reclassification Rate 7.0%		Increase by 1% (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
		elpac.cde.ca.gov/elpac/			
Graduation Rate State Indicator 2018-19 Dashboard and Dataquest 2019-20	<p>2018-19 California Dashboard: Graduation Rate. Dashboard indicators measured in Performance Color.</p> <p>All Students (Green) 93.6%</p> <p>African American (Orange) 86.3%</p> <p>American Indian (No Performance Color) - The sample size is too small to calculate a percentage.</p> <p>Asian (No Performance Color) 95%</p> <p>Filipino (No Performance Color) 100%</p> <p>Hispanic (Yellow) 92.2%</p> <p>Pacific Islander (No Performance Color) The sample size is too small to calculate a percentage.</p>	<p>2020-21</p> <p>The California Dashboard did not report data.</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 recently available state and local data.</p> <p>2020-21 DataQuest was used as the indicator. No Performance Color indicators used by this dashboard.</p> <p>All Students 91.4%</p> <p>African American 92.6%</p> <p>American Indian: The cohort size is too</p>	<p>2021-22 California Dashboard: Graduation Rate. Dashboard indicators changed from Performance Color to Performance Level.</p> <p>All Students (High) 91.9%</p> <p>African American (Very High) 96.2%</p> <p>American Indian (No performance level) less than 11 students no data displayed for privacy</p> <p>Asian (No Performance Level) 96.4%</p> <p>Filipino (No Performance Level) 95%</p> <p>Hispanic (High) 90.6%</p> <p>Pacific Islander: Not reported</p> <p>Two or More Races (Very High) 97.3%</p>		<p>Increase by 2.0% (percentage points) or better</p> <p>All Students (Green) 95.6%</p> <p>African American (Orange) 88.3%</p> <p>American Indian increase by 2% [(No performance level) less than 11 students no data displayed for privacy]</p> <p>Asian English Learners (Green) 90.4%</p> <p>Hispanic (Yellow) 94.2%</p> <p>Homeless (Green) 93.7%</p> <p>Socioeconomically Disadvantaged (Green) 94.5%</p> <p>Students with Disabilities (Red) 68.7%</p> <p>White (Blue) 98.8%</p> <p>DataQuest percentage of students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More (No Performance Color) 94.7%	small to calculate a percentage.	White (High) 92.7%		in 2019-2020 Graduation rate. No Performance Color indicators used by this dashboard.
	White (Blue) 96.8%	Asian 96.2%	English Learners (Low) 79.1%		All Students 95.8%
	English Learners (Green) 88.4%	Filipino 100%	Foster Youth (No performance level) less than 11 students no data displayed for privacy		African American 95.2%
	Foster Youth (No Performance Color) 63.6%	Hispanic 90.1%	Homeless (Low) 77.3%		American Indian: The cohort size is too small to calculate a percentage.
	Homeless (Green) 91.7%	Pacific Islander: The cohort size is too small to calculate a percentage.	Socioeconomically Disadvantaged (High) 90.7%		Asian 100%
	Socioeconomically Disadvantaged (Green) 92.5%	Two or More Races 92.7%	Students with Disabilities (Low) 73.8%		Filipino 100%
	Students with Disabilities (Red) 66.7%	White 91.1%			Hispanic 95.9%
	Percentage of Students: In 2019-20 Graduation rate - Met at 95.8% Ed-Data was used as the indicator	English Learner 83.9%			Pacific Islander: Not reported
	All Students 95.8%	Foster Youth 50%			Two or More Races 100%
	African American 95.2%	Homeless 87.5%			White 94.3%
	American Indian - No Data	Socioeconomically Disadvantaged 90.1%			English Learner 93.8%
		Students with Disabilities 78.1%			Foster Youth 93.3%
					Homeless 91.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian 100% Filipino 100% Hispanic 95.9% White 94.3% Two or More Races 100% Pacific Islander - No Data				Socioeconomically Disadvantage 96.1% Students with Disabilities 88.2%
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) Socioeconomically 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) Socioeconomically 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)	2021-22 Students in Grade 6 that received an F or U: Baseline: All Students 26.88% (296/1101) English Learners 42.55% (40/94) Socioeconomically Disadvantaged 37.01% (228/616) Students with Disabilities 40.26% (60/149) African American 24.57% (29/118) Asian 14.54% (8/55) Hispanic 31.33% (193/616) Two/+ Race 0.00% (0/58) White 28.10% (233/829) Foster Youth 25.00% (7/28)		Decrease by 2% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and/or Career State Indicator	All Students (Green) 49% African American (Orange) 33.3% English Learners (Yellow) 23.2% Hispanic (Green) 43.4% Homeless (Green) 47.2% Socioeconomically Disadvantaged (Green) 44.6% Students with Disabilities (Orange) 13.8% White (Green) 58.9%	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively.	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively.		Increase by 2% (percentage points) All students - 51% African American (Orange) 32.3% English Learners (Yellow) 25.2% Hispanic (Green) 45.4% Homeless (Green) 49.2% Socioeconomically Disadvantaged (Green) 46.6% Students with Disabilities (Orange) 15.8% White (Green) 61.9%
Implementation of California State Standards	To maintain 2018-19 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool.	2020-21 Full Implementation Year correction from 2021-22 to 2020-21	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	Maintained	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>broad course of study access for UPP students and students with exceptional needs.</p> <p>Courses offered:</p> <p>CTE: Mountain View Middle School, Summerwind Trails School, San Gorgonio Middle School, Beaumont High School, Glenview High School, and 21st Century Learning</p> <p>STEM: Palm Innovation Academy, Mountain View Middle School, and Beaumont High School</p> <p>DLI: Starlight Elementary School, San Gorgonio Middle School and Beaumont High School</p>				<p>access for UPP students and students with exceptional needs.</p>
<p>Advanced Placement Pass Rate 2019-20</p>	<p>Baseline: 64% pass rate overall</p> <p>2019-20, 33% of students were enrolled in AP courses</p>	<p>SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-</p>	<p>2021-22 Advanced Placement</p> <p>344 students took AP exams.</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24												
	<p>In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score.</p> <p>Scores by number of students:</p> <table border="1"> <thead> <tr> <th>Score #</th> <th>of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>92</td> </tr> <tr> <td>2</td> <td>134</td> </tr> <tr> <td>3</td> <td>110</td> </tr> <tr> <td>4</td> <td>60</td> </tr> <tr> <td>5</td> <td>29</td> </tr> </tbody> </table> <p>Total of 682 students out of 2,958 (23%) of all students take AP courses.</p> <p>Out of the 23% taking AP courses the number of students by demographic are:</p> <p>African American - 49 students (7%) Filipino - 54 students (8%) Hispanic - 331 students (49%) White - 174 students (25%)</p>	Score #	of Students	1	92	2	134	3	110	4	60	5	29	<p>20 and 2020-21, respectively. Data should be viewed with caution.</p> <p>256 students took AP exams.</p> <p>2020-21 52.5% pass rate overall</p> <p>English Learner 56.3%</p> <p>Foster Youth 54.3%</p> <p>Students with Disabilities 50%</p> <p>Socioeconomically Disadvantaged 9.9%</p> <p>Asian 85.7%</p> <p>African American 57.1%</p> <p>Filipino 42.3%</p> <p>Hispanic 51.9%</p> <p>Multiple 68.8%</p> <p>White 49.3%</p>	<p>59.0% pass rate overall</p> <p>English Learner 63.6%</p> <p>Foster Youth No data</p> <p>Students with Disabilities no data</p> <p>Socioeconomically Disadvantaged 9.2%</p> <p>Asian 33.3%</p> <p>African American 25%</p> <p>Filipino 51.5%</p> <p>Hispanic 63.9%</p> <p>Multiple 53.3%</p> <p>Pacific Islander 50%</p> <p>White 58.5%</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>
Score #	of Students																
1	92																
2	134																
3	110																
4	60																
5	29																

