



LCFF Budget Overview for Parents

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

CDS Code: 33 66993 0000000

School Year: 2025-26

LEA contact information:

Dr. Ebon Brown

Assistant Superintendent of Instruction and Support Services

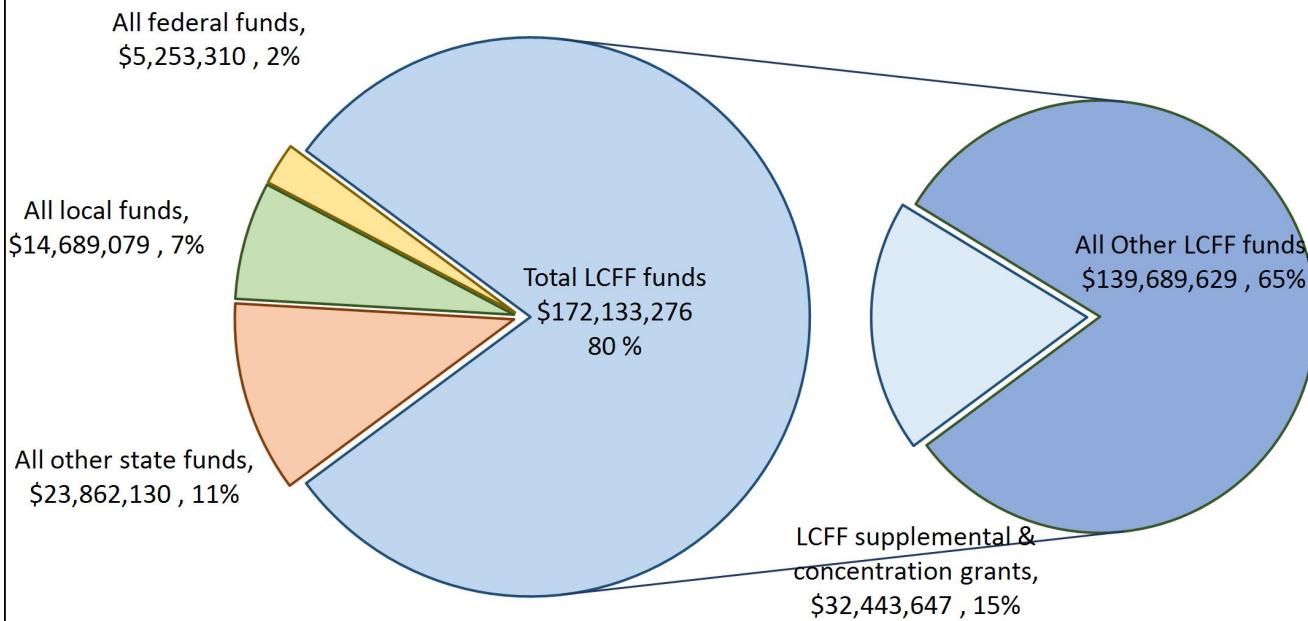
ebrown@beaumontusd.k12.ca.us

(951)845-1631

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 2025-26 School Year

Projected Revenue by Fund Source

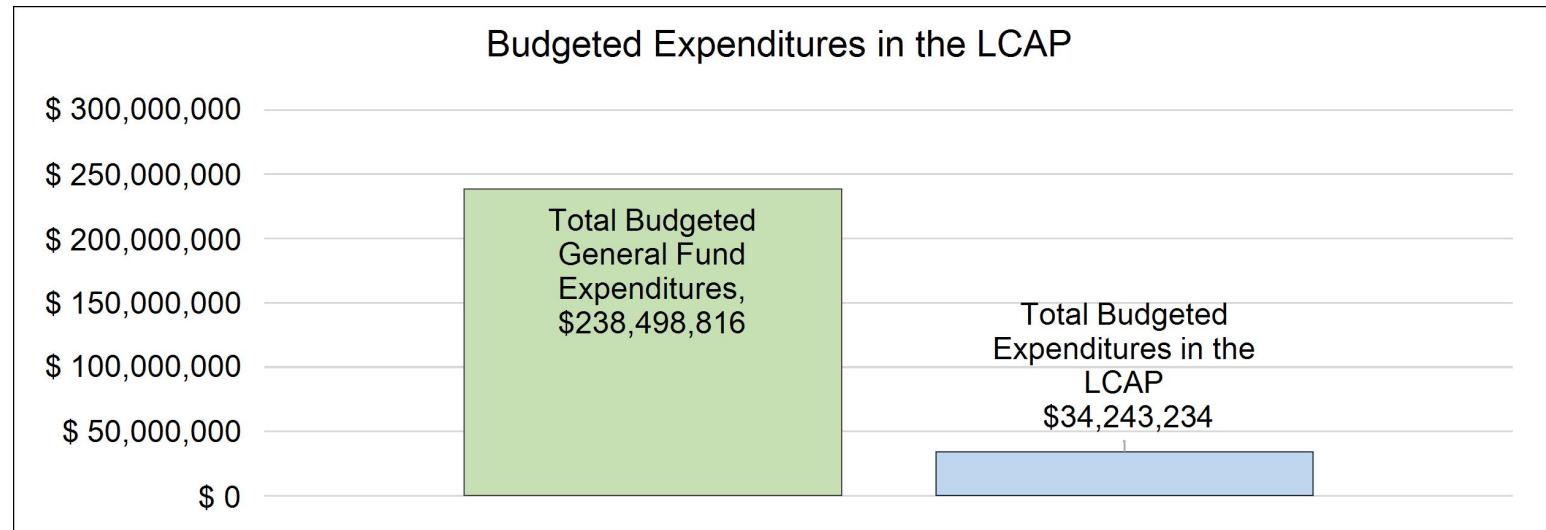


This chart shows the total general purpose revenue Beaumont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beaumont Unified School District is \$215,937,795, of which \$172,133,276 is Local Control Funding Formula (LCFF), \$23,862,130 is other state funds, \$14,689,079 is local funds, and \$5,253,310 is federal funds. Of the \$172,133,276 in LCFF Funds, \$32,443,647 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 2025-26. 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 \$238,498,816 for the 2025-26 school year. Of that amount, \$34,243,234 is tied to actions/services in the LCAP and \$204,255,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The funds listed above work in conjunction to support the District's education and operational needs. Large part of personnel is paid out of the general fund that is not part of the LCAP. Approved textbooks and core curriculum materials are also not included in the LCAP. Transportation, facilities, maintenance, and operations costs account for the remaining general fund budget.

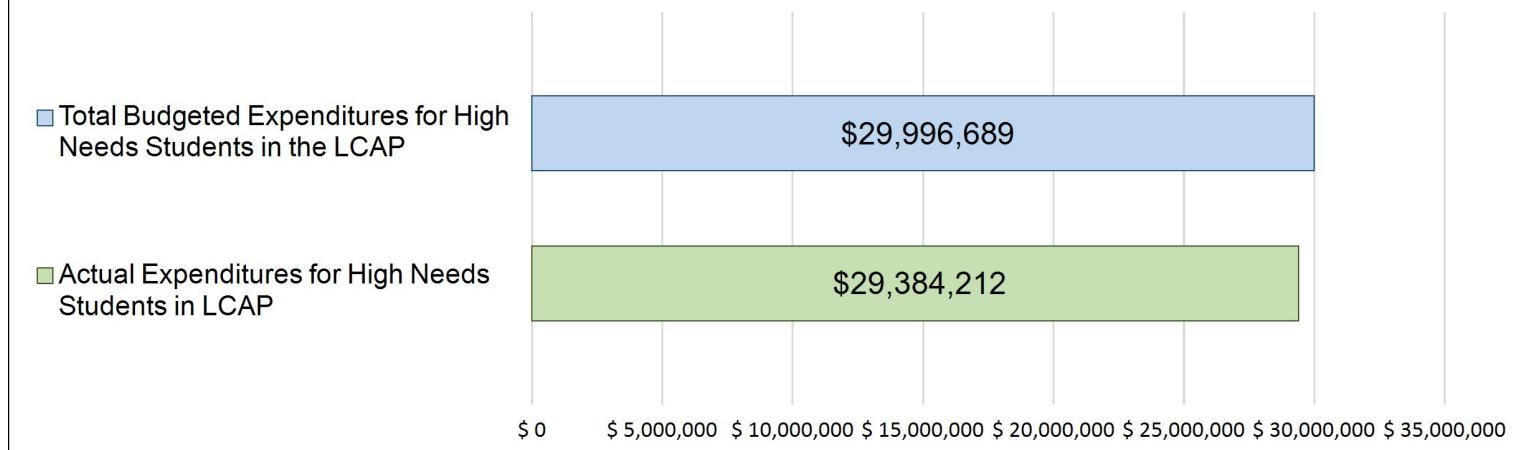
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Beaumont Unified School District is projecting it will receive \$32,443,647 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 \$32,443,647 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2024-25, Beaumont Unified School District's LCAP budgeted \$29,996,689 for planned actions to increase or improve services for high needs students. Beaumont Unified School District actually spent \$29,384,212 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$612,477 had the following impact on Beaumont Unified School District's ability to increase or improve services for high needs students:

The decrease in the budget was mostly due to overbudgeting of the Heath and Welfare Benefits and Foster Youth Partnership (Action 2.20) not being fully implemented. The Health and Welfare Benefits had no impact on student services or overall increased or improved services for high needs students in 2024-25, however, the Foster Youth Partnership did not have all the planned supports available to Foster Youth students accessible due to partial implementation. Carryover obligation has been included in the expenditures for the coming LCAP Year.



Local Control and 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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Mission of the Beaumont Unified School District (District) is to provide high-quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school, and community. The District's vision is to lead, assist, and motivate students to establish and achieve goals to become responsible and productive citizens.

The District serves an enrollment of over 12,600 students in Riverside and San Bernardino Counties in the rapidly growing cities of Beaumont, portions of Calimesa, Redlands, Banning, and the unincorporated community of Cherry Valley. The District serves seven elementary schools, one transitional kindergarten (TK)-8 school, two middle schools, one comprehensive high school, one alternative school, one continuation high school, one middle college high school, and one adult school:

- Beaumont USD preschool serves approximately 140 preschool students with special needs
- Anna Hause Elementary (AHE) serves grades TK - 5 and has approximately 680 students
- Brookside Elementary School (BES) serves grades TK - 5 and has approximately 690 students
- Palm Innovation Academy (PIA) serves grades TK - 5 and has approximately 560 students
- Starlight Elementary School (SLE) serves grades TK - 5 and has approximately 870 students
- Sundance Elementary School (SES) serves grades TK - 5 and has approximately 750 students
- Three Rings Ranch (TRR) serves grades TK - 5 and has approximately 800 students
- Tournament Hills Elementary (THE) serves grades TK - 5 and has approximately 800 students

- Summerwind Trails School (STS) serves grades TK - 8 and has approximately 1,100 students
- Mountain View Middle School (MVMS) serves grades 6 - 8 and has approximately 980 students
- San Gorgonio Middle School (SGMS) serves grades 6 - 8 and has approximately 1,260 students
- Beaumont High School (BHS) serves grades 9 - 12 and has approximately 3,320 students
- 21st Century Learning Institute (21st CLI) serves grades K - 12 and has approximately 410 students
- Glen View High School (GVHS) serves grades 11 - 12 and has approximately 145 students
- Beaumont Middle College High School (BMCHS) serves grades 10 - 12 and has approximately 60 students
- Beaumont Adult School (BAS) serves approximately 30 adult transition program students

The District employs over 1,450 full-time equivalents, making it the largest employer in the city of Beaumont. It is a growing district due to new housing construction. The student demographics include 60% Hispanic/Latino, 19.83% White, 7.58% African American/Black, 4.66% Two or More Races, 2.96% Asian, 2.83% Filipino, 0.59% Alaskan/Native American, 0.27% Pacific Islander, and 1.31% unreported. Unduplicated Pupil Percentage (UPP) students include 68.77% Socioeconomically Disadvantaged (SED) - commonly referred to as "Low-Income" students, 6.99% English Learners (ELs), and 0.92% Foster Youth (FY). There are 3.2% of the students who are identified as Homeless and 17% who are Students with Disabilities (SWD).

