



Riverside County
Board of Education

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DATE: August 23, 2023

TO: Ms. Mays Kakish, District Superintendent
Mr. David Sanchez, Board President
Mr. Sergio San Martin, Chief Business Official
Dr. Ebon Brown, Assistant Superintendent, Instruction and Support Services
Beaumont Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

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SUBJECT: 2023-24 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to the approval of the district's Adopted Budget [Education Code Section 42127(d)(2)].

Adopted Local Control and Accountability Plan

In accordance with California Education Code (EC) Section 52070, our office has completed its review of the district's 2023-24 Local Control and Accountability Plan (LCAP) to determine whether it adheres to the guidelines adopted by the State Board of Education (SBE).

The district's adopted LCAP has been analyzed to determine whether:

- The plan adheres to the template adopted by the State Board of Education.
- The budget includes sufficient expenditures to implement the actions and strategies included in the plan, based on the projected costs included in the plan.
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.
- The plan includes the calculations to determine whether there is required carryover. If applicable, the plan includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents and the California Department of

Education (CDE). Based on our analysis, the district’s Local Control and Accountability Plan for the 2023-24 fiscal year has been **approved** by the Riverside County Superintendent of Schools. Our goal is to further enhance the performance of students by providing feedback and inquiry questions that will support the refinement of future Local Control and Accountability Plans and any additional plans designed to close the achievement gap in metrics that impact student preparedness for college and career.

Student Achievement

The purpose of the LCAP is to ensure that all students graduate from high school with the skills necessary to be successful in both college and career. The Riverside County Office of Education conducted a review of research on TK-12 college readiness indicators to identify those that would align with the LCAP purpose and have the greatest impact. As a result of this research, we recommend that local education agencies (LEAs) closely monitor the metrics listed in the data table below for all student groups.

Beaumont Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 ¹	11,214	6,453	947	107	91	1,500
Enrollment Percent 2022 ¹	N/A	57.5	8.4	1.0	0.8	13.4
English Language Arts (ELA) Distance from Standard 2022 ¹	-13.3	-30.2	-57.6	-92.0	-19.4	-98.7
Mathematics Distance from Standard 2022 ¹	-55.3	-71.0	-96.3	-116.9	-79.1	-128.3
English Learner Progress Indicator 2022 ¹	N/A	N/A	48.0	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ²⁺	=	=	=	=	=	=
Graduation Rate 2022 ¹	91.9	90.7	79.1	N/A	77.3	73.8
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 ¹	34.2	28.9	19.4	N/A	4.5	6.5
Career Technical Education (CTE) Completion Rate 2022 ¹	16.0	13.7	10.4	N/A	4.5	11.2
Dropout Rate 2022 ²	4.3	5.2	12.3	*	18.2	5.7

Beaumont Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
A-G Completion Rate 2022 ¹	34.2	N/A	67.9	21.2	75.0	30.3	N/A	37.8	40.5
Career Technical Education (CTE) Completion Rate 2022 ¹	16.0	N/A	39.3	17.3	30.0	10.3	N/A	23.3	27.0
Dropout Rate 2022 ²	4.3	*	0.0	3.8	0.0	4.5	*	5.3	0.0
Chronic Absenteeism Rate 2022 ¹	32.1	61.0	25.4	28.3	16.0	34.7	50.0	27.8	33.9
Suspension Rate 2022 ¹	2.5	11.3	1.1	5.7	0.3	2.2	7.7	2.4	3.1
Expulsion Rate 2022 ²	0.1	0.0	0.0	0.1	0.0	0.1	0.0	0.1	0.2
¹ California School Dashboard/Dashboard Additional Report Files ² CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons = Data Unavailable Due to California Department of Education Delay in Release # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic									

We offer the following commendations and inquiry questions to consider for the implementation of the 2023-24 Local Control and Accountability Plan and the refinement of the plan in future years.

Student Success in Academics

The district is to be commended for its commitment to increasing student achievement in mathematics and English language arts (ELA) by allocating increased resources for support, such as instructional coaches, intervention teachers, and partnerships with groups such the Elevated Achievement Group. They have appropriately identified areas of improvement, a commitment to data-driven instruction, and targeted interventions. The district’s resource allocation demonstrates its commitment to these focus areas.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student academic achievement:

- How might the district’s instructional support staff implement Tier I and Tier II instructional strategies to address student needs in the area of mathematics?
- As the district continues moving forward with Best First Instructional practices in the area of reading, what might be the focus for professional development and how will the success be measured?