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 Overall 66.3% English Learners 77.8% Asian 100% African American 33.3% Filipino 75% Hispanic 61.1% Multiple 87.5% White 66.7%				
Dropout Rate High School	2019-20 The Dropout Rate State listing is by cohort 2019-20 Data Quest All Students 23/756 (3.0%) African American 3/62 (4.8%) American Indian: Unavailable Asian 0/18 (0.0%) Filipino 0/23 (0.0%) Hispanic 12/411 (2.9%) Pacific Islander: Unavailable Two or More Races 0/23 (0.0%) White 8/209 (3.8%) English Learners 3/64 (4.7%)	2020-21 Dropout Rate California Data Quest All Students 39/777 (5.0%) African American 2/54 (3.7%) American Indian: Unavailable Asian 1/26 (3.8%) Filipino 0/30 (0.0%) Hispanic 21/395 (3.25%) Pacific Islander: Unavailable Two or More Races 0/41 (0.0%) White 15/224 (6.7%) English Learners 4/56 (7.01%) Foster Youth 5/12 (41.7%) Homeless 2/24 (8.3%)	2021-22 Dropout Rate California Data Quest All Students 34/793 (4.3%) African American 2/52 (3.8%) American Indian: Unavailable Asian 0/28 (0.0%) Filipino 0/20 (0.0%) Hispanic 21/463 (4.5%) Pacific Islander: Unavailable Two or More Races 0/35 (0.0%) White 10/189 (5.3%) English Learners 8/65 (12.3%) Foster Youth: Unavailable Homeless 4/22 (18.2%)		Decrease the dropout rate by student groups and overall by 1% (percentage points) based on cohort of students. Hispanic 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%) Socioeconomically Disadvantaged 517 (2.1%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 1/15 (6.7%) Homeless 3/37 (8.1%) Socioeconomically Disadvantaged 16/517 (3.1%) Students with Disabilities 7/85 (8.2%)	Socioeconomically Disadvantaged 34/574 (5.9%) Students with Disabilities 9/96 (9.4%)	Students with Disabilities 6/105 (5.7%) Socioeconomically Disadvantaged 30/574 (5.2%)		
Academic Local Indicator ELA	i-Ready 2020-21 Benchmark - Universal Screener Window 3 (K-5) ELA 2020-21, 2019-20 Tier I - 51% 40% Tier II - 33% 31% Tier III -17% 28% ELA: at or above grade level: K-8 All Students 52% English Learner 43% Non-English Language 54.5% Foster Youth 29.8% Homeless 34.4% Special Education 30.4% Asian 70.2% African American 49.4% Hispanic 48%	2021-22 Local Data ELA: at or above grade level (K-8) 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 42.6% Two or More Races 61% White 54.1% Pacific Islander 81.8%	2022-23 Local Data ELA: at or above grade level (K-8) All Students 46.3% English Learner 37.5% Foster Youth 15.7% Homeless 28.6% Special Education 23.8% Asian 63.4% African American 44.6% Hispanic 41.1% Two or More Races 56.0% Filipino 66.2% Native American 21.9% Pacific Islander 80.0% White 53.0%		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) 2020-21 Tier I 56% Tier III 12% 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% Hispanic 50% Multiple Ethnic Group 62.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races 60.2% White 59.1%				White 61.1%
Academic Local Indicator Mathematics	i-Ready Benchmark - Universal Screener Window 3 (K-5) Mathematics Tier I 42% Tier II 43% Tier III 15% Mathematics: at or above grade level (K-8) All Students 44.8% English Learner 36% Non-English Language 42.5% Foster Youth 16.5% Homeless 22.9% Special Education 21.9% Asian 61.7% African American 33.6% Hispanic 36.6% Two or More Races 48.6% White 48.4%	2021-22 Local Data Mathematics: at or above grade level: K-8 Mathematics: at or above grade level: K-8 All 39.7 English Learner 33.2% Non-English Language 39.6% Foster Youth 28% Homeless 17.6% Special Education 21.3% Asian 56.9% African American 30.9% Hispanic 33.7% Two or More Races 48.1% White 49.6% Pacific Islander 54.5%	2022-23 Local Data Mathematics: at or above grade level: K-8 At or Above Grade Level: K-8 All Students 36.8% English Learner 30.1% Foster Youth 11.1% Homeless 24.0% Special Education 18.3% Asian 57.7% African American 32.2% Filipino 57.8% Hispanic 31.1% Two or More Races 43.4% Native American 19.4% Pacific Islander 63.6% White 45.5%		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. Tier I 44% Tier III 13% English Learner 38% Non-English Language 44.5% Foster Youth 18.5% Homeless 24.9% Special Education 23.9% Asian 63.7% African American 35.6% Hispanic 37.6% Multiple Ethnic Group 50.6% White 50.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Local Indicator	2020-21 i-Ready Mathematics: English Learner 36% ELA: English Learner 43%	2021-22 i-Ready Mathematics: English Learner 33.2% ELA: English Learner 35.8%	2022-23 i-Ready Mathematics: English Learner 30.2% ELA: English Learner 37.5%		Increase by 2% (percentage points) Mathematics English Learner 38% ELA: English Learner 45%
The College and/or Career Going Rate	2019-20 Data Quest African American: 56.1% Total 48.8% In-State 7.3% Out-Of-State Asian: 68.4% Total 68.4% In-State only Hispanic: 52.4% Total 51.1% In-State 1.3% Out-Of-State Filipino: 57.9% Total 57.9% In-State Only Two/+ Race: 68.8% Total 56.3% In-State 12.5% Out-Of-State White: 58.2% Total 51.1% In-State 7.1% Out-Of-State	2020-2021 California School Dashboard Due to the continuation of the COVID-19 Pandemic, the College and Career Indicator was not reported.	2021-22 California School Dashboard Not reported on the 2022 California School Dashboard.		Increase by 2% (percentage points) In-State African American 58.1% Asian 70% Hispanic 54.4% Filipino 59.9% Two/+ Race 70.8% White 60.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020-21 Total for the District Rate for FAFSA	Baseline 43% of Students	2021-22 FAFSA Rate 44%	2022-23 FAFSA Rate 42.27%		FAFSA 100% completion rate
Students Receiving at Least One D or F in 9th Grade	2019-20 Baseline: All Students 29% (260/889) English Learners 22% (77/234) Socioeconomically Disadvantaged 32% (146/457) Students with Disabilities - 32% (53/165) African American 35% (29/83) Asian 17% (7/41) Hispanic 33% (165/501) Two/+ Race - 26% (12/46) White 30% (204/673) Foster Youth 56% (5/9)	2020-21 English Learners 51.92% (108/208) Socioeconomically Disadvantaged (SED) 54.32% Students with Disabilities 43.05% (65/151) 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)	2021-22 All Students 43.18%(469/1086) English Learners 61.11% 44/72) Socioeconomically Disadvantaged - 39.51% (228/577) Students with Disabilities 59.55% (81/136) African American 47.74% (53/111) Asian 24.39% (20/82) Hispanic 48.13% (309/642) Two/+ Race 0.00% (0/1086) White 43.85% (357/814) Foster Youth 66.66% (2/3)		Decrease by 2% (percentage points) Grade 9 All Students 27% English Learners 20% Socioeconomically Disadvantaged 30% 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	2019-20 Cohort 756 Baseline: Total Completers All 104 (14%)	Total students for 2020-21 school year that were eligible 777 Data pulled from the California Longitudinal Pupil Achievement	Total students for 2021-22 school year that were eligible 794 Total Completers all 129 (16.0%)		Increase the completers by 2 percent (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
approaching prepared for CTE		Data System (CALPADS) Total Completers All 121 (15.6%)			
Dropout for Middle School 2019-20	Baseline: Total - 4 Students (<1%)	2020-21 Total - 8 Students (<1%)	2021-22 Total - 7 Students (<1%)		Maintain or Decrease
2019-20 ELA Early Assessment Program (EAP) Grade 11	All Students - 17.71% Students with Disabilities 3.64% English Learner 0% African American 22.41% Asian 46.67% Filipino 33.33% Hispanic 12.30% White 21.54%	2020-21 ELA Early Assessment Program (EAP) Grade 11 All Students 24.46% Students with Disabilities 3.70% English Learner- 0% African American 13.04% Asian 31.82% Filipino 46.15% Hispanic 20.00% White 29.17% Socioeconomically Disadvantaged 20.29%	2021-22 ELA Early Assessment Program (EAP) Grade 11 All Students 24.97% Students with Disabilities 3.49% English Learner- 0% African American 11.29% Asian 53.85% Filipino 62.50% Hispanic 20.26% White 31.67% Socioeconomically Disadvantaged 20.58%		Increase by 2% by all students and increase by 2% in student groups (percentage points)
2019-20 Mathematics Early Assessment Program (EAP) Grade 11	2019-20 Mathematics Early Assessment Program All Students 4.14% Students with Disabilities 0%	2020-21 Mathematics Early Assessment Program Grade 11 All Students 9.37% Students with Disabilities 0%	2021-22 Mathematics Early Assessment Program Grade 11 All Students 6.48% Students with Disabilities 0%		Increase by 2% by all students and increase by 2% in student groups (percentage points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 0% African American 3.45% Asian 33.33% Filipino 19.05% Hispanic 1.31% White 6.63%	English Learner 0% African American 3.45% Asian 16.67% Filipino 16.67% Hispanic 5.80% White 11.24% Socioeconomically Disadvantaged 7.39%	English Learner 0% African American 1.61% Asian 19.23% Filipino 28.13% Hispanic 3.89% White 9.34% Socioeconomically Disadvantaged 3.61%		
2019-2020 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)	2019-20 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 756 Baseline Total 55 (7.2%)	2020-21 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 777 Total 75 (9.70%)	2021-22 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 794 Total 61 (7.6%)		Increase by 2% (percentage points)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning	The District aims to enhance curriculum, instruction, climate, and assessment practices with a focus on First, Best Instruction through continuous professional learning. The Unduplicated Pupil Population (UPP) which includes English Learners (ELs), Foster Youth and Socioeconomically Disadvantaged (SED) students will be considered first when planning and approving professional learning initiatives with all students benefiting from highly efficient and effective teachers and support staff. The District has increased funding in this area to improve the quality and quantity of these Professional Development (PD) opportunities.	\$332,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Provide Additional Teachers; Support Programs and Student Needs	<p>The District maintains two site-based programs: World Language and Full-day Kindergarten (K). These programs are designed to enhance student achievement and prepare them for college and/or career readiness. To support student needs, the District has reduced the student-teacher ratio by reducing class sizes.</p> <p>Starting from the 2018-19 school year, additional staffing has been in place, with a focus on reducing class sizes for English and mathematics classes at the secondary level. Moreover, all elementary schools offer Full-day Kindergarten (K) options to families.</p> <p>To further improve these initiatives, the District will continue to reduce class sizes and provide specialized programs. This will involve continuously adding teachers in English Language Arts (ELA) and Mathematics, expanding Full-day Kindergarten (K), implementing Dual Language Immersion (DLI), and utilizing the Building Assets, Reducing Risks (BARR) approach.</p> <p>As an additional action and service, the District is committing eight additional math teachers assigned to each elementary school to increase capacity in math instruction. Elementary math teachers will work with elementary teachers to co-plan, co-teach math with an emphasis on 4th and 5th grade math instruction.</p> <p>*Increase teachers for Full-day Kindergarten (K) from 7.25 positions to 11 positions.</p> <p>*Continue with 2.0 FTE teachers at Starlight Elementary School (SLE) and San Gorgonio Middle School (SGMS) to support the DLI Program</p> <p>*1 DLI intervention teacher at SLE</p> <p>* Add one Teacher at Palm Innovation Academy (PIA) to support the Dual Language Immersion (DLI) Program</p> <p>*Continue with an additional teacher at Summerwind Trails School (STS) to reduce class size</p> <p>*Continue with two additional teachers at Mountain View Middle School (MVMS) to reduce class size</p> <p>Continue with two additional teachers at San Gorgonio Middle School to Reduce Class Size</p> <p>*Continue with an additional teacher for BARR</p>	\$4,387,020.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Continue with six additional teachers at Beaumont High School to reduce class size</p> <p>*Add eight elementary mathematics teachers for each elementary school</p>		
2.3	Early Literacy Intervention Program	<p>To support elementary school students in addressing literacy gaps, the District will continue the early literacy intervention program. This action includes continuing with one Early Literacy Intervention Teacher at each school site and two Early Literacy Instructional Assistants at each school site to meet the District's goal of all students reading at grade level by third grade.</p> <p>*Continue with 1.0 FTE Early Literacy Teacher at each school site</p> <p>*Continue with two Early Literacy Instructional Assistants at each school site</p>	\$1,305,530.00	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 each School Plan for Student Achievement (SPSA).</p> <p>School sites 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> <p>Add allocations for ELPAC and CAASPP incentives per school site (\$5K elementary/Alternative Education, \$10K middle, \$15K for High School).</p> <p>Add allocation for Beaumont High School (BHS) for Associated Student Body (ASB) cards for all students (\$25K).</p>	\$937,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Instructional Coaches and Teachers	<p>Continue Instructional Coaches to facilitate effective instruction of state standards in English Language Arts (ELA), mathematics, science, English Learner (EL) support, TK, College and Career, supplemental materials, and Instructional Technology.</p> <p>Additionally, coaches provide instructional support for classroom teachers to refine instructional practices to differentiate instruction for targeted student groups, Students with Disabilities (SWD), ELs, Foster Youth and Socioeconomically Disadvantaged (SED) students. Additionally, coaches support to beginning teachers.</p> <p>As an added action and service, the District is adding a site based Instructional Coach at Palm Innovation Academy (PIA) to support the highest UPP population. This Instructional Coach will assist teachers at the site with EL strategies and daily instructional support in Best, First, Instruction.</p> <p>*Additional 1.0 FTE site-based Instructional Coach at Palm Innovation Academy *Continue with 10 Instructional Coaches</p>	\$1,598,975.00	Yes
2.6	Supplemental Software	<p>Continue supporting supplemental software for students with additional resources and practice opportunities. This software helps students master key concepts and skills ensuring that students are receiving the support needed to succeed. Software allows the monitoring of standards-aligned instruction, ensuring that students meet the necessary benchmarks and are achieving academic success.</p> <p>Site technology support is provided at each school site, ensuring that teachers and students have access to technical assistance and troubleshooting.</p> <p>By leveraging the power of technology and supplemental software, the District continues to enhance our students' academic experience to achieve their full potential.</p>	\$834,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Career Technical Education (CTE) Programs. Provide Professional Development (PD) for teachers to connect career readiness initiatives to adopted curriculum.</p> <p>*Continue the Director of College and Career Readiness position *Continue the Beaumont High School Counseling Technician</p>	\$330,839.00	Yes
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>Integrated and designated instruction classrooms for ELs. Educators and EL Instructional Coaches support training to enhance language acquisition.</p> <p>Additional Dual Language Immersion (DLI) support and supplies provided at Starlight Elementary, Palm Innovation Academy, and San Gorgonio Middle School.</p> <p>All school sites have EL Coordinators that participate in monthly meetings and professional development to support teachers, students and families. Bilingual Instructional Aides provide direct services to EL students with particular emphasis on beginner students.</p> <p>Site EL Coordinators provide 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</p>	\$614,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>translation of documents in a timely manner or are in languages not supported at the site level.</p> <p>*Continue EL Coordinator Stipends *Continue 8.34 FTE Bilingual Aides *Continue 19 Bilingual Instructional Aides (8.34 FTE)</p>		
2.9	Counseling	<p>Provide additional counseling to increase services to Unduplicated Pupil Population (UPP) students and Reclassified Fluent English Proficient (RFEP) Students.</p> <p>*Continue with three High School Counselors at Beaumont High School (BHS) *Continue with one Counselor at San Geronio Middle School (SGMS) *Continue with one Counselor at Mountain View Middle School (MVMS) *Continue with one Counselor shared between SGMS and Glen View High School (GVHS)</p>	\$900,244.00	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 for students identified as Socioeconomically Disadvantaged (SED).</p>	\$323,690.00	Yes
2.11	Ongoing Professional Development (PD)	<p>Provide ongoing professional learning by adding one instructional professional learning day for all certificated and classified staff including long term substitutes. The intent is to provide effective practices in Best, First Instruction with a focus on curriculum, instruction, assessment, and climate as it relates to UPP student outcomes.</p>	\$571,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Advancement Via Individual Determination (AVID)	Continue implementation efforts of Advancement Via Individual Determination (AVID) and AVID strategies. AVID's mission is to increase postsecondary success for UPP students and traditionally underrepresented students. District will continue with AVID site membership dues, AVID secondary elective site tutors and Professional Development (PD) for staff.	\$174,175.00	Yes
2.13	PSAT and SAT	To remove barriers of participation, the District has made available the PSAT and SAT assessments for all students in designated grades. The District will expand this support to Advanced Placement (AP) assessments. Specific support provided for UPP students is provided with assessment fees waived for eligible UPP students.	\$35,000.00	Yes
2.14	STEM Implementation K-5	Develop and implement a District-wide (K-5 Elementary) Science, Technology, Engineering, and Math (STEM) academic program that provides equitable access and support to all students, with a focus on expanding opportunities to underserved and underrepresented student populations.	\$75,000.00	Yes
2.15	Mathematics Intervention Teachers and Specialist	<p>Continue 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> <ul style="list-style-type: none"> * Continue one Math Specialist * Continue two Math Intervention Teachers at SGMS * Continue two Math Intervention Teachers at MVMS * Continue one Math Intervention Teachers at STS * Continue three Math Intervention Teachers at BHS 	\$1,262,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Clerical Support TK-12 Programs	<p>Add clerical support for TK-12 Programs for purchasing curriculum, materials, and supplies to ensure UPP students have access core and supplemental instructional materials. Assist in English Language Proficiency Assessments for California (ELPAC) record keeping, monitoring student placement, assisting in monitoring Reclassified Fluent English Proficient (RFEP) and Long-Term English Learners (LTEL) students and interfacing related data into the Student Information System (SIS).</p> <p>*Add one clerical support for TK-12 Programs</p>	\$83,239.00	Yes