The Local Control and Accountability Plan (LCAP) encompasses the District's actions principally directed toward ELs, Low-Income students, and Foster Youth. All goals and actions are established through the lens of principally impacting the achievement of high-needs students. The District is committed to improving student achievement and ensuring all students are college and/or career-ready. The District's student-centered approach ensures a safe and secure learning environment for students and staff who share the vision of providing students with a rigorous and engaging environment with meaningful educational opportunities.

Two District schools have been identified as Equity Multiplier Schools based on established criteria: a non-stability rate exceeding 20% and a Socioeconomically Disadvantaged student population greater than 70%. These schools are the 21st Century Learning Institute and Glen View High School. To address their specific needs, the LCAP incorporates two dedicated goals.

The Beaumont community is one of the fastest-growing communities in Southern California. With increased growth comes increased challenges, such as a larger transitory student population, making the transition for students into new schools and a new community difficult. The rapid growth and increased number of students have also created many discussions and plans about ensuring space for every student and how to address those increasing demands. In response, the District uses data, including state and local assessments, to ensure the effectiveness of the instructional programs and to monitor the progress of students toward college and/or career readiness in a positive learning environment.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Beaumont Unified School District (District) remains focused on improving the academic, behavioral, social, and emotional outcomes for all students with an emphasis on students who are Socioeconomically Disadvantaged (SED), English Learners (ELs), and Foster Youth (FY). According to the 2023-24 California School Dashboard (Dashboard), some of the District's identified successes include the following:

- 94.5% Graduation Rate (Green)
- Declined Chronic Absenteeism by 10.2% (Yellow)
- 41.4% of ELs making progress
- 42.9% of students Prepared for College and Career
- 40.9% A-G UC/CSU Eligibility (students who have met the admission criteria for the University of California [UC] or California State University [CSU] upon high school graduation)
- 16.2% of students completed a Career Technical Education (CTE) pathway
- 90.6% of ELs (96/106 students) scoring a four on the English Language Proficiency Assessment for California (ELPAC) during the 2024 ELPAC Administration Year were reclassified as English Proficient.
- All Local Indicators have been met

The District's LCAP will address actions and services for student groups within each school site performing at the lowest performance level on one or more state indicators on the 2022-23 California School Dashboard (data used in the first year of the three-year LCAP cycle). Under the Actions and Services in Goals 1, 2, and 3, there are specific actions and/or improved services designed to improve student group, school, and District performance in the lowest-performing areas. These indicators, schools, and student groups who scored in the lowest performance level include the following:

Chronic Absenteeism Indicator:

- Socioeconomically Disadvantaged (SED) at 21st CLI, TRR, STS, and MVMS
- Students with Disabilities (SWD) at TRR, THE, MVMS, and SGMS
- Homeless students District-wide
- English Learners (ELs) at TRR, THE, MVMS, and SGMS
- African American/Black students at TRR, STS, MVMS, and SGMS
- Hispanic/Latino students at 21st CLI, TRR, THE, and MVMS
- White students at TRR, THE, MVMS, and SGMS
- Two or More Races students at TRR, THE, STS, MVMS, and SGMS
- All Students at 21st CLI, MVMS, STS, TRR, and THE

Suspension Rate Indicator:

- Socioeconomically Disadvantaged (SED) at STS
- Students with Disabilities (SWD) at TRR
- African American/Black students at STS
- Hispanic/Latino students at STS
- White students at STS

- Two or More Races at TRR
- All Students at STS

English Language Arts (ELA) Academic Indicator:

- Students with Disabilities (SWD) at STS, SGMS, and BHS
- Foster Youth Districtwide
- Homeless students Districtwide
- English Learners (ELs) at TRR, MVMS, and SGMS

Mathematics Academic Indicator:

- Students with Disabilities (SWD) at STS, SGMS, and BHS
- English Learners (ELs) Districtwide and at MVMS and SGMS
- African American/Black students at SGMS
- White students at 21st CLI
- Two or More Races at SGMS

College and Career Indicator:

- English Learners (ELs) at BHS and Districtwide
- Socioeconomically Disadvantaged (SED) at GVHS
- Hispanic/Latino students at GVHS
- All Students at GVHS
- Foster Youth Districtwide

English Language Proficiency Indicator:

- English Learners (ELs) at BHS

The Learning Recovery Emergency Block Grant (LREBG) funds for the 2024-25 school year was fully expended. In the 2025-26 School Year, the District will be receiving LREBG funds. The District will monitor during the 2025-26 school year to determine the actions to add in the 2026-27 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance:

School Districts qualify for two year Differentiated Assistance (DA) if the District has any student group performing in the lowest indicator (Red) on the Dashboard for majority of the indicators. The Beaumont Unified School District (District) is not eligible for DA provided by the Riverside County Office of Education (RCOE) based on 2023-24 California School Dashboard (Dashboard), however the District is in its second year of the two year DA cycle from the previous year of 2022-23.

The following information is for the DA status based on 2022-23 dashboard data.

The District's student groups scoring in the lowest performance indicator include English Learners (ELs) scoring in the Red in the Mathematics Academic Indicator and Very Low in the College and Career Indicator (CCI); Foster Youth scoring in the Red in the English Language Arts (ELA) Academic Indicator and Very Low in the College and Career Indicator (CCI); and Homeless students scoring in the Red in the ELA Academic Indicator and in the Chronic Absenteeism Indicator.

The District receives assistance from RCOE to address EL performance in Mathematics by providing the District with additional training for Bilingual Instructional Aides in mathematics content standards. The District believes that while teachers have received this training, Instructional Aides who are provided the same Professional Development (PD) would be more knowledgeable in assisting ELs in learning complex mathematics content.

Regarding Foster Youth and Homeless students performing in the lowest indicator in ELA, the District sends teachers and staff to Language Essentials for Teachers of Reading and Spelling (LETRS) training that RCOE provides. LETRS is an intense training that instructs teachers on the Science of Reading. The District works with RCOE to assist with the expenses of providing this training for teachers and staff who work directly with Foster Youth and Homeless students to improve ELA performance.

The District receives assistance with Homeless students performing in the Red in the Chronic Absenteeism Indicator. The District works with RCOE to provide outreach assistance for the District's Homeless students. This outreach assistance connects Homeless students with housing options, transportation solutions, and stabilization efforts. The District believes that if these basic needs are met, Homeless students will be more likely to improve in attendance at school.

Additional Targeted Support and Improvement:

The California Department of Education (CDE) has established a list of eligible schools for Additional Targeted Support and Improvement (ATSI). ATSI is established using the Dashboard and is determined eligible by schools with student groups with all Red indicators, all Red and Orange indicators, all Red indicators but one indicator being another color, and/or five or more indicators with the majority being Red. Schools that qualify for ATSI must work directly with educational partners on their School Site Council (SSC) to identify specific actions to improve student group performance in their School Plan for Student Achievement (SPSA). Based on 2023-24 Dashboard Data, schools identified for ATSI based on low-performing student groups include the following:

- Mountain View Middle School (MVMS) - English Learners (ELs)

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

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

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee: <ul style="list-style-type: none">• Administrators (principals, assistant principals)• Certificated (teachers and support teachers)• Families (parents)• Students• Beaumont Teachers Association (BTA)• California School Employees Association (CSEA)• District African American Parent Advisory Committee (DAAPAC)• Family and Community Engagement (FACE)• District English Language Advisory Committee (DELAC)• Local Native American Tribal Council (Morongo Tribal Council)	<p>The development of the Local Control Accountability Plan (LCAP) is a collaborative effort engaging all educational partners. A comprehensive needs assessment is completed to evaluate the LCAP and reflect on the effectiveness in providing the necessary supports to support student achievement, especially for the students with the greatest needs.</p> <p>During the 2024-25 school year, an LCAP Advisory Committee was established. Various educational partners representing the community, listed on the left column, were invited to the sessions. There were three sessions held:</p> <ul style="list-style-type: none">• LCAP #1 - 11/20/2024• LCAP #2 - 2/13/2025• LCAP #3 - 4/23/2025 <p>During the sessions, the committee reviewed the purpose and the history of LCAP, the District's LCAP goals, and local indicators. The advisory committee also analyzed and discussed various state and local data sets, such as the Dashboard data, i-Ready/STAR data, interview results, and survey data. The committee collaborated in small groups to dig deeper, ensure goal alignment, evaluate the impact of the actions, and reflected on the effectiveness of the strategies. The group also provided feedback to consider for drafting the 2025-26 LCAP for the following year, and the new draft was shared with them.</p>

Educational Partner(s)	Process for Engagement
	The LCAP has been developed with a specific focus on addressing the needs of Foster Youth, English Learners (ELs), and Low-Income students, as well as other low-performing student groups based on community feedback and the data to support these priorities.
<p>LCAP Writing Team from 2023-24:</p> <ul style="list-style-type: none"> • District personnel from instructional student services and business • Site Administrators • Support staff 	<p>The LCAP Writing Team, formed during the 2023-24 school year, continued to meet to discuss the plan's goals, actions, and implementation. The Team also reflected on and evaluated the effectiveness of the implementation to determine whether to continue, improve, or change the plan.</p> <p>LCAP Writing Team Meetings:</p> <ul style="list-style-type: none"> • 12/18/2024 • 1/9/2025 • 3/17/2025
<p>Educational Partner Engagement Surveys:</p> <ul style="list-style-type: none"> • Parents/Families • Staff • Students 	To reach all educational partners, K12 Engagement Surveys were sent out digitally for approximately three weeks in January. There were three separate surveys for the Families, Staff, and Student Groups. There were 830 family, 371 staff, and 4,308 student participants.
<p>Student Group Interviews</p> <ul style="list-style-type: none"> • Randomly Selected Students 	Student ad hoc groups were selected randomly, and students were interviewed as a group at each of the secondary schools. Random selection was made by handing out notes to students during recess. They were asked to join a group to share their opinions about their experiences at school. A conscious effort was made to invite various student groups of students. The site administrator was also asked to invite around five students who may be articulate enough to share their opinions. There were approximately 20-25 students in these group interviews. These students were asked approximately a dozen questions surrounding how they feel about their school and how their school can improve. For the schools where a random selection was not possible, the school administrator was asked to select a group of 20-25 with representatives from all student groups.