- How might the district leverage instructional coaches to advance equitable and inclusive practices with the goal of increasing academic achievement in ELA and mathematics specifically for the Students with Disabilities and Socioeconomically Disadvantaged student groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for an increased focus on providing “specialty programs” such as Dual Language Immersion, Career Technical Education (CTE), and apprenticeship programs. It is evident that CTE Pathways are a strong focal point with increased staffing, student enrollment, and alignment from the elementary grade levels through high school to connect career readiness initiatives to adopted curriculum. The district should also be commended for its 100 percent college acceptance rate with Advancement Via Individual Determination (AVID) students, as it is evident that a strong focus has been placed on A-G requirements and graduation rates.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student access, enrollment, and success in rigorous coursework:

- How might the district leverage staff and resources to help maintain and increase the completion of all CTE Pathways?
- What could the district consider in order to identify students' interests, learning styles, and aptitudes [with special consideration to Unduplicated Pupil Percentage (UPP) and Students with Disabilities student group] when counseling and guiding students in the selection of options for CTE Pathways, Advanced Placement (AP) programs, career exploration experiences, A-G completion, college and career experiences, Advancement Via Individual Determination (AVID), Work Experience Education (WEE), Work-Based Learning (WBL) experiences, Dual and Concurrent Enrollment, Middle College, and Science, Technology, Engineering, and Mathematics (STEM) programs?
- How might the district expand its current CTE programs and alternative pathways to engage unduplicated students in job development skills to foster relationships with business partners and the community?

Student Engagement and School Climate

The district is to be commended for its commitment to the continued focus on mental health by increasing its mental health services through a comprehensive mental health counseling program and increased access to school-based counseling, continued use of the Panorama survey to support Social and Emotional Learning (SEL), and providing multiple school and district touch points to support UPP students with their academic and social-emotional support. Additionally, the successful implementation of programs such as Building Assets and Reducing Risks and Breaking Down the Walls have improved student connection to school.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student engagement and school climate:

- What might be the root causes for the increase in chronic absenteeism and how might incentives be used as part of a comprehensive, multi-tiered attendance improvement plan to address the root causes identified?
- As the district continues evaluating the successes of the new initiatives implemented at the school sites and across the district, what data sources could be tracked and how will improvement science strategies be utilized to measure that the district is closing the achievement gap and improving the well-being for Foster Youth, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups?
- As the district begins to implement Capturing Kids’ Hearts, a skill-intensive, systemic process designed to develop high-performing school cultures, align organizational and individual behavior to an outcome, and increase school connectedness, how might the district garner buy-in among staff and ensure fidelity with the process?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

Fiscal Recommendations

During our review we identified opportunities to improve data accuracy between the district’s LCAP and fiscal documents. After board adoption, the district revised certain items which had no material impact on the implementation of the district’s plan.

Adopted Budget

The district’s Adopted Budget was developed in the context of the Governor’s 2023-24 May Revise. Subsequently, the 2023-24 State Budget was adopted, which contained differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding.

Based on our analysis of the information submitted, and our assessment of revenue changes in the enacted State Budget, we **approve** the district’s budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 11,187 ADA for the current fiscal year, or a 3.85 percent increase from the certified 2022-23 P-2 ADA. For 2024-25 and 2025-26, the district projects a 2.50 percent increase in ADA. It will be important for the district to monitor enrollment in the current and subsequent years to ensure accurate LCFF revenue and plan accordingly.

Local Control Funding Formula (LCFF) – The district’s Adopted Budget included Cost-of-Living Adjustment (COLA) for LCFF funding of 8.22 percent for the 2023-24, and no COLA for the 2024-25 and 2025-26 fiscal years. The 2023-24 State Budget included the Department of Finance (DOF) projected COLA of 3.94 percent in 2024-25 and 3.29 percent in 2025-26. The district’s multi-year projections did not incorporate the DOF projected COLAs in the two subsequent years.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2023-24 fiscal year. However, for the unrestricted General Fund, the

district anticipates expenditures and uses will exceed revenues and sources by \$13.1 million in 2023-24, \$10.3 million in 2024-25, and \$17.5 million in 2025-26. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to continue identifying solutions to reduce any potential structural deficit.

Employee Negotiations – As of the board date, June 6, 2023, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2023-24 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 requires a public school employer to publicly disclose the major provisions of a collective bargaining agreement, including but not limited to, the costs incurred in the current and subsequent fiscal years. The disclosure must include a written certification signed by the district superintendent and chief business official that the district can meet the costs incurred by the district during the term of the agreement. Therefore, please make available to the public and submit a disclosure to our office at least ten (10) working days prior to the date on which the governing board is to take action on a proposed agreement.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Beaumont Unified School District’s size is 3.0 percent. The district projects to meet the minimum-reserve requirement in the current fiscal year and subsequent fiscal year. However, projections indicate the district will not meet the state-required minimum reserve in fiscal year 2025-26. **Our office recommends the district incorporate known assumptions related to revenues and expenditures and address the district’s ability to meet the required minimum reserve in all years with the submission of the district’s First Interim Financial Report on or before December 15, 2023.**

Cash Management – Attention to cash solvency remains a critical fiscal practice and should continue to be prioritized in the coming year. The district projects sufficient cash balances to cover projected expenditures during the 2023-24 fiscal year. Should the district identify the need for temporary borrowing options, our office strongly advises districts to consult with legal counsel and independent auditors prior to using Cafeteria Special Revenue Fund (Fund 13) and Building Fund (Fund 21) for temporary interfund borrowing purposes to remedy cash shortfalls.

AB 2756 – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing fiscal distress. Our office did not receive any such reports for the district.

Conclusion

Our office commends the district for its efforts thus far to preserve its fiscal solvency and maintain a quality education program for its students. If we can be of further assistance, please do not hesitate to contact our office.