Goal Analysis [2022-23]

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.

Goal 2, Action 1: Professional Learning

Challenges in Implementation:

A challenge in implementation is providing enough substitutes for teacher and staff training during the school day. Another challenge the District is trying to mitigate is regular teachers being away from their classrooms for Professional Development (PD) therefore, the District will be offering more weekend training and non-instructional time for training.

Successes in Implementation:

Successes included access to the RCOE equity conference with teachers, staff, parents, and administrators attending and bringing back strategies to their sites. Offering weekend training to conduct professional learning in Verbal Judo, Professional Crisis Management (PCM), Special Education training, etc. were all successful based on this action.

Goal 2, Action 2: Provide Additional Teachers; Support Programs and Student Needs

Challenges in Implementation:

Challenges in implementation include finding enough teachers to lower all class sizes in mathematics and providing enough Kindergarten (K) classes due to the growing population.

Successes in Implementation:

Successes include adding Dual Language Immersion (DLI) at Palm Innovation Academy (PIA) and reducing class sizes in ELA and math at secondary schools (when vacancies were filled).

Goal 2, Action 3: Early Literacy Intervention Teachers

Challenges in Implementation:

Procuring the right supplies: Depending on the intervention program being used, there may be specific materials that the Early Literacy Intervention Teacher needs. These materials may not be readily available or may have a delay in purchasing. Space limitations due to facility needs are a big challenge. **Coordination with other teachers:** The Early Literacy Intervention Teacher may need to work with other teachers to coordinate the use of shared materials or to ensure that all classrooms have access to the necessary supplies. This could require additional time and effort on the part of the teachers and could lead to scheduling conflicts.

Storage and organization: The Early Literacy Intervention Teacher may need to store and organize a large number of materials with limited space available.

Successes in Implementation:

Early Literacy Intervention Teachers work directly with students who are exhibiting gaps in reading and writing. They use evidenced based strategies and track student progress. All Early Literacy Intervention Teachers are trained in the Science of Reading and the program has been recognized as an exemplar program throughout Riverside County.

Goal 2, Action 4: School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups

The Beaumont Unified School District (District) has prioritized supporting the Unduplicated Pupil Population (UPP), which includes low-income students, English Learners (ELs), and Foster Youth, as well as other student groups that have a gap in their academic achievement, attendance, and behavior. The District's Local Control and Accountability Plan (LCAP) outlines actions to achieve this goal, including the allocation of resources to school sites for targeted support.

Challenges in Implementation:

The implementation of this action item has been challenging due to various factors, including limited funding and staffing, changing student demographics, and competing priorities. One significant challenge has been ensuring equitable distribution of resources to all school sites as some schools have higher concentrations of unduplicated students and greater academic achievement gaps than others.

Successes in Implementation:

Notable successes include the development of Targeted Small Group Interventions (TSGI) and support programs for students who are struggling academically, behaviorally, or with attendance. These programs have included small-group instruction, mentoring, and counseling services, and have helped to improve student outcomes. The District has engaged in ongoing collaboration with school staff, families, and community partners to identify and address the needs of underserved student populations. This has included regular LCAP stakeholder engagement meetings, parent workshops, and partnerships with local organizations that provide resources and support to UPP students. The District LCAP team was able to attend School Site Council (SSC) meetings to discuss their school site state testing data and their California School Dashboard data to gain input on the LCAP and to help with how to create action items for their School Plan for Student Achievement (SPSA). The implementation of this action item has required a significant investment of resources and effort from the District but has also yielded important improvements in student outcomes and equity.

Goal 2, Action 5: Instructional Coaches

Challenges in Implementation:

The implementation of Instructional Coaches to support teachers in implementing state standards has been met with several challenges. One significant challenge has been the difficulty in providing training to all teachers in the District for alignment in instructional strategies as the needs and levels of each teacher varies. Teachers across the District all need varying levels of support and PD tailored to their current level of expertise.

Successes in Implementation:

Instructional Coaches have been successful in supporting school teachers in implementing state standards in ELA, writing, and literacy by providing demonstration lessons, co-teaching opportunities, peer-to-peer conversations, and feedback for students. PD in standards-based education and building skills has helped teachers to implement these standards more effectively. Instructional Coaches have also provided broad professional development in mathematics, which has helped to improve student outcomes. The District has made significant improvement in standardizing the writing process through continuous coaching in the Step Up to Writing model.

Goal 2, Action 6: Supplemental Software

Challenges in Implementation:

Implementing software for teachers and students can pose several challenges related to training, cost, user engagement, and technical issues. One of the most significant challenges is the amount of training required for effective use of the software. This can be a barrier for teachers who may already have limited time and resources. Additionally, concerns about privacy and trust in technology may discourage adoption of the software. The cost of software can also be a barrier for the District. Another challenge is that some teachers and students may have a resistance to online learning which can impact adoption of software for online courseware.

*Successes in Implementation:

Despite challenges, successful implementation of software can lead to several benefits. Anti-plagiarism and feedback tools can reduce academic dishonesty and streamline the grading process for teachers. Online courseware offers a wider range of elective courses, improves the quality of online instruction, and provides flexibility in scheduling classes. Assessment and analysis gives immediate feedback for students and teachers. Online library and textbook management system offers a wider range of resources, reduces the cost of purchasing textbooks and improves access to information for all students. Additionally, it helps streamline the process of managing library resources and reduces the workload of library staff. Teachers and students have access to creating video content of their teaching and learning.

Goal 2, Action 7: College and/or Career Readiness

Challenges in Implementation:

Challenges in this area is the breadth of responsibility with limited staff (one director and one technician assigned to Beaumont High School). The breadth of oversight and program development includes all Career Technical Education (CTE) Pathways, Advanced Placement (AP) program, career exploration experiences, A-G course adoption and development, college and career experiences, AVID implementation, state and federal grants, secondary curriculum adoptions, Work Experience Education (WEE), Work-Based Learning (WBL) experiences, Dual and Concurrent Enrollment, Middle College, STEM initiatives etc.

Successes in Implementation:

The College and Career Readiness (CCR) initiative continues to be a success District-wide. The staff has been able to procure over \$8 million in grant dollars over the past five years to develop several new, high quality CTE pathways. Staff was responsible for developing and launching the District's middle college high school. Staff have partnered with local universities to articulate several new courses for students to earn college credits.

Goal 2, Action 8: English Learner Support

Challenges in Implementation:

The main challenge in implementing this action was ensuring that EL teachers have the necessary training, skills, and strategies to support EL students. Additionally, reaching EL student academic achievement goals and improving reclassification rates are under continuous improvement.

Successes in Implementation:

The District's action of training site-based EL coordinators on the EL framework and the District EL plan was successful in meeting the needs of EL teachers and integrating EL strategies. The District has made progress in EL reclassification, and counseling support has been effective in improving various outcomes related to academic and emotional well-being in K-12 education.

Goal 2, Action 9: Counseling

Challenges in Implementation:

The main challenge in implementing this action was ensuring that all students who needed counseling support received it. Managing the increased demand for counseling services and ensuring that all counselors had the necessary training and resources and were retained throughout the school year were challenges.

Successes in Implementation:

Counseling support was effective in improving various outcomes related to academic and emotional well-being in K-12 education. The California Healthy Kids Survey (CHKS) data shows that students who received counseling support, reported higher scores in areas such as anti-bullying, climate, high expectations, parent involvement, and school connectedness. In particular, the average scores for anti-bullying climate, high expectations, parent involvement, and school connectedness all increased from 2021-22 to 2022-23, indicating that counseling support contributed to these improvements.

Goal 2, Action 10: Additional Learning Opportunities

Challenges in Implementation:

Organizing and implementing summer school, Extended School Year (ESY) and additional learning opportunities are challenging due to logistics, facility use, recruiting and retaining staff to work during intercession times and planning instructional materials.

Successes in Implementation:

The District was able to offer a largescale summer school operation with elementary and secondary. Both strands offered intervention and enrichment with a focus on credit recover for high school students. All students were invited to participate.

Goal 2, Action 11: Ongoing Professional Development (PD)

Challenges in Implementation:

The main challenge in implementing this action was ensuring that all teachers and staff had access to ongoing and pertinent PD opportunities. The extra days of professional learning that were paid out of the LCAP result in countless hours of planning, scheduling, training, and post-evaluation.

Successes in Implementation:

The District provided ongoing PD opportunities for employees to learn new strategies and enhance their instructional practices.

Goal 2, Action 12: Advancement Via Individual Determination (AVID)

Challenges in Implementation:

Challenges in implementing the AVID program includes recruiting for AVID tutors, recruiting UPP students to enter the program, certifying each school in the District and coordinating training schedules to meet the certification standards.

Successes in Implementation:

Despite the challenges, the AVID program has been successful in increasing academic performance and college readiness for UPP students and first generation college students who are traditionally underrepresented or underserved in the university system. The program has nearly 100% college acceptance rate and AVID students consistently outperform their non-AVID peers on the CAASPP, in graduation rates and in A-G eligibility.

Goal 2, Action 13: PSAT and SAT

Challenges in Implementation:

The challenges in implementation have been the UC and CSU system no longer considering the PSAT and SAT.

Successes in Implementation:

Parents and students appreciated that the District offered the PSAT and SAT to UPP students. The District would like to expand this to Advanced Placement (AP) assessments next year.