Educational Partner(s)	Process for Engagement
	The student ad hoc groups were held at all six secondary schools, and aggregated response themes were shared with the site administrators.
Special Education Local Plan Area (SELPA) Partner	The District worked with the SELPA Partners to consult on the drafting of the LCAP. The SELPA partner received a draft of the LCAP and provided feedback in May.
<p>21st Century Learning Institute (CLI) Educational Partner Engagement Surveys/forums:</p> <ul style="list-style-type: none"> • Parents/Families • Staff • administrator • Students 	For the equity multiplier fund, 21st CLI consulted with educational partner feedback using surveys, interviews, and forum meetings.
<p>Glen View High School (GVHS) Educational Partner Engagement Surveys/forums:</p> <ul style="list-style-type: none"> • Parents/Families • Staff • administrator • Students 	For the equity multiplier fund, GVHS consulted with educational partner feedback from surveys, interviews, and forum meetings.
<p>Feedback from English Language Advisory Committee (ELAC) and School Site Council (SSC)</p> <ul style="list-style-type: none"> • English Language Coordinators • School Site Council • Principals 	A form was sent to all site administrators and English Language Coordinators to collect feedback from all the English Language Advisory Committees and School Site Councils. Valuable input was collected that led to improved services, such as adding more bilingual aides to support English Learners.
<p>Focused LCAP Team</p> <ul style="list-style-type: none"> • Director • Support Technician • Business Services Staff • Assistant Superintendent 	<p>The Focused LCAP Team met regularly to oversee the LCAP process and plan for writing. The Team discussed the purpose of the LCAP, its vision, and the various data sets that would inform the plan. The Team also discussed how to engage the educational partners and how to continue to support the plan involving the writing team from the previous year.</p> <p>The Team was involved in planning for the LCAP Writing Team's work in monitoring and evaluating the progress of the LCAP. The Team</p>

Educational Partner(s)	Process for Engagement
	<p>also planned and prepared the materials to be shared with the educational partners at the sessions for the LCAP Advisory Committee.</p> <p>Starting in February, The Team met regularly every other week to organize the feedback, data, and input from various sources. The Team collaborated with other departments to evaluate the budget, actions, data, and plan implementation.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Local Control Accountability Plan (LCAP) Engagement Process Description

To develop the 2025–26 LCAP, Beaumont Unified School District implemented a comprehensive engagement process that intentionally involved a diverse group of educational partners. Engagement efforts were structured to ensure inclusive, transparent, and meaningful input throughout the planning process.

Educational Partners Engaged:

- Certificated and classified staff
- Parents and community members, including:
- Family and Community Engagement Committee (FACE)
- District African American Parent Advisory Committee (DAAPAC)
- District English Learner Advisory Committee (DELAC)
- Students (via surveys, ad hoc groups, and LCAP Advisory Committee)
- School Site Councils (SSCs)
- LCAP Writing Team (diverse educator representatives)

Engagement activities included multiple stakeholder meetings, collaborative data reviews, K12 Insight and ad hoc surveys, and workshops. Input collected through these formats directly influenced identifying needs and informed revisions to goals, actions, and resource allocations.

Key Needs Identified Through Engagement:

English Language Arts (ELA):

- Emphasize Best, First Instruction
- Increase access to professional learning
- Strengthen foundational literacy supports

- Continue targeted services for English Learners (ELs), Socioeconomically Disadvantaged (SED), and Foster Youth

Mathematics:

- Prioritize math supports for student groups with the greatest needs (based on Dashboard data)
- Implement math programs with fidelity
- Progress monitor to assess effectiveness in improving student outcomes

How Feedback Shaped the LCAP (listed below are some examples):

ELA (California Assessment of Student Performance and Progress [CAASPP]):

Advisory input highlighted the need to support Long-Term English Learners (LTELs), Foster Youth, and Students with Disabilities.

- Responses included expanding designated ELD instruction and staff training, increasing bilingual aides, and revising Action 2.8.

Math (CAASPP):

- Suggestions emphasized targeted intervention for student groups and retention of specialized staff.
- This resulted in increased funding and revised supports under Action 2.14.

ELPAC:

- Recommendations called for stronger ELD strategies and elevating designated ELD as a formal course offering at the high school level.
- Action 3.5 was updated to fund staffing for targeted LTEL support.
- Action 2.8 added an additional bilingual aide at San Gorgonio Middle School

Chronic Absenteeism & Graduation Rate:

- Partners recommended maintaining transportation access for general education students (Action 3.9) and expanding college and career readiness opportunities (e.g., dual enrollment, AVID, AP, and CTE; Action 1.6 and 2.12).
- Action 2.12 was revised to increase access and funding for SED students in dual enrollment programs, and funding was increased to support the transportation of all unduplicated students (Action 3.9)

Monitoring, Evaluation, and Refinement:

The LCAP Writing Team utilized a structured monitoring and evaluation template to review each action. This included:

- Budget analysis to determine expenditures
- Review of metrics to assess action effectiveness
- Consideration of advisory input for alignment and equity

As a result:

- Adjustments were made to personnel costs to reflect updated salaries and benefits, such as:
- Action 2.3 (literacy support) was maintained based on positive impact
- Action 1.10 was improved to strengthen communication and feedback loops

- Action 1.1 (counseling support) received increased funding due to its contribution to improved attendance, reduced suspensions, and overall student wellness

Two schools, the 21st Century Learning Institute (CLI) and Glen View High School (GVHS), will receive Equity Multiplier funds. To inform the use of these funds, both schools used survey data from students, staff, and families, and conducted interviews with ad hoc student groups. Input from these activities and consultations with educational partners, reflecting each school's specific needs, led to the creation of two Equity Multiplier Focus Goals:

- 21st CLI (Goal 4): Increase Student Attendance. Feedback highlighted the need for improved attendance, and partners requested exemplary materials and equipment to support their work.
- GVHS (Goal 5): Increase College and Career Readiness. Feedback indicated a need to enhance college and career readiness, with partners expressing the need for a wider variety of extracurricular and co-curricular options.

Conclusion:

The 2025–26 LCAP reflects extensive collaboration with educational partners. Their input has led to the creation of new actions, the refinement of existing ones, and ongoing prioritization of services for unduplicated student groups. This iterative engagement process and continuous evaluation framework ensure that the LCAP remains responsive, equitable, and outcomes-driven.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Beaumont Unified School District will ensure a positive school climate and culture by engaging the family, community, and staff to support student learning and social-emotional wellness.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Accountability Plan (LCAP) is a three-year cycle. In the 2023-24 school year, the LCAP goals were developed using the baseline data from the 2022-23 California School Dashboard (Dashboard) and local data such as i-Ready and Star Renaissance. Below is an explanation of why the goals were developed in the 2023-24 school year.

The District is committed to creating a positive school climate and culture, prioritizing student learning and social-emotional wellness. This goal is directly informed by data from the Dashboard, highlighting Chronic Absenteeism and Suspension Rates as pivotal concerns. This data has identified specific student groups and schools, including those groups in the lowest performance level, including Homeless, Foster Youth, English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD) who may encounter barriers to educational success.

The District's initiatives on enhancing school climate and culture are grounded in data from the Dashboard, which underscores Chronic Absenteeism and Suspension Rates as areas necessitating attention. The 2022-23 Dashboard reveals that the District has a Chronic Absenteeism rate of 30.2%, with a slight improvement noted by a 1.9% decline from the previous year. Despite this, student groups such as Homeless (53.1% chronically absent), African American/Black (25.9%), Foster Youth (32.8% chronically absent), ELs (30.4% chronically absent), and SED students (34% chronically absent) are experiencing absenteeism at greater levels, placing them in the lowest performance bands (Orange and Red).

Similarly, suspension data shows that while the overall District Suspension Rate stands at 2.7%, groups like SWD (5.4%), African American/Black students (5.7%), Homeless (6.9%), and Foster Youth (11.3%) have higher rates of suspension. These statistics indicate critical gaps in the current support structures for Foster Youth, ELs, Low-Income students, and the lowest-performing student groups, emphasizing the need for tailored strategies to improve engagement and behavioral outcomes.

Based on the comprehensive analysis of data from the Dashboard and the strategic discussions with educational partners, it has been determined that the District has prioritized Foster Youth, ELs, and Low-Income students for targeted interventions and supports. While all

students will benefit from these actions, these student groups are among those performing in the lowest performance levels (Orange and Red) for Chronic Absenteeism and Suspension Rates. The prioritization of these groups stems from a deep understanding of the complex challenges they face, including but not limited to systemic barriers, language barriers, and economic instability, which can significantly impact their academic success and well-being. By focusing on these students, the District aims to create a more equitable educational environment that supports the unique needs of each student, ensuring that they have the necessary resources and opportunities to thrive academically and emotionally.

The District's objective to enhance support for Foster Youth, ELs, and Low-Income students emerged from detailed discussions with educational partners who highlighted these groups due to significant barriers to academic and emotional well-being. These strategic interventions include school safety, strengthening school connectedness, and increasing family engagement in the educational process. The District's target for the Year 3 outcome in Chronic Absenteeism is to decrease the percentage between 5% to 10% for each student group and for the Suspension Rate to reduce each student group between 1% and 5% for each student group. The District uses the public Tableau, Riverside County Office of Education's (RCOE) Assessment, Accountability, and Continuous Improvement (AACI) analytics tool, to create a reasonable performance level target for improvement.

To meet these needs, the District has outlined key actions: Counseling Support (Action 1.1) for social, emotional, and academic development; School Resource Officers (SRO) (Action 1.2) to promote a secure and connected school environment; Student Support Services Coordinators (Action 1.3) and Assistant Principals (Action 1.4) to enhance the home-to-school link, especially for the families of identified student groups, and Engagement and Outreach (Action 1.5), along with College and Career Readiness Support (Action 1.6), to prepare students for future success.

In addition to these measures, the District has implemented Targeted Attendance Support (Action 1.15) using attendance software to tackle Chronic Absenteeism and introduced the Positive Behavioral Interventions and Supports (PBIS) systems (Action 1.16) to reduce Suspension Rates.