Goal 2, Action 14: STEM Implementation Support for Palm Innovation Academy

Challenges in Implementation:

The actual expenditure was lower than the planned expenditure by \$74,050.00, which was due to the program being halted to start the additional Dual Language Immersion (DLI) program. Additionally, Palm Innovation Academy (PIA) shifted their focus to literacy and mathematics in order to leverage their capital and resources into two main areas. The District will focus on STEM implementation District-wide next school year.

Successes in Implementation:

Identifying the need for District-wide support has been a result of the PIA STEM pause.

Goal 2, Action 15: Mathematics Intervention Teachers and Specialist

Challenges in Implementation:

Math intervention teachers worked directly with the Math Specialist to build the intervention program from scratch in order to best meet the needs of UPP students. The program struggled in the beginning of the year with vacancies but was able to provide services for UPP students and fill the positions.

Successes in Implementation:

Despite the challenges faced, the District was still able to provide Tier II and III mathematics intervention support for UPP students based on STAR Mathematics and i-Ready scores along with course grades. Results from intervention groups are being gathered.

The District has a comprehensive plan to improve student outcomes, prioritizing UPP students in the LCAP. This includes aligning the curriculum, boosting achievement, and supporting College and/or Career Readiness across Pre-K to 12th grade. Initiatives like Professional Development, EL support, counseling, and math interventions have been implemented. Continuing their commitment to LCAP Goal 2, the District is well-positioned to enhance student success and academic/Social-Emotional Learning (SEL).

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 Learning

The Budgeted Expenditures exceeded the Estimated Actual Expenditures by \$66,500.00, indicating that the actual spending was higher than what was initially planned. This is due to substitute costs for additional PD opportunities provided to teachers and support staff.

Goal 2, Action 2: Provide Additional Teachers; Support Programs and Student Needs

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$150,543.00 due to salary increases.

Goal 2, Action 3: Early Literacy Intervention Teachers

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$266,323.00 due to salary increases.

Goal 2, Action 4: School Site Support in Unduplicated Pupil Populations [UPP] and Student Groups

The Budgeted Expenditures were not met, as the Estimated Actual Expenditures were \$107,892.00 lower than what was initially planned. It is anticipated to be fully implemented by the end of the school year.

Goal 2, Action 5: Instructional Coaches

The Budgeted Expenditures were \$19,111.00 lower than what was initially planned. This is due to unfilled vacancies.

Goal 2, Action 6: Supplemental Software

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$635.00, indicating that more funds were spent than what was initially planned due to increased cost of software and additional software purchases.

Goal 2, Action 7: College and/or Career Readiness

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$16,494.00 due to salary increases.

Goal 2, Action 8: English Learner Support

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$95,845.00, indicating that more funds were spent than what was initially planned. This is due to increases in stipends, extra duty for additional EL training and substitutes.

Goal 2, Action 9: Counseling

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$127,110.00 due to salary increases.

Goal 2, Action 10: Additional Learning Opportunities

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$16,610.00 due to extra supplies for summer school.

Goal 2, Action 11: Ongoing Professional Development [PD]

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$5,750.00 due to additional substitute coverage and conference expenses.

Goal 2, Action 12: Advancement Via Individual Determination [AVID]

The Estimated Actual Expenditures exceeded the Budgeted Expenditures by \$144,505.00 due to increases in AVID tutors and conferences.

Goal 2, Action 13: PSAT and SAT

The Estimated Actual Expenditures were the same as the Budgeted Expenditures..

Goal 2, Action 14: STEM Implementation Support for Palm Innovation

The actual expenditure was lower than the planned expenditure by \$74,050.00, which is due to the program being halted to start the additional Dual Language Immersion (DLI) program, training for the new teachers in Best, First Instruction and a focus on literacy and math. For the 2023-24 school year, the District will shift this initiative to TK-5 for District-wide implementation.

Goal 2, Action 15: Mathematics Intervention Teachers and Specialist

The Estimated Actual Expenditures was lower than the planned Budgeted Expenditures by \$92,615.00 due to salary schedules being lower.

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

The District is committed to improving student outcomes through a comprehensive course of study that is aligned with standards and promotes academic and Social-Emotional Learning (SEL) for all students. To achieve this goal, the District will use student performance data to drive decision-making and support academic achievement, College and/or Career Readiness, and the success of all students, including those who have faced traditional barriers to success. This commitment extends from Pre-K to 12th grade and includes support for students as they transition from one level of education to the next; from elementary to middle school, middle to high school, and high school to postsecondary and/or specialty programs, such as Dual Language Immersion (DLI), Middle College, Science, Technology, Engineering and Mathematics (STEM), Career Technical Education (CTE), trade schools, apprenticeships, and other relevant programs. Through this approach, The District aims to provide a high-quality education for all students that prepares them for success in the 21st-century workplace and beyond. The following are explanations of how effective the actions were in making progress toward the goal.

Goal 2, Action 1: Professional Learning

Offering continuous professional learning with an emphasis on Best, First Instruction has been effective. This is evidenced in our local indicator data with improvement in ELA and Math in i-Ready and on STAR assessments. Additionally, staff survey data has indicated that teachers and staff have increased efficacy due to increased training.

Goal 2, Action 2: Provide Additional Teachers; Support Programs and Student Needs

The specific action of increasing teacher support at the middle and high school in mathematics and English language arts to lower class size is still being evaluated. Based on local assessment data, the District saw large gains in ELA and mathematics improvement from Fall to Spring. More importantly, students in the Dual Language Immersion (DLI) program consistently outperform their English only counterparts on local and state data. Being that CAASPP data from 2021-22 is a benchmark year, we are awaiting 2022-23 performance data to determine change and improvement which translates to effectiveness. In regards to lower class sizes at the secondary level and the effectiveness of the action, it should be noted that the highest performing student group in the District was at Beaumont High School with 11th graders performing 61.16% met and/or exceeded in ELA.

Goal 2, Action 3: Early Literacy Intervention Teachers

Early Literacy Intervention Teachers focus on foundational reading skills in TK-2 and support teachers with tier II and III reading support. According to i-Ready data in ELA, students have improved in their foundational literacy skills, although there is a gap in comprehension and vocabulary. This suggests that the intervention teachers have been effective in improving students' foundational skills with a need to support comprehension and vocabulary.

Goal 2, Action 4: School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups

The specific action of adding funding for school sites in order for site leaders to develop their School Plan for Student Achievement (SPSA) has been effective in improving student outcomes. Local data markers indicate an improvement in ELA and Math from Fall to Spring along with Social-Emotional Learning (SEL) data demonstrating that students are feeling more connected and a sense of belonging at their school.

Goal 2, Action 5: Instructional Coaches

The specific action of providing classroom teacher support through Instructional Coaches has been effective in helping teachers feel supported with training and initiatives in curriculum, Identify, Verb, Finish the Thought (IVF) summaries, and other District lead strategies.

Instructional Coaches have conducted lesson demonstration, co-plan, co-teach, and/or observations and feedback for every single teacher in the District. It is important to consider the qualitative feedback from teachers regarding their support and satisfaction with these interventions. Providing teachers with additional support and resources improves their ability to implement new strategies and improve student outcomes.

Goal 2, Action 6: Supplemental Software

The use of educational software in K-12 schools has been found to be effective for personalized learning, increased student motivation and participation, improved access to educational resources, and data-driven instructional decision-making. Students experience personalized learning through the use of educational software, allowing them to work at their own pace and receive tailored feedback. The educational software used in class is interactive and engaging leading to increased student motivation and participation in the learning process. Additionally, teachers utilized data from different software tools to identify both strengths and weaknesses, enabling them to make informed decisions regarding instruction. As a result, targeted support and interventions were provided to improve student outcomes.

Goal 2, Action 7: College and Career

College and Career Readiness (CCR) staff have been able to establish new CTE pathways, increase Work-Based Learning (WBL) opportunities for students, host a District-wide college and career fair, and successfully open the District's first and only Middle College High School to name a few. The college and career fair has been effective in supporting K-12 students by exposing them to a variety of career options, helping students identify their Strengths, Interests and Values (SIV) while exploring potential career paths. Students had the opportunity to connect with professionals in their areas of interest, helping them build their professional networks and learn about potential job opportunities. Workshops and sessions on soft skills such as communication, teamwork, and leadership were provided while helping students develop important skills for success in college and the workforce.

Goal 2, Action 8: English Learner Support

The District's action of training site-based EL coordinators on the EL framework and the District EL plan has been effective in meeting the needs of EL teachers and integrating EL strategies. The District continues to grow in EL reclassification rates over the last three years.

Goal 2, Action 9: Counseling

Based on the data from the California Healthy Kids Survey (CHKS) and the 2021-22 baseline year with demographics, counseling support has been effective in improving various outcomes related to academic and emotional well-being for students. For example, the data shows that students who received counseling support, reported higher scores in Social-Emotional Learning (SEL) areas such as anti-bullying, high expectations, parent involvement, and school connectedness. In particular, the average scores for anti-bullying, high expectations, parent involvement, and school connectedness all increased from 2021-22 to 2022-23, indicating that counseling support contributed to these improvements.

Goal 2, Action 10: Additional Learning Opportunities

The effectiveness of summer school has been an area of analysis for the District. Each year, the District analyzes ELA and math proficiency growth along with total number of credits earned by secondary students. With the addition of the Expanded Learning Opportunities Department, the District will be tracking the summer school cohort of students and tracking student successes in the 2023-24 school year.

Goal 2, Action 11: Ongoing Professional Development (PD)

The District added one day for certificated PD and one day for classified support PD. This action is aimed to improve teacher effectiveness and, in turn, improve student outcomes. Ongoing PD opportunities have been shown to positively impact teacher effectiveness and student outcomes in local indicators including teacher survey data.

Goal 2, Action 12: Advancement Via Individual Determination (AVID)

AVID is a program that aims to increase academic performance and college readiness for students, while providing PD and support for teachers. The program emphasizes collaboration, data-driven instruction, and equal educational opportunities for all students. AVID has been shown to improve student academic performance, increase college access and self-efficacy, and enhance teacher instructional practices and collaboration.

Goal 2, Action 13: PSAT and SAT

The District offered PSAT and SAT assessments for all UPP students who desired to take and use the assessment. This action is aimed to provide opportunities for students to prepare for college placement exams and increase their access to higher education. Parents and students appreciated that the District offered the PSAT and SAT to UPP.

Goal 2, Action 14: STEM Implementation Support for Palm Innovation Academy (PIA)

The District's STEM implementation support for Palm Innovation was ineffective due to the lack of implementation during the school year. However, the District has shifted its focus to supporting a District-wide STEM program.

Goal 2, Action 15: Mathematics Intervention Teachers and Specialist

The District provided Tier II and III mathematics intervention support for UPP students based on i-Ready and STAR Mathematics scores along with course grades. The District is monitoring the Secondary Math Intervention program for effectiveness. The program did not launch until January of 2023 due to vacancies and designing the math intervention program particulars.

Summary:

The District is committed to providing a high-quality education for all students and improving outcomes through a comprehensive course of study. The District has implemented several actions, including professional learning, increasing teacher support, providing intervention teachers, offering college and career opportunities and providing counseling support. The effectiveness of these interventions varied, with some showing positive results such as improved sense of belonging, increased academic performance, and enhanced teacher practices while others need additional analysis to determine effectiveness. The District will continue to use student performance data to drive decision-making and support academic achievement, college and/or career readiness, and the success of all students, including those who have faced traditional barriers to success.

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.

Goal 2 Update:

Original Goal: "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)."

Updated Goal: "Beaumont USD will support the LCAP priority of improving student outcomes by providing a standards aligned comprehensive course of study which will increase academic and Social-Emotional Learning (SEL) for all 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 Pre-K to 12th grade and when transitioning from elementary to middle school, middle to high school, high school to postsecondary and/or specialty programs (Dual Language Immersion [DLI], Middle College, Science, Technology, Engineering and Mathematics [STEM], Career Technical Education [CTE], trade schools, apprenticeships etc.)."