Together, these actions constitute a comprehensive strategy to support the holistic needs of Foster Youth, ELs, and Low-Income students, underscoring the District's commitment to creating an educational environment where every student has the resources and opportunity to thrive academically and socially. The state data reflects information from the 2022-23 school year, while the local data pertains to the accessible 2023-24 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension Rate - California School Dashboard (Dashboard)	2022-23 Dashboard Suspension Rate	2023-24 Dashboard Suspension Rate		2025-26 Dashboard Suspension Rate	All Students: -0.6% African American/Black: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 2.7% (Medium - Yellow) African American/Black: 5.7% (Low - Orange) American Indian/Alaska Native: 7.5% (Medium - Yellow) Asian: 0% (Very High - Blue) Filipino: 1.1% (Medium - Yellow) Hispanic/Latino: 2.6% (Low - Orange) Pacific Islander: 9.4% (No Performance Color) Two or More Races: 3.6% (Low - Orange) White: 2.3% (High - Green) English Learners (ELs): 2.7% (Low - Orange) Foster Youth: 11.3% (Medium - Yellow) Homeless: 6.9% (Low - Orange) Socioeconomically Disadvantaged (SED): 3.3% (Medium - Yellow) Students with Disabilities (SWD): 5.4% (Low - Orange)	All Students: 2.1% (High - Green) African American/Black: 4.1% (High - Green) American Indian/Alaska Native: 2.4 % (High - Green) Asian: 0.3% (High - Green) Filipino: 0.8% (Very High - Blue) Hispanic/Latino: 2.2% (High - Green) Pacific Islander: 5.4% Medium - Yellow English Learners (ELs): 1.5% (Very High - Blue) Foster Youth: 1.6% (High - Green) English Learners (ELs): 2.2% (High - Green) Long Term English Learners (LTELs): 4.1% (High - Green) Foster Youth: 8.9% (Medium - Yellow)	All Students: 1.0% (Very High - Blue) African American/Black: 4.5% (High - Green) American Indian/Alaska Native: 4.5% (High - Green) Asian: 0% (Very High - Blue) Filipino: 1.0% (Very High - Blue) Hispanic/Latino: 2.5% (High - Green) Pacific Islander: 4.5% (No Performance Color) English Learners (ELs): 1.5% (High - Green) Foster Youth: 4.5% (High - Green) Homeless: 4.5% (High - Green)	American Indian/Alaska Native: -5.1% Asian: +0.3% Filipino: -0.3% Hispanic/Latino: -0.4% Pacific Islander: -4.0% Two or More Races: -2.1% White: -0.7% English Learning (ELs): -0.5% Long Term English Learners (LTELs): * Foster Youth: -2.4% Homeless: -2.5% Socioeconomically Disadvantaged (SED): -0.8% Students with Disabilities (SWD): -1.5%	*LTEL is a new student group starting 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Homeless: 4.4% (High - Green)</p> <p>Socioeconomically Disadvantaged (SED): 2.5% (High - Green)</p> <p>Students with Disabilities (SWD): 3.9% (High - Green)</p> <p>*LTEL is a new student group starting 2023-24.</p>		<p>(SED): 2.5% (High - Green)</p> <p>Students with Disabilities (SWD): 4.5% (High - Green)</p>	
1.2	Chronic Absenteeism - California School Dashboard (Dashboard)	<p>2022-23 Dashboard Chronic Absenteeism</p> <p>All Students: 30.2% (Low - Orange)</p> <p>African American/Black: 25.9% (Low - Orange)</p> <p>American Indian/Alaska Native: 46.2% (Low - Orange)</p> <p>Asian: 16.9% (Medium - Yellow)</p> <p>Filipino: 15.5% (Medium - Yellow)</p> <p>Hispanic/Latino: 33.5% (Low - Orange)</p> <p>Pacific Islander: 48% (No Performance Color)</p> <p>Two or More Races: 31.9% (Low - Orange)</p> <p>White: 25.2% (Low - Orange)</p>	<p>2023-24 Dashboard Chronic Absenteeism</p> <p>All Students: 20.0% (Medium - Yellow)</p> <p>African American/Black: 16.8% (Medium - Yellow)</p> <p>American Indian/Alaska Native: 28.8% (Low - Orange)</p> <p>Asian: 8.3% (High - Green)</p> <p>Filipino: 7.8% (High - Green)</p>		<p>2025-26 Dashboard Chronic Absenteeism</p> <p>All Students: 10.0% (High - Green)</p> <p>African American/Black: 10.0% (Low - Orange)</p> <p>American Indian/Alaska Native: 20.0% (Medium - Yellow)</p> <p>Asian: 10.0% (High - Green)</p> <p>Filipino: 10.0% (High - Green)</p>	<p>All Students: - 10.2%</p> <p>African American/Black: - 9.1%</p> <p>American Indian/Alaska Native: -17.4%</p> <p>Asian: -8.6%</p> <p>Filipino: -7.7%</p> <p>Hispanic/Latino: -11.6%</p> <p>Pacific Islander: -5.7%</p> <p>Two or More Races: -12.3%</p> <p>White: -6.9%</p> <p>English Learning (ELs): -12.1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (ELs): 30.4% (Medium - Yellow) Foster Youth: 32.8% (Low - Orange) Homeless: 53.1% (Very Low - Red) Socioeconomically Disadvantaged (SED): 34% (Medium - Yellow) Students with Disabilities (SWD): 38.4% (Medium - Yellow)	Hispanic/Latino: 21.9% (Medium - Yellow) Pacific Islander: 42.3% (No Performance Color) Two or More Races: 19.6% (Medium - Yellow) White: 18.3% (Medium - Yellow) English Learners (ELs): 18.3% Medium - Yellow Long Term English Learners (LTELs): 18.1% (Medium - Yellow) Foster Youth: 21.9% (Low - Orange) Homeless: 36.3% (Medium - Yellow) Socioeconomically Disadvantaged (SED): 22.7% (Medium - Yellow) Students with Disabilities (SWD): 26.6% (Medium - Yellow) *LTEL is a new student group starting 2023-24.	Hispanic/Latino: 10.0% (Medium - Yellow) Pacific Islander: 20.0% (No Performance Color) Two or More Races: 22.9% (Medium - Yellow) White: 16.2% (Medium - Yellow) English Learners (ELs): 30.4% (Medium - Yellow) Foster Youth: 32.8% (Low - Orange) Homeless: 20.0% (Low - Orange) Socioeconomically Disadvantaged (SED): 25.0% (Medium - Yellow) Students with Disabilities (SWD): 29.3% (Medium - Yellow)	Long Term English Learners (LTELs): * Foster Youth: - 10.9% Homeless: -16.8% Socioeconomically Disadvantaged (SED): -11.3% Students with Disabilities (SWD): -11.8%	*LTEL is a new student group starting 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Principal Apportionment Average Daily Attendance (ADA)	2022-23 P-2 Attendance Rate 90.89%	2023-24 P-2 Attendance Rate 91.91%		2026-27 Attendance Rate 95.00%	+1.02%
1.4	Transitional Kindergarten (TK)/Kindergarten (K) Attendance Rate	2022-23 TK/K Attendance Rate 89.46%	2023-24 P-2 TK/K Attendance Rate 90.22%		2026-27 Attendance Rate 95.00%	+1.76%
1.5	Truancy Rate	2022-23 Truancy Rate 57.8%	2023-24 Truancy Rate 39.8%		2026-27 Truancy Rate 30.00%	-18%
1.6	Expulsion Rate	2022-23 Expulsion Rate Dataquest All: 0.1%	2023-24 Expulsion Rate Dataquest All: 0.2%		2026-27 Expulsion Rate Maintain	All: +0.1%
1.7	Panorama Social Emotional Tool - Climate Survey Grade 3-5 - Local Indicator	2023-24 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">All Students 64% Emotion Regulation: <ul style="list-style-type: none">All Students 44% Growth Mindset: <ul style="list-style-type: none">All Students 59% Self-Efficacy: <ul style="list-style-type: none">All Students 54%	Spring 2024-25 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">All Students 69% Emotion Regulation: <ul style="list-style-type: none">All Students 53% Growth Mindset:		2026-27 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">All Students 70% Emotion Regulation: <ul style="list-style-type: none">All Students 50% Growth Mindset:	Sense of Belonging: +5% Emotional Regulation: +9% Growth Mindset: +10% Self-Efficacy: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> All Students 69% <p>Self-Efficacy:</p> <ul style="list-style-type: none"> All Students 64% 		<ul style="list-style-type: none"> All Students 65% <p>Self-Efficacy:</p> <ul style="list-style-type: none"> All Students 60% 	
1.8	Panorama Social Emotional Tool - Climate Survey Grade 6-12 - Local Indicator	<p>2023-24 Demographics (Emotional Well-Being)</p> <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 39% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 47% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 79% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 58% 	<p>Spring 2024-25 Demographics (Emotional Well-Being)</p> <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 42% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 40% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 78% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 55% 		<p>2026-27 Demographics (Emotional Well-Being)</p> <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 45% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 55% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 85% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 65% 	<p>Sense of Belonging: +3%</p> <p>Emotional Regulation: -7%</p> <p>Supportive Relationships: -1%</p> <p>Positive Feelings: -3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Career Technical Education (CTE) Completer Rate - Local Indicator	Total students for 2022-23 school year that were eligible 876 Total Completers 147 (16.78%)	Total students for 2023-24 school year that were eligible: 845 Total Completers:145 (16.20%)		2025-26 Total Completers 20.00%	-0.58%
1.10	College and Career Indicator - California School Dashboard (Dashboard)	2022-23 College and Career Indicator All Students: 41.5% (Medium) African American/Black: 22.1% (Low) American Indian/Alaska Native: (No Performance Level) Asian: 81.5% (No Performance Level) Filipino: 75.7% (Very High) Hispanic/Latino: 37.3% (Medium) Pacific Islander: (No Performance Level) Two or More Races: 33.3% (Low) White: 49.7% (Medium) English Learners (ELs): 6.5% (Very Low) Foster Youth: 6.7% (Very Low) Homeless: 33.3% (Low)	2023-24 College and Career Indicator All Students: 42.9% (Medium - Yellow) African American/Black: 34.8% (Medium - Yellow) American Indian/Alaska Native: (No Performance Level) Asian: 58.3% (No Performance Color) Filipino: 80.8% (No Performance Color) Hispanic/Latino: 39.4% (High - Green)		2025-26 College and Career Indicator All Students: 56.5% (High) African American/Black: 37.1% (Medium) American Indian/Alaska Native: (No Performance Level) Asian: 96.5% (No Performance Level) Filipino: 90.7% (Very High) Hispanic/Latino: 52.3% (Medium) Pacific Islander: (No Performance Level) Two or More Races: 48.3% (Medium)	All Students: +1.4% African American/Black: +12.7% American Indian/Alaska Native: (No Performance Level) Asian: -23.2% Filipino: +5.1% Hispanic/Latino: +2.1% Pacific Islander: (No Performance Level) Two or More Races: +24.6% White: -4.2% English Learning (ELs): +2.2% Long Term English Learners (LTELs): *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged (SED): 37.9% (Medium)</p> <p>Students with Disabilities (SWD): 13.4% (Low)</p> <p>**Baseline data does not include the color performance levels. The 2023-24 school year data on the Dashboard will include the color levels and will be included on the 2024-25 LCAP.</p>	<p>Pacific Islander: (No Performance Level)</p> <p>Two or More Races: 57.9% (High - Green)</p> <p>White: 45.5% (Low - Orange)</p> <p>English Learners (ELs): 8.7% (Low - Orange)</p> <p>Long Term English Learners (LTELs): 9.1% (Low - Orange)</p> <p>Foster Youth: 25.0% (No Performance Color)</p> <p>Homeless: 24.4% (Low - Orange)</p> <p>Socioeconomically Disadvantaged (SED): 38.1% (Medium - Yellow)</p> <p>Students with Disabilities (SWD): 10.0% (Low - Orange)</p> <p>*LTEL is a new student group starting 2023-24.</p>		<p>White: 64.7% (High)</p> <p>English Learners (ELs): 21.5% (Low)</p> <p>Foster Youth: 21.7% (Low)</p> <p>Homeless: 48.3% (Medium)</p> <p>Socioeconomically Disadvantaged (SED): 52.9% (Medium)</p> <p>Students with Disabilities (SWD): 28.4% (Low)</p>	<p>Foster Youth: +18.3%</p> <p>Homeless: -8.9%</p> <p>Socioeconomically Disadvantaged (SED): +0.2%</p> <p>Students with Disabilities (SWD): -3.4%</p> <p>*LTEL is a new student group starting 2023-24.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G Requirements Met for Graduation by Cohort - Dataquest	<p>2022-23 Students that Met the A-G Requirement.</p> <p>All Students: 49.4% African American/Black: 31.4% American Indian/Alaska Native: Redacted Asian: 80.0% Filipino: 85.7% Hispanic/Latino: 45.7% Pacific Islander: Redacted Two or More Races: 42.9% White: 55.2%</p> <p>English Learners (ELs): 18.0% Homeless: 38.9% Foster Youth: 16.7% Socioeconomically Disadvantaged (SED): 44.9% Students with Disabilities (SWD): 27.1%</p>	<p>2023-24 Students that Met the A-G Requirement.</p> <p>All Students: 43.4% African American/Black: 42.9% American Indian/Alaska Native: * Asian: 60.9% Filipino: 72.0% Hispanic/Latino: 40.0% Pacific Islander: * Two or More Races: 64.7% White: 44.2%</p> <p>English Learners (ELs): 15.0% Homeless: 33.3% Foster Youth: 42.9% Socioeconomically Disadvantaged (SED): 39.9% Students with Disabilities (SWD): 12.5% Migrant: *</p>		<p>2025-26 Students that Met the A-G Requirement.</p> <p>All Students: 53% African American/Black: 35% American Indian/Alaska Native: Redacted Asian: Maintain or >80.0% Filipino: Maintain or >85.7% Hispanic/Latino: 50% Pacific Islander: Redacted Two or More Races: 50% White: 60%</p> <p>English Learners (ELs): 25% Homeless: 45% Foster Youth: 20% Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 30%</p>	<p>All Students: -6.0% African American/Black: +11.5% American Indian/Alaska Native: (No Performance Level) Asian: -19.1% Filipino: -13.7% Hispanic/Latino: -5.7% Pacific Islander: (No Performance Level) Two or More Races: +21.8% White: -11.0%</p> <p>English Learners (ELs): -3.0% Long Term English Learners (LTELs): * Foster Youth: +26.2% Homeless: -5.6% Socioeconomically Disadvantaged (SED): -5.0% Students with Disabilities (SWD): -14.6%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*LTEL is a new student group starting 2023-24.
1.12	A-G and CTE Completer Match Data (Students Who Completed Both A-G and the CTE pathway) - Local Indicator	2022-23 Graduates: 883 Students Total 93 10.53%	2023-24 Graduates: 845 Students: Total: 79 8.80%		2025-26 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Percentage based on cohort 15.00%	-1.73%
1.15	Parent Participation in Programs for Unduplicated Pupils	Participation 100%	Discontinue		Participation 100%	NA
1.16	Parent/Guardian Participation in Programs for Students with Exceptional Needs	Participation 100%	Discontinue		Participation 100%	NA
1.17	Parent Input on Decision Making Process	Baseline 2023-24 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. 100% of schools compliant in maintaining	100% of schools compliant in maintaining a SSC in order for parents to provide input in the decision making process.		100% of school sites maintain SSC.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a SSC in order for parents to provide input in the decision making process.				

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Beaumont Unified School District's Local Control Accountability Plan (LCAP) Goal 1 demonstrates a strong commitment to student success by enhancing academic, social-emotional, and behavioral support systems. The District has significantly expanded counseling services by ensuring that every school site has dedicated counselors and support staff, along with training and resources to meet student needs.

Additionally, specialized student support service coordinators have been placed to assist Foster Youth and Low-Income students, strengthening the vital connection between home, school, and community. Increased staff, including assistant principals, clerical support, and student attendance technicians, are dedicated to improving student engagement and family outreach.

To prepare students for the future, the District has provided various college and career exploration opportunities, including postsecondary field trips, career boot camps, and post-high school seminars. The expansion of sports programs at middle schools and alternative high schools ensures that more students, regardless of financial background, can participate in extracurricular athletics.

Communication with families and the community has also been prioritized through enhanced public relations efforts, including automated messaging systems, improved websites, and dedicated communication services. Moreover, training initiatives have been implemented to foster a positive school climate and culture.

Recognizing the importance of student well-being, the District has invested in additional staff to support physical, mental, and social-emotional health. Through these comprehensive efforts, Beaumont Unified School District continues to foster a supportive and inclusive learning environment that prioritizes student success and well-being.

There were challenges in filling some of the positions for counseling support and support positions (Action 1.1, 1.5, 1.9), due to the availability of candidates and the process required to hire the personnel, but the positions were filled as the year progressed.

The District considers expenditures greater or less than 10% of the budgeted amount as a material difference.

There were some material differences between Budgeted Expenditures and Estimated Actuals. In some cases, it was due to positions not being filled for part or all of the fiscal year and overbudgeting of the Health and Welfare Wages (Action 1.5, 1.9, 1.14) or salary adjustments due to the staff hired.

The following Action items also had material differences for the following reasons:

- Action 1.6: This action was to support college and career readiness in conjunction with non-contributing state funds. This was not exhausted due to less experiences planned as well as school sites utilizing other funds beyond the LCFF funds for some of the opportunities.
- Action 1.7: This action was going to be used to celebrate attendance, but due to the policy changes, there was a need to rethink how to provide the attendance improvement incentive leading to funds not fully being expended.
- Action 1.10: Contract prices increased. K12 Insight is a new partner engagement survey platform. This replaced Thought Exchange. The District is also piloting communicating to our secondary student partners via StudentSquare to better engage student partners.
- Action 1.12: Instead of using a consultant service for Restorative Practices Trainer of Trainers with RCOE, there were many Restorative Practices Training provided by the District staff trained as a Trainer. The funds were used to provide training through Action 2.1 by providing substitute teachers and extra hour pay.
- Action 1.13: There was a significant increase in software costs to support student learning.
- Action 1.14: There were two behavioral health therapists that were supposed to be paid out of Local Control Funding Formula (LCFF) starting in January of 2025, but a grant was received to pay for these positions. The difference in funds helped pay for other counseling support materials such as in Action 1.1.
- Action 1.15: There was an increase in the attendance support due to the increase in student population and increase in the costs of contracts.
- Action 1.16: The PBIS trainings were done using internal trainers instead of contracting out leading to a large savings.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Beaumont Unified School District's (District) commitment to ensuring a positive school climate and culture is exemplified through a series of strategic actions under Goal 1 of the Local Control Accountability Plan (LCAP). These initiatives effectively engage families, the community, and staff to support student learning and social-emotional wellness.

Counseling support services are fundamental to student well-being, with counselors present at all school sites to enhance academic success and career readiness. School Resource Officers (SROs) contribute to a safer and more connected school environment, fostering positive relationships among students, staff, and the broader community. Student Support Services Coordinators further strengthen this connection by providing targeted academic, behavioral, and emotional support, particularly for Foster Youth and Low-Income students. These Actions 1.1-1.3 have made an overall positive impact on our students, as shown by the following data:

- Suspension Rate decreased by 0.6% overall, and decreased 2.4% in the Foster Youth group.

- Chronic Absenteeism has decreased 10.2 overall, and decreased 16.8% in the Homeless group.
- Elementary and Secondary students' Sense of Belonging increased by 5% and 3% respectively.

Assistant Principals play a crucial role in optimizing learning environments and enhancing school connectedness. In addition, parent engagement staff facilitate workshops, advisory meetings, and events to encourage meaningful family involvement in student education (Action 1.4). College and career readiness programs offer experiential learning opportunities, ensuring students receive guidance for postsecondary success (Action 1.6). These actions have been effective, as shown by the following data:

- College and Career Indicator from the California School Dashboard has increased 1.4% overall, with Foster Youths notably increasing 18.3%.
- A-G Requirements Met has declined 6.0% overall. Foster Youths, however, increased 26.2%

Attendance initiatives, including District-wide incentives and targeted support, have been implemented to improve student attendance and reduce chronic absenteeism. Health services, including Registered Nurses (RNs) and Licensed Vocational Nurses (LVNs), ensure students and families have access to necessary medical support and education. The inclusion of middle school sports programs has provided opportunities for students who may not otherwise have access to organized athletics, fostering teamwork and physical wellness. As a result of these Actions 1.7 and 1.8, students have a better sense of belonging, as evidenced by the following data:

- Truancy Rate has decreased 18% overall.
- Attendance Rate has increased 1.02% overall, with TK/K attendance increasing 1.76%.

Effective communication between the District and families is strengthened through automated platforms, public relations efforts, and the district's Public Information Officer (Actions 1.5 and 1.10). The Alternative to Suspension (ATS) Program incorporates restorative practices to address behavioral issues constructively, while professional development in restorative practices equips staff to support students' academic and social-emotional needs effectively. To provide parents and other educational partners with the ability to give input:

- 100% of our schools have maintained School Site Councils.
- The need for continued improvement in effective family communication has been expressed and is an area of growth.

Efforts to enhance school climate and culture include anti-bullying programs, decision-making initiatives, and empathy-building training for students and staff. Mental health and social-emotional support services further contribute to a positive classroom climate. Attendance monitoring tools help address chronic absenteeism among specific student groups, ensuring equity and inclusivity in educational opportunities. These efforts (Actions 1.1-1.7 and 1.14 have been effective as evidenced by the District's increasing attendance rate.

Lastly, Positive Behavioral Interventions and Supports (PBIS) training for staff at select schools has been instrumental in reducing suspension rates by 0.6% and fostering a supportive school environment (Actions 1.11, 1.12, and 1.16).

Through these comprehensive actions, the District continues to cultivate a nurturing, inclusive, and engaging educational atmosphere, ensuring all students receive the support necessary for academic and personal growth. All actions in Goal 1 have been deemed fully implemented with varying degrees of effectiveness in terms of supporting the positive school climate and culture of the district by engaging family, community and staff to support the learning and social-emotional wellness of students.

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

The following changes were made for the 2025–26 school year after reflecting on implementation outcomes from the current year. All actions involving wages have been updated to reflect increases in salary, payroll costs, and Health and Welfare Benefits (Actions 1.1, 1.3. 1.4, 1.5, 1.8 - 1.12, and 1.14). Additionally, targeted adjustments were made to better address the evolving needs of students:

- Action 1.1/1.14: Reassigning the Behavioral Health Therapist 2 position to Action 1.14 and adjusting the budget allows for more accurate alignment of services to student needs. Increasing funding in Action 1.1 for supplies, software, and services strengthens school climate efforts, supporting student behavior, well-being, and engagement.
- Action 1.4: Adding an assistant principal at San Gorgonio Middle School will strengthen coordination of academic and behavioral support systems, helping students access timely interventions and resources, which is expected to reduce chronic absenteeism and suspension rates while improving English Language Arts (ELA) and Math outcomes.
- Action 1.5: Hiring an additional student attendance technician will enhance the District's ability to identify and support students with attendance challenges—particularly among unduplicated pupils—leading to improved attendance rates and greater access to instruction.
- Action 1.6: Reallocation of funds to better match where the funds are needed to supplement college and career readiness will produce a much more cohesive District plan.
- Action 1.7: The previous way of incentivizing had to be revised. Increasing the budget will allow for better incentives to promote the importance of school attendance.
- Action 1.10: Implementing a new communication service will increase the effectiveness of districtwide messaging and family outreach, which will support stronger school-family partnerships and contribute to improved student engagement and school connectedness.
- Action 1.14: Deploying two additional site-based student support specialists at the two traditional middle schools will provide behavioral support so that students can be in the classrooms to engage in classroom instruction.
- Action 1.15: The budget was adjusted to account for the increased funds for attendance incentive to increase attendance.
- Action 1.16: The budget was adjusted to account for internal training which lowered the cost of supporting student well being.