Based on feedback from educational partners, the District updated the goal to enhance the clarity of its outcome and associated actions.

Year one outcome data update:

A-G Cohort data corrected for the 2020-21 school year for White students from 0.5% to the corrected 50.5% and added Students with Disabilities 12%. The reported year has been corrected from 2021-22 to 2020-21 for standard implementation to have consecutive years.

The California School Dashboard ELA and mathematics Indicator was updated to remove the met/exceeded data for Year 1 Outcome and Year 2 Outcome to reflect only the indicator. The English Learner (EL) Progress State Indicator was updated with the year for the baseline (2018-19) and removal of unnecessary language, "The District is updating the baseline to the English Language Proficiency for the Summative ELPA," in the Year 1 Outcome. The English Learner (EL) Reclassification Rate language was changed from, "Increase by 2.5% (percentage points) or better each school year (updated language)," to "Increase by 1% (percentage points) or better each school year."

2020-21 Advanced Placement data correction from 52.3% to pass rate overall to 52.5% overall and updated English Learner from 60.9% to 56.3%

2019-20 Advanced Placement data baseline correction from 77% to 64%.

2020-21 Advanced Placement the for Socioeconomically Disadvantaged (9.9%) was added to the metrics.

2021-22 Advanced Placement the for Socioeconomically Disadvantaged (9.2%) was added to the metrics.

College and Career Rate has not been updated on the California Dataquest website nor the Ed-Data website.

After reflecting on prior practice, the District decided to make a change to our planned goal for CTE Completers. Specifically, the District decided to remove the A-G requirements from our metrics and desired outcomes. Our new goal is aligned to the College and Career Indicator (CCI) on the California School Dashboard which includes the percentage of students who are prepared or approaching prepared for CTE requirements (see the above data - The number of students and percentage of students that are prepared or approaching prepared for CTE and A-G requirements; where A-G was removed).

Baseline update 2019-20

The District added missing cohort data to the baseline, specifically Cohort 756, which was previously absent. This addition will provide a more accurate and representative picture of the performance of our students over time and help us set more realistic and achievable goals. CTE Completers combined with A-G: In comparison to our previous data, the District made changes to our baseline by adding Cohort 756. Our initial data showed a total of 44 students (6%), whereas the revised data indicates a corrected total of 55 students (7.2%). As a result, the District reflected on prior practice and adjusted our goals, metrics, and actions to better serve this student population.

Based on the updated information, the incorrect data of total students for the 2020-21 school year that were eligible, which was previously reported as 1294, will be changed. The correct data, as pulled from the California Longitudinal Pupil Achievement Data System (CALPADS), is 777 and also the same cohort for CTE Completers with combined A-G. Additionally, the baseline for the total completers of all, previously reported as 121 (15.6%), will be updated to 133 (10.2%).

This updated information lead to reflections on prior practice and may require changes to the planned goals, metrics, desired outcomes, or actions for the coming year. Actions 1-15 has been updated to reflect the most current LCAP information. There was no need to continue with specific funding listed separately such as supplies, benefits and salaries as that is no longer needed. The details in the description of the District's LCAP and the Improved or Increased Services gives an overview of successes, challenges, needs and outcomes for action items.

The District reflected on our prior practice and identified an error in the data related to the A-G and CTE completer match data for the year 2020-21. The incorrect data reported a total of 39 (6.59%) students who completed both A-G and CTE courses, whereas the corrected data shows that the actual number of students who completed both is 75 (9.70%)

The 2021-22 Reclassified Rate has been updated from 9.48% to 6.9% based on the analysis of data provided by the California Dataquest website. To achieve this new target, adjustments may be made to the previously identified actions and metrics.

Goal 2, Action 1 has been updated by increasing the amount of total funds to provide for additional training and PD for staff.

Goal 2, Action 2 has been updated to reflect an additional 3.75 Full-day Kindergarten (K) teachers, eight additional elementary mathematics teachers across all elementary schools and one additional Dual Language Immersion (DLI) teacher at Palm Innovation Academy (PIA).

Goal 2, Action 3 title has been changed from Elementary Intervention Teachers to Early Literacy Intervention Program. The description has been updated to reflect the Early Literacy Instructional Assistants.

Goal 2, Action 4 increased site allocations by 25% for ELPAC and CAASPP incentives per school site (\$5K elementary/Alternative Education, \$10K middle, \$15K for High School). Added allocation for Beaumont High School (BHS) for Associated Student Body (ASB) cards for all students (\$25K).

Goal 2, Action 5 description of services has changed. The District has added a site based instructional coach at Palm Innovation Academy (PIA), the District's lowest performing school with the largest population of UPP students.

Goal 2, Action 8 has been updated description to include designated and integrated English Language Development (ELD).

Goal 2, Action 11 was updated to reflect the District's instructional framework and focus (curriculum, instruction, climate and assessment).

Goal 2, Action 12 was updated to reflect the mission of AVID and to be more specific on how the funds are allocated.

Goal 2, Action 14 has been updated due to the implementation of a second Dual Language Immersion (DLI) program at Palm Innovation Academy (PIA), the District has decided to shift its focus from supporting PIA's transition to a Science, Technology, Engineering, and Math (STEM) program to developing a District-wide STEM academic program. The District recognized that supporting too many initiatives at one school site was not feasible and instead, is committed to providing equitable access to STEM education for all UPP students and has been revised to be District-wide.

Goal 2, Action 16 increased support for TK-12 programs due to the population increase with a focus on UPP students. Clerical support will focus on curriculum, materials and supply ordering.

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 Multi-Tiered Systems of Support (MTSS) that is inclusive, equitable and safe for all students and staff in well maintained facilities.

An explanation of why the LEA has developed this goal.

This goal was established with 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. Parents, families, and staff indicate that having clean, safe, and functional facilities is a priority. Additionally, input suggests that parents and community members want students to feel safe, have access to clean facilities, access to instructional materials, and have the best possible trained teachers who are highly qualified.

The California State Priorities: Conditions of Learning
 Basic Services (1)
 Implementations of Standards (2)
 Course Access (7)

The metrics show that students have 100% access to standards aligned materials and that the school facilities are in exemplary condition. Staff continue to be trained in Tiers I, II and III strategies with a focus on school culture and climate. Hour-Zero school safety measures are put in place in order to train staff on emergency preparedness procedures. All teachers are 100% credentialed to teach English Learners (ELs) and all beginning teachers are provided with new teacher induction training.

The District continues to monitor the metrics in Goal 3 to ensure that desired outcomes are maintained. The District continues to add supports and actions to accomplish the mission of ensuring that the District will employ, develop, and retain highly qualified, diverse employees who provide a standards aligned, broad course of study with Multi-Tiered Systems of Support (MTSS) that is inclusive, equitable, and safe for all students and staff in well maintained facilities.

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	Baseline - access to standard aligned	100% Access	100% Access including UPP student		Maintain 100% Access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Access to Standards Aligned Instructional Materials	instructional materials and curriculum		groups (Socioeconomically Disadvantaged, Foster Youth and English Learner)		
School Facility Ratings as Measured by Annual Facility Inspection Tool	Baseline: good or better	Exemplary	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 Tiers II & III Educational Monitoring Systems	Continued training and revisit of Tier I in English Language Arts (ELA) and state standards		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%	100%		Maintain 100% Certification
Teacher Induction	All year-two teachers in the Induction Program have completed the requirements for a clear credential	100%	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	Continued training in SEL All staff (100%) had access to the PD at the October PD Day, during Presidents' Week and Spring Break		100% Access to PD

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Induction	Contract with RCOE for the Center for Teacher Innovation (CTI) program beginning teacher induction program and CTI coaching stipends.	\$131,933.00	Yes
3.2	Home to School Transportation	Provide home to school transportation for eligible Unduplicated Pupil Population (UPP) students who include Socioeconomically Disadvantaged (SED), Foster Youth and English Learners (ELs).	\$390,300.00	Yes
3.3	Access to Technology	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.	\$1,097,000.00	Yes
3.4	LCAP Oversight	Oversight of LCAP/LCFF by Instruction and Support Services with support from the Business Services and Human Resources Divisions to implement and support LCFF Supplemental/Concentration Services. *Continue one Director of Research, Learning and Data (RLD). *Continue one RLD Technician *Indirect costs of 6.84%	\$2,001,029.00	Yes
3.5	Best, First Instruction: Professional Learning Development	Partnership with Elevated Achievement Group (EAG) to provide training and support in curriculum (California State Standards), instruction, assessment and climate. EAG will provide onsite coaching, Academic Climate Reviews (ACRs), standards training for all teachers, student ownership training, District-wide instructional walks, etc. Professional Development (PD) substitute costs.	\$740,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Partnership with Gary D. Soto Consulting Services to implement a Tier III reading intervention program District-wide.</p> <p>Social-Emotional Learning (SEL) training and substitute costs.</p>		
3.6	Climate and Culture	<p>Breaking Down the Walls (\$50K) and Capturing Kids Hearts (\$50K).</p> <p>Creation of a student ambassador program to establish a positive school climate and culture.</p> <p>Breaking Down the Walls 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 secondary school sites to create a culture of belonging and cohesiveness, to reduce unsafe behaviors and increase positive decision making amongst all student groups.</p> <p>Capturing Kid's Hearts is a program to increase empathy among students and staff. The program will begin at Beaumont High School (BHS) and will expand over time at additional secondary school sites.</p>	\$100,000.00	Yes
3.7	Social-Emotional Well-Being and Classroom Climate	<p>Thriving School Community training for teachers in Social-Emotional Learning (SEL). The intent of the Thriving Schools training is to create a positive impact on student mental health, decrease teacher burnout, increase parent engagement, and ultimately help the entire school community to thrive. By training and prioritizing the development of these skills, the school community can create a positive and nurturing environment that is conducive to learning and well-being for all.</p>	\$30,000.00	Yes

Goal Analysis [2022-23]

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.

Goal 3, Action 1: Teacher Induction

Challenges in Implementation:

Ensuring that academic coaches are trained and qualified to provide effective induction support to new teachers. This is sometimes a challenge considering time constraints of the teacher induction program.

Successes in Implementation:

Improved teacher retention rates through effective induction support and Professional Development (PD).

Goal 3, Action 2: Home to School Transportation

Challenges in Implementation:

Staffing shortages have sometimes caused challenges.

Successes in Implementation:

Continuation of transportation services, despite staffing shortages. Effective communication with families regarding transportation updates and changes.

Goal 3, Action 3: Access to Technology

Challenges in Implementation:

Ensuring equitable access to technology for all students, regardless of socio-economic status or other factors. Staying current with the rapid changes in technology and ensuring that technology is effectively utilized for educational purposes. Refreshing technology at a sustainable rate from the 2020-21 (pandemic) school year with the addition of thousands of new devices.

Successes in Implementation:

Ongoing replenishment and replacement of technology to ensure that it is up-to-date and functional. Implementation of technology integration strategies to improve student engagement and learning outcomes.

Goal 3, Action 4: LCAP Oversight

Challenges in Implementation:

Ensuring that LCAP funds are allocated in a manner that aligns with District goals and priorities. Balancing competing demands for LCAP funds with other District needs. Making sure that the Unduplicated Pupil Population (UPP) students are considered first and working with school administration to align with their School Plan for Student Achievement (SPSA).

Successes in Implementation:

Effective oversight and management of LCAP funds to ensure that they are used to improve educational outcomes for all students.
Collaboration with Educational Partners to develop a comprehensive and effective LCAP.

Goal 3, Action 5: Best, First Instruction: Professional Learning Development

Challenges in Implementation:

Ensuring that Professional Development (PD) opportunities align with District goals and priorities. Scheduling PD opportunities that are convenient and accessible for all teachers. Providing enough substitute teachers to allow for teacher release time. Logistical planning for make up days for teachers and staff.

Successes in Implementation:

Increased PD funding to provide more comprehensive and effective training for teachers. Collaboration with outside consultants to develop and implement PD opportunities.