Metric Adjustments:

- Metric 1.11: Specifying DataQuest as the data source improves the clarity and consistency of the metric, which enhances the District's ability to accurately track student outcomes over time.
- Metric 1.12: Clarifying that the metric tracks students who complete both A-G requirements and a CTE pathway ensures more accurate reporting of post-secondary readiness, supporting better evaluation of college and career preparation efforts.
- Metrics 1.15 and 1.16: These metrics were removed due to the absence of a reliable data source, ensuring the LCAP remains focused on metrics that are measurable, actionable, and reflective of student progress.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Support	Support students through counseling services to enhance student well-being and college and/or career readiness. This support includes counselors at all school sites, clerical support, a Counseling Technician, training, materials, and supplies.	\$2,913,313.00	Yes
1.2	School Resource Officers (SROs)	Provide School Resource Officers (SRO) to increase positive relationships resulting in improved safety, order, and connectedness among school community members.	\$450,000.00	Yes
1.3	Student Support Services Coordinators	Provide Student Support Services Coordinators to enhance academic, behavioral, and social-emotional support for Foster Youth and Low-Income students, aiming to strengthen the connection between home, school, and community.	\$477,831.00	Yes
1.4	Assistant Principals	Provide Assistant Principals to optimize learning and school connectedness between students and families, especially for unduplicated students, including Foster Youth and Low-Income students who showed greater need in chronic absenteeism and Foster Youth and Homeless students in English Language Arts and mathematics achievement.	\$2,205,467.00	Yes
1.5	Engagement and Outreach	Provide parent engagement staff, including a coordinator, clerical support, a student attendance technician, materials, supplies, and services to create opportunities for parent/guardian engagement workshops, advisory meetings, activities, services, and events, as well as reaching out to students and their families to improve student attendance and family engagement.	\$739,928.00	Yes
1.6	College and Career Readiness Support	Provide multiple college and career experiential opportunities, including postsecondary field trips, career-based boot camps, and post-high school seminars for all students. The District will specifically focus on students in the lowest performing band on the College and Career Indicator (CCI) across the District and at specific school sites. This includes Foster Youth	\$33,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and English Learners (ELs) District-wide, ELs at Beaumont High School (BHS), and All Students at Glen View High School (GVHS), including Low-Income students and Hispanic/Latino students.		
1.7	Attendance Improvement Through Districtwide Incentives	Provide District-wide incentives for increased attendance, focusing on earned awards and positive reinforcement for all students.	\$15,000.00	Yes
1.8	Health Support Services	Provide health services, support, and resources through Registered Nurses (RN), Licensed Vocational Nurses (LVN) at each school site and Project Kind to enhance access to health services and health education for students and families.	\$684,523.00	Yes
1.9	Sports Program Support	Provide sports program access at middle schools, Beaumont Middle College High School (BMCHS), and Glen View High School (GVHS) for students who would not typically participate in fee-based sports programs or other organized sports. Fund the infrastructure and support necessary for safe, clean, and secure participation.	\$189,409.00	Yes
1.10	District Communication	Improve public relations with parents/guardians and the broader community through automated communication platforms, websites, contracted communication services, and the District's Public Information Officer (PIO).	\$310,377.00	Yes
1.11	Alternative to Suspension (ATS)	Provide an Alternative to Suspension (ATS) Program utilizing restorative practices at Beaumont High School (BHS), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Summerwind Trails School (STS) to include ATS teachers and Campus Aides at each site and one ATS counselor.	\$1,059,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Restorative Practices	Provide restorative practices training for staff to support students' academic, behavioral, and social-emotional needs, especially in unduplicated students who showed a greater need.	\$15,310.00	Yes
1.13	Climate and Culture	Provide programs, training, and software to create a culture of belonging and cohesiveness, reduce unsafe behaviors and bullying, increase positive decision-making amongst all student groups, and increase empathy among students and staff.	\$268,000.00	Yes
1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Provide Behavioral Health Therapists, Student Support Specialists at each elementary site, student behavioral materials, and a feedback monitoring system to foster a positive and nurturing environment conducive to learning and well-being.	\$1,777,825.00	Yes
1.15	Targeted Attendance Support	Utilize attendance software to effectively monitor and provide additional support to decrease Chronic Absenteeism for the following student groups within the District or specific school sites: Students with Disabilities at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School and San Gorgonio Middle School; Homeless students District-wide; African American/Black students at Three Rings Ranch Elementary School, Summerwind Trails School, Mountain View Middle School, and San Gorgonio Middle School; Hispanic/Latino students at 21st Century Learning Institute, Three Rings Ranch Elementary School, Tournament Hills Elementary School, and Mountain View Middle School; White students at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School, and San Gorgonio Middle School; Two or More Races at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Summerwind Trails School, Mountain View Middle School, and San Gorgonio Middle School; Low-Income students at 21st Century Learning Institute, Mountain View Middle School, Summerwind Trails School, and Three Ring Ranch Elementary School; and English Learners (ELs) at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School, and San Gorgonio Middle School; All students (School-wide) in the lowest performance Chronic Absenteeism	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		indicator at 21st Century Learning Institute, Mountain View Middle School, Summerwind Trails School, Three Rings Ranch Elementary School, and Tournament Hills Elementary School.		
1.16	Positive Behavioral Interventions and Supports (PBIS)	Provide mandatory Professional Development (PD) in Positive Behavioral Interventions and Supports (PBIS) for Summerwind Trails School and Three Rings Ranch Elementary School to decrease Suspension Rates for the following student groups within the District and/or specific school sites: Low-Income students at Summerwind Trails School; Students with Disabilities at Three Rings Ranch Elementary School and Summerwind Trails School; African American/Black at Summerwind Trails School; Hispanic/Latino at Summerwind Trails School; White at Summerwind Trails School; and Two or More Races at Three Rings Ranch Elementary School.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Beaumont Unified School District will implement systems of support to ensure the academic, behavioral, and social success of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Accountability Plan (LCAP) is a three year cycle. In the 2023-24 school year, the LCAP goals were developed using the baseline data from the 2022-23 California School Dashboard (Dashboard) and local data such as i-Ready and Star Renaissance. Below is an explanation of why the goals were developed in 2023-24 school year.

Beaumont Unified School District (District) developed this goal in order to implement systems of support that improve student outcomes both academically and socially. The District is committed to providing an enriched academic environment that supports student ownership of learning and constant exploration. It is directly informed by local data, the California School Dashboard (Dashboard), i-Ready and STAR data (the District's local universal screener), and other learning benchmarks developed by the District. The data informs all student groups and those groups performing at the highest and lowest performance levels.

When developing this goal, the District considered its commitment to increasing student achievement through a Multi-Tiered System of Supports (MTSS), ensuring all students receive high-quality Best, First Instruction. For students facing academic challenges, targeted interventions and supports are available. According to the Dashboard, All students in English Language Arts (ELA) are currently scoring 18.1 points below standard. Significant disparities are evident among specific groups: English Learners (ELs) 67.6 points below standard, Foster Youth students 108.4 points below standard, Homeless students 71.6 points below standard, Socioeconomically Disadvantaged (SED) students 32.7 points below standard, and Students with Disabilities (SWD) 92 points below standard. Other student groups also show variances when compared to the overall student performance. According to the Dashboard, All students are performing 55.1 points below standard in Mathematics. Notable disparities exist among various groups: African American/Black students 76.8 points below standard, Pacific Islanders 50.9 points below standard, American Indian/Alaska Native students 149.1 points below standard, and Hispanic/Latino students 67.9 points below standard. Conversely, Asian students are 9.1 points above standard, and Filipino students are 14.4 points above standard. White students and those identifying with Two or More Races are 33.4 and 40 points below standard, respectively. Additional challenges are observed in ELs at 95.2 points below, Foster Youth students at 107.3 points below standard, Homeless students at 85.8 points below standard, SED at 67.6 points below standard, and SWD at 115 points below standard.

Establishing this goal will help close the gaps in achievement so that all student groups improve. In order to achieve this goal, the District's target for Year 3 outcome for the Dashboard is to increase student groups by 9 points each. This will allow each student group to improve by 3 points each year in ELA and Mathematics. The District uses the public Tableau, Riverside County Office of Education (RCOE)'s Assessment, Accountability & Continuous Improvement (AACI) analytics tool, to create a reasonable performance level target for improvement.

To support these improvement goals, the District has identified several strategic actions: Professional Learning (Action 2.1) focuses on ongoing Professional Development (PD) to enhance teaching quality and systems to ensure all students receive Best, First Instruction; Implementation and Support of Dual Language Immersion (DLI) Programs (Action 2.2) expands staffing and resources to support robust language learning; Foundational Literacy Support (Action 2.3) establishes an intervention literacy program that focuses on students reading below grade level; Instructional Coaches (Action 2.5) aligns teaching practices with state standards and provides additional support in low-performing schools; Instructional Technology (IT) Support (Action 2.6) leverages technology to enhance student learning; and Specialized Training and Increased Services for ELs (Action 2.9 and 2.10) improves achievement through specialized bilingual aides. These initiatives are meticulously designed to address the varied needs of all student groups and to catalyze significant academic enhancements across the District. The state data reflects information from the 2022-23 school year, while the local data pertains to the 2023-24 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic State Indicator - English Language Arts (ELA)	2022-23 California School Dashboard (Dashboard): ELA All Students: 18.1 Points Below Standard (Low - Orange) African American/Black: 32.3 Points Below Standard (Low - Orange) American Indian/Alaska Native: 80.3 Points Below Standard (No Performance Color) Asian: 30.3 Points Above Standard (High - Green)	2023-24 California School Dashboard (Dashboard): ELA All Students: 20.6 Points Below Standard (Low - Orange) African American/Black: 28.0 Points Below Standard (Medium - Yellow) American Indian/Alaska Native: 85.8 Points Below Standard		2026-27 California School Dashboard (Dashboard): ELA All Students: 9.1 Points Below Standard (Medium - Yellow) African American/Black: 23.3 Points Below Standard (Low - Orange) American Indian/Alaska Native: 71.3 Points Below Standard	All Students: -2.5 Points African American/Black: +4.3 Points American Indian/Alaska Native: -5.5 Points Asian: +2.5 Points Filipino: +1.9 Points Hispanic/Latino: -1.5 Points Pacific Islander: -19.3 Points Two or More Races: -18.6 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 49.5 Points Above Standard (High - Green) Hispanic/Latino: 29.4 Points Below Standard (Low - Orange) Pacific Islander: 5.5 Points Above Standard (No Performance Color) Two or More Races: 1 Point Above Standard (High - Green) White: 2.5 Points Below Standard (Medium - Yellow) English Learners (ELs): 67.6 Points Below Standard (Low - Orange) Foster Youth: 108.4 Points Below Standard (Very Low - Red) Homeless: 71.6 Points Below Standard (Very Low - Red) Socioeconomically Disadvantaged (SED): 32.7 Points Below Standard (Low - Orange) Students with Disabilities (SWD): 92 Points Below Standard (Low - Orange)	(No Performance Color) Asian: 32.8 Points Above Standard (High - Green) Filipino: 51.4 Points Above Standard (Very High - Blue) Hispanic/Latino: 30.9 Points Below Standard (Low - Orange) Pacific Islander: 13.8 Points Below Standard (No Performance Color) Two or More Races: 17.6 Points Below Standard (Low - Orange) White: 6.4 Points Below Standard (Low - Orange) English Learners (ELs): 68.9 Points below Standard (Low - Orange) Long Term English Learners (LTELs): 134.1 Points Below Standard (Very Low - Red) Foster Youth: 126.8 Points	(No Performance Color) Asian: 39.3 Points Above Standard (High - Green) Filipino: 58.5 Points Above Standard (Very High - Blue) Hispanic/Latino: 20.4 Points Below Standard (Medium - Yellow) Pacific Islander: 14.5 Points Above Standard (No Performance Color) Two or More Races: 10 Points Above Standard (High - Green) White: 5.5 Points Above Standard (High-Green) English Learners (ELs): 58.6 Points Below Standard (Medium - Yellow) Foster Youth: 99.4 Points Below Standard (Low - Orange) Homeless: 62.6 Points Below Standard (Low - Orange)	White: -3.9 Points English Learners (ELs): -1.3 Points Long Term English Learners (LTELs): * Foster Youth: -18.4 Points Homeless: +10.6 Points Socioeconomically Disadvantaged (SED): +0.9 Points Students with Disabilities: (SWD): -6.8 Points	*LTEL is a new student group starting 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Below Standard (Very Low - Red) Homeless: 61.0 Points Below Standard (Medium - Yellow) Socioeconomically Disadvantaged (SED): 31.8 Points Below Standard (Low - Orange) Students with Disabilities (SWD): 98.8 Points Below Standard (Very Low - Red)</p> <p>*LTEL is a new student group starting 2023-24.</p>		<p>Standard (Medium - Yellow) Socioeconomically Disadvantaged (SED): 23.7 Points Below Standard (Medium - Yellow) Students with Disabilities (SWD): 83 Points Below Standard (Low - Orange)</p>	
2.2	Academic State Indicator - Mathematics	<p>2022-23 California School Dashboard (Dashboard): Mathematics</p> <p>All Students: 55.1 Points Below Standard (Low - Orange) African American/Black: 76.8 Points Below Standard (Medium - Yellow) American Indian/Alaska Native: 149.1 Points Below Standard (No Performance Color)</p>	<p>2023-24 California School Dashboard (Dashboard): Mathematics</p> <p>All Students: 53.8 Points Below Standard (Low - Orange) African American/Black: 70.6 Points Below Standard (Medium - Yellow) American Indian/Alaska Native:</p>		<p>2026-27 California School Dashboard (Dashboard): Mathematics</p> <p>All Students: 46.1 Points Below Standard (Medium - Yellow) African American/Black: 67.8 Points Below Standard (Medium - Yellow) American Indian/Alaska Native:</p>	<p>All Students: +1.3 Points African American/Black: +6.2 Points American Indian/Alaska Native: +26.8 Points Asian: -9.2 Points Filipino: -3.3 Points Hispanic/Latino: +2.7 Points Pacific Islander: +12.0 Points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 9.1 Points Above Standard (High - Green) Filipino: 14.4 Points Above Standard (High - Green) Hispanic/Latino: 67.9 Points Below Standard (Low - Orange) Pacific Islander: 50.9 Points Below Standard (No Performance Color) Two or More Races: 40 Points Below Standard (Medium - Yellow) White: 33.4 Points Below Standard (Low - Orange) English Learners (ELs): 95.2 Points Below Standard (Very Low - Red) Foster Youth: 107.3 Points Below Standard (Low - Orange) Homeless: 85.8 Points Below Standard (Low - Orange) Socioeconomically Disadvantaged (SED): 67.6 Points Below Standard (Medium - Yellow) Students with Disabilities (SWD): 115 Points Below Standard (Low - Orange)	122.3 Points Below Standard (No Performance Color) Asian: 0.1 Points Below Standard (Medium - Yellow) Filipino: 11.1 Points Above Standard (High - Green) Hispanic/Latino: 65.2 Points Below Standard (Low - Orange) Pacific Islander: 38.9 Points Below Standard (No Performance Color) Two or More Races: 46.4 Points Below Standard (Low - Orange) White: 33.4 Points Below Standard (Low - Orange) English Learners (ELs): 89.9 Points Below Standard (Medium - Yellow) Long Term English Learners (LTELs): 181.8 Points Below Standard (Very Low - Red)	Native: 140.1 Points Below Standard (No Performance Color) Asian: 18.1 Points Above Standard (High - Green) Filipino: 23.4 Points Above Standard (High - Green) Hispanic/Latino: 58.9 Points Below Standard (Medium - Yellow) Pacific Islander: 41.9 Points Below Standard (No Performance Color) Two or More Races: 31 Points Below Standard (Medium - Yellow) White: 24.4 Points Below Standard (Medium - Yellow)	English Learners (ELs): +5.3 Points Long Term English Learners (LTELs): * Foster Youth: -37.3 Points Homeless: -6.4 Points Socioeconomically Disadvantaged (SED): +2.7 Points Students with Disabilities (SWD): -1.0 Point	Two or More Races: -6.4 Points White: Maintained English Learners (ELs): +5.3 Points Long Term English Learners (LTELs): * Foster Youth: -37.3 Points Homeless: -6.4 Points Socioeconomically Disadvantaged (SED): +2.7 Points Students with Disabilities (SWD): -1.0 Point *LTEL is a new student group starting 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Foster Youth: 144.6 Points Below Standard (Very Low - Red)</p> <p>Homeless: 92.2 Points Below Standard (Low - Orange)</p> <p>Socioeconomically Disadvantaged (SED): 64.9 Points Below Standard (Low - Orange)</p> <p>Students with Disabilities (SWD): 116.0 Points Below Standard (Very Low - Red)</p> <p>*LTEL is a new student group starting 2023-24.</p>		<p>Homeless: 76.8 Points Below Standard (Medium - Yellow)</p> <p>Socioeconomically Disadvantaged (SED): 58.6 Points Below Standard (Medium - Yellow)</p> <p>Students with Disabilities (SWD): 106 Points Below Standard (Low - Orange)</p>	
2.3	English Language Proficiency - State Indicator	<p>2022-23 English Language Proficiency Indicator (ELPI) - Summative ELPAC</p> <p>All Students: 49% making progress towards English language proficiency (Medium - Yellow)</p>	<p>2023-24 English Language Proficiency Indicator (ELPI) - Summative ELPAC</p> <p>All Students: 41.4% making progress towards English language proficiency (Low - Orange)</p>		<p>2025-26 English Language Proficiency Indicator (ELPI) - Summative ELPAC</p> <p>All Students: 55% making progress towards English language proficiency (High - Green)</p>	<p>All Students: -7.6% making progress</p> <p>Long Term English Learners (LTELs): *</p> <p>ELs who progressed at least one ELPI Level: - 6.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs who progressed at least one ELPI Level: 47.3%	Long Term English Learners (LTELs): 36.7% making progress towards English language proficiency (Low - Orange) ELs who progressed at least one ELPI Level: 41.3% *LTEL is a new student group starting 2023-24.		ELs who progressed at least one ELPI Level: 55%	*LTELs is a new student group starting 2023-24.
2.4	A-G Requirements Met for Graduation by Cohort - State Indicator	2022-23 Students that Met the A-G Requirement. All Students: 49.4% African American/Black: 31.4% American Indian/Alaska Native: * Asian: 80.0% Filipino: 85.7% Hispanic/Latino: 45.7% Pacific Islander: * Two or More Races: 42.9% White: 55.2% English Learners (ELs): 18.0% Homeless: 38.9%	2023-24 Students that Met the A-G Requirement. All Students: 43.4% African American/Black: 42.9% American Indian/Alaska Native: * Asian: 60.9% Filipino: 72.0 Hispanic/Latino: 40.0% Pacific Islander: * Two or More Races: 64.7% White: 44.2%		2025-26 Students that Met the A-G Requirement. All Students: 53% African American/Black: 35% American Indian/Alaska Native: * Asian: Maintain or >80.0% Filipino: Maintain or >85.7% Hispanic/Latino: 50% Pacific Islander: * Two or More Races: +21.8% White: -11.0% English Learners (ELs): -3.0% Homeless: -5.6%	All Students: -6.0% African American/Black: +11.5% American Indian/Alaska Native: * Asian: -19.1% Filipino: -13.7% Hispanic/Latino: -5.7% Pacific Islander: * Two or More Races: +21.8% White: -11.0% English Learners (ELs): -3.0% Homeless: -5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 16.7% Socioeconomically Disadvantaged (SED): 44.9% Students with Disabilities (SWD): 27.1%	English Learners (ELs): 15.0% Homeless: 33.3% Foster Youth: 42.9% Socioeconomically Disadvantaged (SED): 39.9% Students with Disabilities (SWD): 12.5% Migrant: *		White: 60% English Learners (ELs): 25% Homeless: 45% Foster Youth: 20% Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 30%	Foster Youth: +26.2% Socioeconomically Disadvantaged (SED): -5.0% Students with Disabilities (SWD): -14.6%
2.5	English Learner (EL) Reclassification Rate - State Indicator from Dataquest (total reclass stu school year/total EL on census day)	2023-24 Reclassification Rate: 6.8%	2023-24 Reclassification Rate: 13.5% (126/937)		2026-27 Reclassification Rate: 8.8%	+6.7%
2.6	English Learner (EL) Long-Term English Learner (LTEL) Rate - State Indicator Data from DataQuest	2023-24 LTEL Rate: 11.6%	2023-24 LTEL Rate: 17.0%		2026-27 LTEL Rate: 9.6%	+5.4%
2.7	Graduation Rate - State Indicator	2022-23 California School Dashboard (Dashboard): Graduation Rate All Students: 92.6% (High - Green) African American/Black: 92.2% (Medium - Yellow)	2023-24 California School Dashboard (Dashboard): Graduation Rate All Students: 94.5% (High - Green) African American/Black: 93.5% (Very High - Blue)		2025-26 California School Dashboard (Dashboard): Graduation Rate All Students: 95% (Very High - Blue) African American/Black: 93.5% (Very High - Blue)	All Students: +1.9% African American/Black: -7.4% American Indian/Alaska Native: (No Performance Level) Asian: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian/Alaska Native: (No Performance Color) Asian: 92.6% (No Performance Color) Filipino: 94.6% (No Performance Color) Hispanic/Latino: 92.9% (High - Green) Pacific Islander: (No Performance Color) Two or More Races: 93.3% (Medium - Yellow) White: 91.9% (High - Green) English Learners (ELs): 80.6% (High - Green) Foster Youth: 80% (No Performance Color) Homeless: 85.7% (High - Green) Socioeconomically Disadvantaged (SED): 92.9% (High - Green) Students with Disabilities (SWD): 77.7% (Medium - Yellow)	84.8% (Low - Orange) American Indian/Alaska Native: (No Performance Color) Asian: 95.8% (No Performance Color) Filipino: 96.2% (No Performance Color) Hispanic/Latino: 95.7% (Very High - Blue) Pacific Islander: (No Performance Color) English Learners (ELs): 87.1% (High - Green) Long Term English Learners (LTELs): 91.1% (High - Green) Foster Youth: 58.3% (No Performance Color)		American Indian/Alaska Native: (No Performance Color) Asian: 95.0% (No Performance Color) Filipino: 95.0% (No Performance Color) Hispanic/Latino: 95.0% (High - Green) Pacific Islander: (No Performance Color) Two or More Races: 95.0% (Very High - Blue) White: 95.0% (Very High - Blue) English Learners (ELs): 90.0% (Very High - Blue) Foster Youth: 90% (No Performance Color) Homeless: 95% (Very High - Blue) Socioeconomically Disadvantaged (SED): 95% (Very High - Blue) Students with Disabilities (SWD): 95% (Very High - Blue)	Filipino: +1.6% Hispanic/Latino: +2.8% Pacific Islander: (No Performance Level) Two or More Races: -3.8% White: +3.4% English Leaners (ELs): +6.5% Long Term English Learners (LTELs): * Foster Youth: -21.7% Homeless: +1.0% Socioeconomically Disadvantaged (SED): +1.3% Students with Disabilities (SWD): +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 86.7% (High - Green) Socioeconomically Disadvantaged (SED): 94.2% (High - Green) Students with Disabilities (SWD): 80.2% (High - Green) *LTEL is a new student group starting 2023-24.		80% (High - Green)	
2.8	Students in Grade 6 Receiving at Least One F or U - Local Indicator	2022-23 Students in Grade 6 Receiving at Least One F or U: All Students: 43.56% (372/854) African American/Black: 45.45% (45/99) American Indian/Alaska Native: 61.54% (16/26) Asian: 25.71% (9/35) Filipino: 24% (12/50) Hispanic/Latino: 50% (242/484) Pacific Islander: 42.86% (3/7) Two or More Races: (0) White: 39.35% (272/615) English Learners (ELs): 70% (35/50)	2023-24 Students in Grade 6 Receiving at Least One F or U: All Students: 23.20% African American/Black: 27.27% American Indian/Alaska Native: 45.71% Asian: 28.57% Filipino: 2.63% Hispanic/Latino: 24.70% Pacific Islander: 0%		2025-26 Students in Grade 6 Receiving at Least One F or U: All Students: 34.56% African American/Black: 36.45% American Indian/Alaska Native: 52.54% Asian: 16.71% Filipino: 15% Hispanic/Latino: 41% Pacific Islander: 33.86% Two or More Races: 0% White: 30.35%	All Students: -20.36% African American/Black: -18.18% American Indian/Alaska Native: -15.83% Asian: +2.86% Filipino: -21.37% Hispanic/Latino: -25.30% Pacific Islander: -42.86% Two or More Races: -16.67% English Learners (ELs): -32.22% Foster Youth: -32.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 75% (12/16) Homeless: 48.94% (23/47) Socioeconomically Disadvantaged (SED): 49.20% (337/685) Students with Disabilities (SWD): 54.87% (62/113)	Two or More Races: (0) White: (137/604) 22.68% English Learners (ELs): (17/45) 37.78% Foster Youth: (6/14) 42.86% Homeless: (20/65) 30.77% Socioeconomically Disadvantaged (SED): (205/760) 26.97% Students with Disabilities (SWD): (44/142) 30.99%		English Learners (ELs): 61% Foster Youth: 66% Homeless: 39.94% Socioeconomically Disadvantaged (SED): 40.20% Students with Disabilities (SWD): 45.87%	Homeless: -18.17% Socioeconomically Disadvantaged (SED): -22.23% Students with Disabilities (SWD): -23.88%
2.9	College and Career - State Indicator	2022-23 California School Dashboard (Dashboard): College and Career Baseline Year (No Color Indicators) All Students: 41.5% Prepared (Medium) African American/Black: 22.1% Prepared (Low) American Indian/Alaska Native: (No Performance Level) Asian: 81.5% Prepared (No Performance Level)	2023-24 College and Career Indicator All Students: 42.9% (Medium - Yellow) African American/Black: 34.8% (Medium - Yellow) American Indian/Alaska Native: (No Performance Level)		2025-26 California School Dashboard (Dashboard): College and Career All Students: 45.0% African American/Black: 27.0% American Indian/Alaska Native: (No Performance Level)	All Students: +1.4% African American/Black: +12.7% American Indian/Alaska Native: (No Performance Level) Asian: -23.2% Filipino: +5.1% Hispanic/Latino: +2.1% Pacific Islander: (No Performance Level)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 75.7% Prepared (Very High) Hispanic/Latino: 37.3% Prepared (Medium) Pacific Islander: (No Performance Level) Two or More Races: 33.3% Prepared (Low) White: 49.7% Prepared (Medium) English Learners (ELs): 6.5% Prepared (Very Low) Foster Youth: 6.7% Prepared (Very Low) Homeless: 33.3% Prepared (Low) Socioeconomically Disadvantaged (SED): 37.9% Prepared (Medium) Students with Disabilities (SWD): 13.4% Prepared (Low)	Asian: 58.3% (No Performance Color) Filipino: 80.8% (No Performance Color) Hispanic/Latino: 39.4% (High - Green) Pacific Islander: (No Performance Level) Two or More Races: 57.9 (High - Green) White: 45.5% (Low - Orange) English Learners (ELs): 8.7% (Low - Orange) Long Term English Learners (LTELs): 9.1% (Low - Orange) Foster Youth: 25.0% (No Performance Color) Homeless: 24.4% (Low - Orange) Socioeconomically Disadvantaged (SED): 38.1% (Medium - Yellow) Students with Disabilities (SWD):	Asian: 85.00% (No Performance Level) Filipino: 80.0% Hispanic/Latino: 42.00% Pacific Islander: (No Performance Level) Two or More Races: 38.0% White: 55.0% English Learners (ELs): 10.0% Foster Youth: 10.0% Homeless: 38.0% Socioeconomically Disadvantaged (SED): 43.0% Students with Disabilities (SWD): 18.0%	Two or More Races: +24.6% White: -4.2% English Learners (ELs): +2.2% Long Term English Learners (LTELs): * Foster Youth: +18.3% Homeless: -8.9% Socioeconomically Disadvantaged (SED): +0.2% Students with Disabilities (SWD): -3.4%	*LTEL is a new student group starting 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10.0% (Low - Orange) *LTEL is a new student group starting 2023-24.			
2.10	Implementation of California State Standards (including ELD standards)	To maintain 2023-24 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool.	2024-25 4 rating levels at Full Implementation 1 rating level at Initiating Implementation		2026-27 Full Implementation	Maintained
2.11	Course Offerings - Broad Course of Study	Maintain a broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs. Courses offered: CTE: Mountain View Middle School (MVMS), Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), Beaumont High School (BHS), Glen View High School (GVHS), and 21st Century Learning (21st CLI) STEM: Palm Innovation Academy (PIA), Mountain View	Courses offered: CTE: Mountain View Middle School (MVMS), Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), Beaumont High School (BHS), Glen View High School (GVHS), and 21st Century Learning (21st CLI) STEM: Palm Innovation Academy (PIA), Mountain View		2026-27 Full Implementation	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Century Learning (21st CLI) STEM: Palm Innovation Academy (PIA), Mountain View Middle School (MVMS), and Beaumont High School (BHS) DLI: Starlight Elementary School (SLE), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS)	Middle School (MVMS), and Beaumont High School (BHS) DLI: Starlight Elementary School (SLE), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS)			
2.12	Advanced Placement (AP) Pass Rate - Local Indicator	2022-23 Advanced Placement (AP) 371 students took at least one AP exam. 58.18% pass rate overall All Students: (338/581) 58.18% African American/Black: (12/29) 41.38% American Indian/Alaska Native: (1/2) 50.00% Asian: (22/49) 44.90% Filipino: (43/68) 63.24% Hispanic/Latino: (171/298) 57.38%	2023-24 Advanced Placement (AP) 389 students took at least one AP exam. 281 students passed at least one AP exam 72.23% (281/389) pass rate by student 566 AP exams were taken 373 AP exams were passed 65.90% (373/566) pass rate by test		2025-26 Advanced Placement (AP) 65% pass rate overall All Students: 65% African American/Black: 50% American Indian/Alaska Native: 60% Asian: 55% Filipino: 70% Hispanic/Latino: 70% Pacific Islander: 100%	+7.72% pass rate by test