Goal 3, Action 6: Climate and Culture

Challenges in Implementation:

Ensuring that all educational partners are involved in efforts to improve school climate and culture. Balancing the need for immediate improvements with the need for long-term sustainability. Continued revisit of the "Breaking Down the Walls" program and grow the initiative at San Geronio and Mountain View middle schools.

Successes in Implementation:

Effective implementation of restorative justice practices to reduce disciplinary incidents and improve student engagement. Students, site leaders, teachers, and support staff appreciated the program and felt like there was a collective sense of belonging during and after an event. Ongoing efforts to involve all educational partners in school climate and culture improvement efforts.

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 1: Teacher Induction

Estimated actual expenditures were higher than planned expenditures by \$4,241.00. This is due to an increase in academic coaches' stipends.

Goal 3, Action 2: Home to School Transportation

Estimated actual expenditures were lower than planned expenditures by \$669,062.00 due to staffing shortages and the inability to hire drivers for transportation.

Goal 3, Action 3: Access to Technology

Estimated actual expenditures were higher than planned expenditures by \$118,329.00. The reason for this difference was increased software expenses and costs for materials.

Goal 3, Action 4: LCAP Oversight

The estimated actual expenditures for this action were \$76,794 higher than the planned expenditures. The reason for this difference was salary increases and an overall increase in indirect costs.

Goal 3, Action 5: Best, First Instruction: Professional Learning Development

Estimated actual expenditures were higher than planned expenditures by \$7,200.00. The reason for this difference was substitute costs and additional Professional Development (PD) training.

Goal 3, Action 6: Climate and Culture

The estimated actual expenditures for this action were the same as the planned expenditures, with no variance. This was the exact cost of the planned action, "Breaking Down the Walls".

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

Goal 3, Action 1: Teacher Induction

The District has made great strides in increasing the effectiveness of training and supporting beginning teachers by providing various types of assistance through collaboration with the Riverside County Office of Education (RCOE) and District Instructional Coaches. These supports include mentoring and coaching, PD, classroom observations, collaborative planning, curriculum development, data analysis, and resource acquisition. Additionally, all elementary teachers have been provided with Professional Development (PD) on student ownership of their own learning, peer-to-peer conversations, feedback, classroom climate, and standards-based instruction. These efforts have enhanced the teaching skills, instructional strategies, and student outcomes of beginning teachers.

Goal 3, Action 2: Home to School Transportation

The provision of school transportation has been effective in enhancing socialization among Socioeconomically Disadvantaged (SED) students. This is measured by the District's metrics on socialization, which have shown an increase in the number of students participating in extracurricular activities, after-school programs, and other events that promote socialization. However, attendance has remained a concern. The District remains committed to the provision of school transportation, and will need to remain flexible and adapt its transportation strategies to ensure that students can continue to participate in school activities and maintain connections with their peers.

Goal 3, Action 3: Access to Technology

The Instructional Technology Department's actions to increase student device access and quality, improve tech security for student information, login security and bandwidth at each site are all critical steps towards achieving the District's goal of providing up-to-date technology to students and staff. These actions have a direct impact on the District's ability to enhance learning opportunities, improve productivity, and maintain security and privacy. Key metrics that measure the effectiveness of the technology actions include the number of student devices available per student and the number of security incidents that occur each year. Additionally, the District's plan to refresh old equipment for students and staff is an important step towards achieving the District's technology goals.

Goal 3, Action 4: LCAP Oversight

The District's LCAP oversight team plays a critical role in monitoring and evaluating the District's progress in implementing its Local Control and Accountability Plan (LCAP). The team ensures effective use of resources and improved student outcomes through reviewing the District's annual update to the LCAP, monitoring progress in achieving the goals and strategies outlined in the LCAP, providing feedback and recommendations, and engaging stakeholders in the LCAP process. The team also utilizes academic, behavior, and attendance data to inform its oversight process, resulting in informed decisions that positively impact student achievement.

Goal 3, Action 5: Best, First Instruction, Professional Learning Development

The District has provided site coaching for principals with a priority on first year principals, a partnership with Elevated Achievement Group (EAG) to develop instructional leadership through a lens of Best, First Instruction. All elementary and secondary teachers have been trained in student ownership of learning. All elementary and secondary English Language Arts (ELA) teachers have been trained on ELA state standards and developed a scope and sequence. Next year, all elementary and secondary math teachers will be trained on math state standards, the Standards for Mathematical Practices (SMPs) and will develop a scope and sequence. All school sites have had one Academic Climate Review (ACR) with an ACR share out. Consulting with Gary D. Soto Consultant will assist the District in developing with fidelity, a Tier III reading program using the Science of Reading to intervene with students who struggle with literacy.

Goal 3, Action 6: Climate and Culture

The Breaking Down the Walls initiative was effective in establishing a student ambassador program. Due to its success, the District will be expanding this initiative to the middle schools starting at Mountain View Middle School (MVMS). The District is adding Capturing Kids Hearts as an expanded action and service. This initiative will assist secondary teachers in developing empathy and compassion for students.

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.

Goal 3, Actions 1 - 6 the District removed line item financial amounts as this was old LCAP language and is no longer needed. The details in the description of the District's LCAP and the Improved or Increased Services gives an overview of successes, challenges, needs and outcomes for action items.

Goal 3, Action 6 includes the addition of Capturing Kids' Hearts. This action is being added to strengthen student to staff relationships.

Goal 3, Action 7 the District added action that focuses on addressing student mental health needs, staff burnout and parent and family connections (Thriving Schools).

The metrics area "Every Pupil in the School District has Sufficient Access to Standards Aligned Instructional Materials" (2022-23), the qualitative measure for UPP students was added to address that English Learner, Foster Youth and Socioeconomically Disadvantaged (SED) continue to have access to the State Standards in English language arts and mathematics.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$22,293,935	\$1,522,540

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
17.94%	0.00%	\$0.00	17.94%

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 Socioeconomically 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 data from the California School Dashboard is considered a benchmark year and will have comparable data 2023-24 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 2021-22 school year is as follows: The percentage of all students with a low performance level is 2.5%. American Indian and Foster Youth have a very high performance level of 11.3% and 13.4%, respectively. Pacific Islander students have no performance level specified. African American, Homeless, and Students with Disabilities (SWDs) have a high performance level of 5.7%, 7%, and 4.6%, respectively. Two or More Races and SED have a medium performance level of 3.1%. Asian, English Learners (ELs), Hispanic, and White students have a low performance level of 1.1%, 2%, 2.2%, and 2.4%, respectively. Filipino students have a very low performance level of 0.3%. The performance levels are based on a scale of one to five bars, with the lowest performance level represented by one bar and the highest performance level represented by five bars, according to the California School Dashboard.

According to the 2021-22 California School Dashboard, the percentage of all students with a very high performance level is 32.1%. Pacific Islander students have no performance level specified, but 50% of them met or exceeded standards. African American, American Indian, Asian, EL, Foster Youth, Hispanic, Homeless, Two or More Races, SED, and SWD all have a very high performance level, ranging from 25.4% to 61%. White students also have a very high performance level of 27.8%. However, only 16% of Filipino students have a high performance level. The performance levels are based on a scale of one to five bars, with the lowest performance level represented by one bar and the highest performance level represented by five bars, according to the California School Dashboard.

From 2020-21 to 2021-22, the enrollment of the District increased by 520 students, from 10,694 to 11,214. This represents a growth rate of approximately 4.86%. The percentage of SED students increased slightly from 57.1% in 2020-21 to 57.5% in 2021-22, a difference of 0.4%. The percentage of EL also increased slightly from 8.1% in 2020-21 to 8.4% in 2021-22, a difference of 0.3%. However, the percentage of Foster Youth decreased from 1.6% in 2020-21 to 1% in 2021-22, a difference of 0.6%. Overall, while the enrollment of the District increased from 2020-21 to 2021-22, the demographic composition of the student population in terms of SED and EL students remained relatively stable, but there was a significant decrease in the percentage of Foster Youth.

For grades 3-5, the sense of belonging indicator increased for all students, SED students, and EL students. However, the indicator decreased for Foster Youth. For grades 6-12, the sense of belonging indicator increased only for EL students, while it remained the same or decreased slightly for all other demographic groups. It's important to note that sense of belonging is just one aspect of student well-being, and further analysis of other indicators and factors impacting student performance is necessary for a comprehensive understanding of student success in the District. When specifically focusing on Foster Youth, SED, and EL student groups, we can see that there were some improvements and declines in various indicators of student well-being between the 2021-22 and 2022-23 baseline years with demographics.

For Foster Youth in grades 3-5, there was a decline in the sense of belonging indicator by 6%, which is a cause for concern. However, for the same group, there was a slight improvement in the growth mindset and emotion regulation indicators, while the self-efficacy indicator remained the same.

For SED students in grades 3-5, the sense of belonging indicator increased by 6%, which is a positive development. However, the positive feelings indicator decreased by 8%, which is a cause for concern. For the same group, the self-efficacy indicator showed slight improvement, while the emotion regulation indicator remained the same.

For EL students in grades 3-5, the sense of belonging indicator increased by 12%, which is a substantial improvement. However, the self-efficacy indicator decreased by 6%, which is a cause for concern. For the same group in grades 6-12, there was a 5.2% increase in the positive feelings indicator, while the emotion regulation indicator remained the same.

To meet increased and improved services in the LCAP, the District has increased counselors (Goal 1, Action 1) so that students have equitable access during the school day. The District has added services to support student behavior by adding three Behavioral Health Therapists and eight Student Support Specialists. Based on the ThoughtExchange survey data, educational partners believe 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.

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 Trails 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 Attendance rate during the 2020-21 school year went from 95.18% to 90.40% during the 2021-22 school year. The 2021-22 California School Dashboard reports that this year serves as a benchmark for Chronic Absenteeism. However, caution must be exercised when reviewing the data as this year immediately followed the pandemic stay-at-home order. The overall Chronic Absenteeism rate for all students in California was 32.1%, categorized as "very high" on the Dashboard's scale. Similarly, Chronic Absenteeism rates for various ethnic groups and subgroups were also marked as "very high," including American Indian (61%), African American (28.3%), Hispanic (34.7%), English Learners (35%), Foster Youth (44.8%), Homeless (48.1%), Socioeconomically Disadvantaged (37.2%), and Students with Disabilities (41.8%). Pacific Islander and Filipino groups were categorized as "no performance level" and "high," respectively, with Chronic Absenteeism Rates of 50% and 16%. The Dashboard uses a scale of one to five bars to indicate performance levels, with the lowest performance being one bar and the highest being five bars. 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 engagement 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. This is a continued qualitative analysis of student and family engagement.

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. The District will continue to work with families by increasing the amount of seniors and their parents that attend the FAFSA sessions on how to complete the online document.

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. The data has shown that elementary schools increased their sense of belonging while the secondary schools have not. However, based on qualitative data from educational partners students feel safer on campus with the SRO. 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 Behavioral 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 10). 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 average days absent, according to the California Dataquest information both the SED and EL student groups experienced increases in the average number of days absent between the 2020-21 and 2021-22 school years. The average days absent increased from 8.5 to 15.5 for EL students, and from 10.3 to 16.2 for SED students. However, there is no data available for the Foster Youth group for the 2020-21 school year, so we cannot compare the average days absent between the two years for this group. 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, 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). It's worth noting that the 2021-22 school year is considered a benchmark year for suspensions in California. According to the California School Dashboard, while the overall Suspension Rate for all students is low at 2.5%, certain subgroups have concerning Suspension Rates. American Indian students have a very high Suspension Rate of 11.3%, and Foster Youth have a Suspension Rate of 13.4%. Pacific Islander students do not have a performance level assigned for their Suspension Rate of 7.7%. African American and Homeless students have high Suspension Rates of 5.7% and 7%, respectively. SWDs and SED students have Suspension Rates of 4.6% and 3.1%, respectively, also classified as high. Two or More Races and SED students have a medium Suspension Rate of 3.1%. On the other hand, Asian, ELs, Hispanic, and White students have low Suspension Rates of 1.1%, 2%, 2.2%, and 2.4%, respectively. The California School Dashboard uses a performance level scale ranging from one to five bars, with the lowest performance being one bar and high performance being five bars. Success will be measured by decreasing the number of suspensions of UPP students.

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 one being the lowest and five 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 data for ELA proficiency (i-Ready) rates for the academic years 2021-22 and 2022-23 among K-8 students, categorized by different demographic groups. Overall, the data shows a slight decline in proficiency rates from 48% to 46.3% for all students. Notably, English Learners (ELs) demonstrated an improvement in proficiency rates from 35.8% to 37.5%, while Foster Youth showed a significant decline from 26% to 15.7%. Pacific Islander students consistently displayed the highest proficiency rates, although it declined slightly from 81.8% to 80.0%. Students of Two or More Races exhibited the largest decline in proficiency rates from 61% to 56%. The data highlights disparities in ELA proficiency rates across different demographic groups, emphasizing the need for targeted interventions to support underperforming subgroups, while considering the potential impact of the COVID-19 pandemic on student performance. The Mathematics proficiency rates among K-8 students for the academic years 2021-22 and 2022-23, categorized by various demographic groups. Overall, the data indicates a decrease in proficiency rates from 39.7% to 36.8% for all students. Notably, the Foster Youth subgroup had the largest decline in proficiency rates from 28.0% to 11.1%, while the Pacific Islander subgroup showed the largest increase from 54.5% to 63.6%. The Two or More Races subgroup exhibited the second-largest decrease in proficiency rates from 48.1% to 43.4%, followed by the White subgroup with a decrease from 49.6% to 45.5%. On the other hand, the Homeless subgroup had an increase from 17.6% to 24.0%, and the African American and Asian subgroups showed slight increases from 30.9% to 32.2% and from 56.9% to 57.7%, respectively. The data highlights the disparities in Mathematics proficiency rates among different demographic groups and emphasizes the need for targeted interventions to support underperforming subgroups, while considering the potential impact of the COVID-19 pandemic on student performance.

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 2021-22 school year, the District offered the CAASPP for grade 11. The data for the CAASPP assessments in Grade 11 reveal a clear difference in performance between English Language Arts (ELA) and Mathematics. The overall percentage of students who met or exceeded the standard was much higher in ELA (57.05%) than in Math (24.19%). However, when looking at the performance of specific groups, the picture becomes more nuanced. In ELA, the SED group had a slightly lower percentage of students who met or exceeded the standard (52.30%) compared to the overall percentage. The ELs group, on the other hand, had a significantly lower percentage of students who met or exceeded the standard in ELA (4.00%) compared to both the SED and Overall groups. In Math, the SED group had a higher percentage of students who met or exceeded the standard (20.24%) compared to the overall percentage. However, the ELs group had a significantly lower percentage of students who met or exceeded the standard in Math (0.00%) compared to both the SED and Overall groups. Overall, the data shows that the percentage of students who met or exceeded the standard was much lower in Math compared to ELA, across all three groups. 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% (I-Ready/STAR) for each of the three Universal Screeners (Fall, Winter, Spring), increase the number of UPP students that take Advanced Placement (AP) tests by 2% and increase passing percentage points by 2%.

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 our 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, Actions 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. During the 2022-23 school year the District found both these goals to be effective based on qualitative feedback. The 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 PD 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 and 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 Gorgonio 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. 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 Bilingual assessment by the time they enter high school. The District has decided to continue STEM as a District-wide program (Goal 2, Action 14). 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).

Increase in teachers: 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 (K) and secondary schools was a frequent recommendation. The District has worked with educational partners and teachers to reduce the class size in Kindergarten (K) 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 (K) will be used to measure the academic achievement of UPP students. The Building Assets, Reducing Risks (BARR) model was adopted for grade nine to improve teacher support for students struggling to achieve (Goal 2, Action 2). 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 Early Literacy Intervention Program 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 and 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 and 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 2021-22 California Dashboard and the CAASPP data in both ELA and mathematics show students are performing at an average

proficiency rate of 45.16% in ELA and 31.45% math demonstrating that compared to the State data the District is about 2% below the State average and about 3% above in ELA and 5% above in mathematics compared to the County of Riverside. Instructional Coaches offer training on the state standards, skills, knowledge 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 and 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 2021-22 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 2022-23 summer program, the District will improve the program by offering two sessions for elementary and an expanded course catalog for 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.

Clerical support for the TK-12 Programs Department (Goal 2, Action 16) was added to assist in recording and monitoring the English Language Proficiency Assessments for California (ELPAC). The clerical support will also assist in monitoring Reclassified Fluent English Proficient (RFEP) and Long-Term English Learners (LTEL) and interfacing related data into the Student Information System (SIS). This will be measured by increasing students classifying as RFEP and a decrease in the number of LTEL students over the school year.

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 1-7 address 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.

Based on the 2021-22 CAASPP data, it was found that 45.16% of students in the Beaumont USD met or exceeded expectations in ELA, while 31.45% met or exceeded expectations in mathematics. Among the English Learner (EL) population, the percentage of students who met or exceeded expectations was 11.93% in ELA and 11.35% in mathematics. For the Socioeconomically Disadvantaged (SED) population, 37.81% met or exceeded expectations in ELA, while 24.94% met or exceeded expectations in mathematics. Among the Foster Youth, the percentage of students who met or exceeded expectations was 9.09% in ELA and 11.11% 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.

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 for 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 and 2022-23 school years, District instructional leaders analyzed student needs in order to increase academic success (Goal 3, Action 5). Elevated Achievement Group (EAG) 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. To continue the effort in improving academic achievement for UPP students this goal has been improved by adding additional Professional Development for administrators and teachers. The District aims to improve 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 of 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 and mathematics scores by at least 2% by the third year of the LCAP.

The Pandemic was a time of isolation for many students and the District is continuing to work with students and educational partners to increase the sense of belonging and self-efficacy. 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." Breaking Down the Walls will be implemented at both Mountain View Middle School (MVMS) and San Geronio Middle School (SGMS) as an increased service. The District has added Capturing Kids Hearts to Goal 3, Action 6 in order to develop positive relationships between staff and students. This increase in service will extend to SGMS and MVMS in the coming years. When students feel safe on campus they are more likely to increase academic achievement and decrease negative behaviors (Baloche, 2010. Joseph A. Durlak, Kriston B. Schellinger, & Roger P. Weissberg, 2021; Edward W. Morris, Daniel Klasik, and Paul Hanselman; Juhee Ahn and Sukhoon Lee , 2021). This goal will be measured by the local assessment (Panorama) to specifically analyze 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%.

Goal 3, Action 7 is the "Thriving School Community" initiative to provide Professional Development opportunities to increase teacher capacity in understanding the whole child. Through this action, the District aims to support teachers in developing the knowledge and skills necessary to effectively collaborate with students, identify and respond to challenging behaviors, and create a positive and supportive classroom environment (Caswell & Peck 2023). This action will be measured by the Panorama data domains of Social Awareness, Sense of Belonging, Growth Mindset, Self-Efficacy and Emotional Regulation. The expected measurable outcome is to increase the overall Panorama local indicator score for each domain by at least 2%.

In considering the needs of Foster Youth, EL, and Socioeconomically Disadvantaged (SED) students, this action will include targeted strategies and interventions to support these unduplicated students. By improving teacher understanding of the whole child, this action will contribute to a more effective classroom and school climate, ultimately leading to improved academic outcomes and greater success for unduplicated students in grades TK-12.

To ensure the success of this action, the District will provide ongoing PD opportunities that are responsive to the needs of teachers and aligned with the District's goals and priorities. The Increased or Improved Services section provides a more detailed description of this action and its expected outcomes for unduplicated students.

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 community input meetings and District surveys. The District will increase and improve services by 17.94% for unduplicated students.

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 (ELs), and Socioeconomically Disadvantaged (SED) are being monitored via the Student Information System (SIS), 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 the student's current data.

In addition to all of the actions described above in prompt one, the District will also be providing home-to-school transportation to Socioeconomically Disadvantaged (SED) students (Goal 3, Action 2) and EL 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 California 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 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 grades 11 and 12;
11. Medical services including Project KIND and additional LVN support;
12. Support for the Dual Language Immersion (DLI) program, Full-day Kindergarten (K), 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" with the "Go First; Be All In!" Initiative that includes career exploration platforms
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 Consulting for principal coaching and high impact instructional strategies;
29. Thriving School Community - Building classroom capacity and reimaging student engagement and student-teacher relationships in the classroom

* 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.
- * The District's Visual and Performing Arts Education Plan is inclusive of all students and establishes inclusive practices, particularly UPP students.
- * The District 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.

The District's Alternative to Suspension (ATS) (Goal 1, Action 14) program is located at Beaumont High School (BHS), Mountain View Middle School (MVMS) and San Geronio Middle School (SGMS) (all of which have UPP concentration populations greater than 55%). These programs include three ATS teachers, three instructional assistants and one counselor.

Goal 2, Action 5 includes adding a site based instructional coach at Palm Innovation Academy (PIA). Instructional coaches (Goal 2, Action 5) give priority of services to schools that have greater than 55% UPP concentrations.

The secondary math intervention program includes additional teachers for schools that have a higher concentration of UPP students (Goal 2, Action 15). BHS has been allocated three intervention teachers, SGMS has been allocated two intervention teachers and MVMS has been allocated two intervention teachers (as opposed to Summerwind Trails School [STS] being allocated one intervention teacher due to a lower UPP concentration).

In regard to the greater number of classified staff at the schools that have less than 55% UPP concentration is due to the opening of Summerwind Trails School (STS) being overstaffed as it was the District's first TK-8. Staffing ratios should begin to become more evenly

distributed as the school ages. Additionally, the District's continuation (Glen View High School) school fell into the lower than 55% concentration of UPP for the first time. The continuation school has smaller class sizes and greater co-instructional support given the nature of the school. Finally, the District launched Beaumont Middle College High School (BMCHS) in order to support student access to a broad course of study. The school started with a small group of students and falls under the 55% concentration of UPP students. BMCHS is expected to double in size at the start of the 2023-24 school year.

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 14	1 to 23
Staff-to-student ratio of certificated staff providing direct services to students	1 to 9	1 to 12

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,495,925.00		\$7,000,000.00	\$567,763.00	\$33,063,688.00	\$19,085,204.00	\$13,978,484.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Counseling Support	English Learners Foster Youth Low Income	\$2,609,578.00				\$2,609,578.00
1	1.2	School Resource Officer (SRO)	All	\$159,563.00				\$159,563.00
1	1.3	Student Services Coordinators	Foster Youth Low Income	\$428,160.00				\$428,160.00
1	1.4	Assistant Principals (APs)	English Learners Foster Youth Low Income	\$1,781,172.00				\$1,781,172.00
1	1.5	Parent and Community Outreach	English Learners Foster Youth Low Income	\$512,723.00			\$36,000.00	\$548,723.00
1	1.6	Parent Engagement Coordinator	English Learners Foster Youth Low Income	\$95,376.00			\$70,831.00	\$166,207.00
1	1.7	College and Career Symposium and Signing Day	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
1	1.8	School Resource Officers (SROs)	Low Income	\$320,125.00				\$320,125.00
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	\$66,000.00				\$66,000.00
1	1.12	District Communications Officer	English Learners Foster Youth Low Income	\$260,607.00				\$260,607.00
1	1.13	Health Support	English Learners Foster Youth Low Income	\$501,946.00				\$501,946.00
1	1.14	Restorative Practices	English Learners Foster Youth Low Income	\$871,081.00				\$871,081.00
1	1.15	School Climate	Low Income	\$64,351.00				\$64,351.00
1	1.16	School Safety and Security	All			\$7,000,000.00		\$7,000,000.00
2	2.1	Professional Learning	English Learners Foster Youth Low Income	\$332,521.00				\$332,521.00
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	English Learners Foster Youth Low Income	\$4,387,020.00				\$4,387,020.00
2	2.3	Early Literacy Intervention Program	Low Income	\$1,023,321.00			\$282,209.00	\$1,305,530.00
2	2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	English Learners Foster Youth Low Income	\$937,068.00				\$937,068.00
2	2.5	Instructional Coaches and Teachers	English Learners Foster Youth Low Income	\$1,420,252.00			\$178,723.00	\$1,598,975.00
2	2.6	Supplemental Software	English Learners Foster Youth Low Income	\$834,570.00				\$834,570.00
2	2.7	College and/or Career Readiness	English Learners Foster Youth Low Income	\$330,839.00				\$330,839.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	English Learner Support	English Learners	\$614,802.00				\$614,802.00
2	2.9	Counseling	English Learners Foster Youth Low Income	\$900,244.00				\$900,244.00
2	2.10	Additional Learning Opportunities	English Learners Foster Youth Low Income	\$323,690.00				\$323,690.00
2	2.11	Ongoing Professional Development (PD)	English Learners Foster Youth Low Income	\$571,197.00				\$571,197.00
2	2.12	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	\$174,175.00				\$174,175.00
2	2.13	PSAT and SAT	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
2	2.14	STEM Implementation K-5	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	\$1,262,055.00				\$1,262,055.00
2	2.16	Clerical Support TK-12 Programs	English Learners Foster Youth Low Income	\$83,239.00				\$83,239.00
3	3.1	Teacher Induction	English Learners Foster Youth Low Income	\$131,933.00				\$131,933.00
3	3.2	Home to School Transportation	Foster Youth Low Income	\$390,300.00				\$390,300.00
3	3.3	Access to Technology	Low Income	\$1,097,000.00				\$1,097,000.00
3	3.4	LCAP Oversight	English Learners Foster Youth Low Income	\$2,001,029.00				\$2,001,029.00
3	3.5	Best, First Instruction: Professional Learning Development	English Learners Foster Youth Low Income	\$740,988.00				\$740,988.00
3	3.6	Climate and Culture	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Social-Emotional Well-Being and Classroom Climate	Low Income	\$30,000.00				\$30,000.00

2023-24 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
\$124,238,260	\$22,293,935	17.94%	0.00%	17.94%	\$25,336,362.00	0.00%	20.39 %	Total:	\$25,336,362.00
								LEA-wide Total:	\$12,360,044.00
								Limited Total:	\$1,005,102.00
								Schoolwide Total:	\$11,971,216.00

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	\$2,609,578.00	
1	1.3	Student Services Coordinators	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$428,160.00	
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	\$1,781,172.00	
1	1.5	Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$512,723.00	
1	1.6	Parent Engagement Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,376.00	
1	1.7	College and Career Symposium and Signing Day	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Specific Schools: BHS, GVHS,	\$8,000.00	

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 (%)
						21CLI 12th Grade		
1	1.8	School Resource Officers (SROs)	Yes	Schoolwide	Low Income	Specific Schools: BHS, GVHS, MVMS and SGMS	\$320,125.00	
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	\$66,000.00	
1	1.12	District Communications Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,607.00	
1	1.13	Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$501,946.00	
1	1.14	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$871,081.00	
1	1.15	School Climate	Yes	LEA-wide	Low Income	All Schools	\$64,351.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$332,521.00	
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,387,020.00	
2	2.3	Early Literacy Intervention Program	Yes	Schoolwide	Low Income	Specific Schools: All Elementary Schools TK-5	\$1,023,321.00	
2	2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$937,068.00	

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 (%)
2	2.5	Instructional Coaches and Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SES, SLE, THE, TRR, STS	\$1,420,252.00	
2	2.6	Supplemental Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$834,570.00	
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	\$330,839.00	
2	2.8	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$614,802.00	
2	2.9	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS	\$900,244.00	
2	2.10	Additional Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,690.00	
2	2.11	Ongoing Professional Development (PD)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$571,197.00	
2	2.12	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$174,175.00	
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 K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHS, BES, PIA, SES, SLE, TRR, THE	\$75,000.00	
2	2.15	Mathematics Intervention Teachers and Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, SGMS, MVMS, STS	\$1,262,055.00	

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 (%)
2	2.16	Clerical Support TK-12 Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,239.00	
3	3.1	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,933.00	
3	3.2	Home to School Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$390,300.00	
3	3.3	Access to Technology	Yes	LEA-wide	Low Income	All Schools	\$1,097,000.00	
3	3.4	LCAP Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,001,029.00	
3	3.5	Best, First Instruction: Professional Learning Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,988.00	
3	3.6	Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$100,000.00	
3	3.7	Social-Emotional Well-Being and Classroom Climate	Yes	LEA-wide	Low Income	All Schools	\$30,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$19,641,349.00	\$19,589,326.00

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	1,349,140.00	\$1,475,933.00
1	1.2	Campus Supervisors	Yes	\$36,312.00	\$31,703.00
1	1.3	Student Services Coordinator	Yes	\$197,588.00	\$227,877.00
1	1.4	Assistant Principals (APs)	Yes	\$1,525,402.00	\$1,679,392.00
1	1.5	Parent and Community Outreach	Yes	\$504,520.00	\$500,808.00
1	1.6	Parent Engagement Coordinator	Yes	\$139,312.00	\$63,292.00
1	1.7	College and Career Symposium and Signing Day	Yes	\$6,000.00	\$6,000.00
1	1.8	School Resource Officers (SROs)	Yes	\$306,398.00	\$182,178.00
1	1.9	Anti-Bullying and Attendance Improvement	Yes	\$10,000.00	\$7,725.00
1	1.10	Project KIND - Medical	Yes	\$11,000.00	\$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	Sports Program at GVHS and Middle Schools	Yes	\$60,000.00	\$51,321.00
1	1.12	District Communications Officer	Yes	\$235,581.00	\$254,585.00
1	1.13	Health Support	Yes	\$119,203.00	\$133,135.00
1	1.14	Restorative Practices	Yes	\$712,577.00	\$834,486.00
1	1.15	School Climate	Yes	\$144,350.00	\$144,351.00
2	2.1	Professional Learning	Yes	\$69,669.00	\$136,169.00
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	Yes	\$3,532,032.00	\$3,682,575.00
2	2.3	Elementary Intervention Teachers	Yes	\$789,645.00	\$778,820.00
2	2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	Yes	\$661,653.00	\$553,761.00
2	2.5	Instructional Coaches	Yes	\$1,348,354	\$1,086,490.00
2	2.6	Supplemental Software	Yes	\$551,236.00	\$551,871.00
2	2.7	College and/or Career Readiness	Yes	\$320,836.00	\$337,330.00
2	2.8	English Learner Support	Yes	\$466,578.00	\$562,423.00
2	2.9	Counseling	Yes	\$765,791.00	\$892,901.00

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	Additional Learning Opportunities	Yes	\$293,783.00	\$310,393.00
2	2.11	Ongoing Professional Development	Yes	\$468,183.00	\$473,933.00
2	2.12	Advancement Via Individual Determination (AVID)	Yes	\$244,358.00	\$388,863.00
2	2.13	PSAT and SAT	Yes	\$35,000.00	\$35,000.00
2	2.14	STEM Implementation Support for Palm Innovation	Yes	\$75,000.00	950.00
2	2.15	Mathematics Intervention Teachers and Specialist	Yes	\$1,251,335.00	\$1,158,720.00
3	3.1	Teacher Induction	Yes	\$127,149.00	\$131,390.00
3	3.2	Home to School Transportation	Yes	\$870,746.00	\$201,684.00
3	3.3	Access to Technology	Yes	\$1,000,000.00	\$1,118,329.00
3	3.4	LCAP Oversight	Yes	\$1,044,419.00	\$1,208,539.00
3	3.5	Best, First Instruction: Professional Learning Development for the Classroom	Yes	\$318,199.00	\$325,399.00
3	3.6	Climate and Culture	Yes	\$50,000.00	\$50,000.00

2022-23 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)
\$18,010,171.00	\$18,828,194.00	\$19,589,326.00	(\$761,132.00)	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	\$1,305,530.00	\$1,475,933.00		
1	1.2	Campus Supervisors	Yes	\$36,312.00	\$31,703.00		
1	1.3	Student Services Coordinator	Yes	\$197,588.00	\$227,877.00		
1	1.4	Assistant Principals (APs)	Yes	\$1,525,402.00	\$1,679,392.00		
1	1.5	Parent and Community Outreach	Yes	\$468,520.00	\$500,808.00		
1	1.6	Parent Engagement Coordinator	Yes	\$52,388.00	\$63,292.00		
1	1.7	College and Career Symposium and Signing Day	Yes	\$6,000.00	\$6,000.00		
1	1.8	School Resource Officers (SROs)	Yes	\$179,678.00	\$182,178.00		
1	1.9	Anti-Bullying and Attendance Improvement	Yes	\$10,000.00	\$7,725.00		
1	1.10	Project KIND - Medical	Yes	\$11,000.00	\$11,000.00		
1	1.11	Sports Program at GVHS and Middle Schools	Yes	\$60,000.00	\$51,321.00		
1	1.12	District Communications Officer	Yes	\$235,581.00	\$254,585.00		
1	1.13	Health Support	Yes	\$119,203.00	\$133,135.00		

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	\$712,577.00	\$834,486.00		
1	1.15	School Climate	Yes	\$144,350.00	\$144,351.00		
2	2.1	Professional Learning	Yes	\$69,669.00	\$136,169.00		
2	2.2	Provide Additional Teachers; Support Programs and Student Needs	Yes	\$3,532,032.00	\$3,682,575.00		
2	2.3	Elementary Intervention Teachers	Yes	\$512,497.00	\$778,820.00		
2	2.4	School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups	Yes	\$661,653.00	\$553,761.00		
2	2.5	Instructional Coaches	Yes	\$1,105,601.00	\$1,086,490.00		
2	2.6	Supplemental Software	Yes	\$551,236.00	\$551,871.00		
2	2.7	College and/or Career Readiness	Yes	\$320,836.00	\$337,330.00		
2	2.8	English Learner Support	Yes	\$466,578.00	\$562,423.00		
2	2.9	Counseling	Yes	\$765,791.00	\$892,901.00		
2	2.10	Additional Learning Opportunities	Yes	\$293,783.00	\$310,393.00		
2	2.11	Ongoing Professional Development	Yes	\$468,183.00	\$473,933.00		
2	2.12	Advancement Via Individual Determination (AVID)	Yes	\$244,358.00	\$388,863.00		
2	2.13	PSAT and SAT	Yes	\$35,000.00	\$35,000.00		
2	2.14	STEM Implementation Support for Palm Innovation	Yes	\$75,000.00	\$950.00		
2	2.15	Mathematics Intervention Teachers and Specialist	Yes	\$1,251,335.00	\$1,158,720.00		

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	3.1	Teacher Induction	Yes	\$127,149.00	\$131,390.00		
3	3.2	Home to School Transportation	Yes	\$870,746.00	\$201,684.00		
3	3.3	Access to Technology	Yes	\$1,000,000.00	\$1,118,329.00		
3	3.4	LCAP Oversight	Yes	\$1,044,419.00	\$1,208,539.00		
3	3.5	Best, First Instruction: Professional Learning Development for the Classroom	Yes	\$318,199.00	\$325,399.00		
3	3.6	Climate and Culture	Yes	\$50,000.00	\$50,000.00		

2022-23 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)
\$110,407,185.00	\$18,010,171.00	0.00%	16.31%	\$19,589,326.00	0.00%	17.74%	\$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 schools(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 for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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 sufficiently 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).