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander: (4/4) 100% Two or More Races: (0) 0% White: (256/429) 59.67% English Learners (ELs): (2/2) 100% Foster Youth: (1/3) 33.33% Homeless: (10/19) 52.63% Socioeconomically Disadvantaged (SED): (199/341) 58.36% Students with Disabilities (SWD): (2/3) 66.67%	African American/Black: (12/21) 57.14% American Indian/Alaska Native: (2/3) 66.67% Asian: (18/27) 6.67% Filipino: (30/38) 78.94% Hispanic/Latino: (156/212) 73.58% Pacific Islander: (4/4) 100% Two or More Races: (0/0) 0% White: (204/290) 70.34% English Learners (ELs): (1/2) 50% Foster Youth: (0/0) 0% Homeless: (0/0) 0% Socioeconomically Disadvantaged (SED): (128/182) 70.33% Students with Disabilities (SWD): (11/19) 57.89%	Two or More Races: White: 70% English Learners (ELs): 100% Foster Youth: 45% Homeless: 60% Socioeconomically Disadvantaged (SED): 70% Students with Disabilities (SWD): 76%		
2.13	Drop Out Rate High School - State Indicator	2022-23 Dropout Rate - California DataQuest	2023-24 Dropout Rate - California DataQuest		2025-26 Dropout Rate - California DataQuest	All Students: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: (39/876) 4.5% African American/Black: (4/76) 5.3% American Indian/Alaska Native: * Asian: (2/27) 7.4% Filipino: (0/37) 0% Hispanic/Latino: (21/500) 4.2% Pacific Islander: * Two or More Races: (2/31) 6.5% White: (9/197) 4.6%	All Students: (26/892) 2.9% African American/Black: (7/66) 10.6% American Indian/Alaska Native: * Asian: (0/24) 0% Filipino: (0/26) 0% Hispanic/Latino: (12/538) 2.2% Pacific Islander: * Two or More Races: (3/38) 7.9% White: (3/190) 1.6%	All Students: 1% African American/Black: 1.3% American Indian/Alaska Native: * Asian: 3.4% Filipino: 0% Hispanic/Latino: 1.2% Pacific Islander: * Two or More Races: 2.5% White: 1.6%	African American/Black: +5.3% American Indian/Alaska Native: * Asian: -7.4% Filipino: Maintained Hispanic/Latino: -2.0% Pacific Islander: * Two or More Races: +1.4% White: -3.0%	English Learners (ELs): (9/62) 14.5% Foster Youth: (4/16) 25% Homeless: (3/21) 14.3% Socioeconomically Disadvantaged (SED): (28/672) 4.2% Students with Disabilities (SWD): (7/126) 5.6%

*Data is suppressed to protect student privacy.

*Data is suppressed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			protect student privacy.			
2.14	Academic Local Indicator - English Language Arts (ELA) i-Ready and STAR	<p>2023-24 ELA: at or above grade level</p> <p>i-Ready Diagnostic 2 (K-8)</p> <p>All Students: 36.9% African American/Black: 35.9% American Indian/Alaska Native: 19.5% Asian: 50.3% Filipino: 65.4% Hispanic/Latino: 32.0% Pacific Islander: 52.4% Two or More Races: 43.7% White: 44.8%</p> <p>English Learners (ELs): 8.7% Foster Youth: 25.0% Homeless: 24.3% Socioeconomically Disadvantaged (SED): 22.6% Students with Disabilities (SWD): 14.8%</p> <p>STAR Winter State Benchmark (9-12)</p> <p>All Students: 53.4%</p>	<p>2024-25 ELA: at or above grade level</p> <p>i-Ready Diagnostic 2 (K-7)</p> <p>All Students: 38.5% African American/Black: 31.2% American Indian/Alaska Native: 9.0% Asian: 52.7% Filipino: 64.4% Hispanic/Latino: 28.1% Pacific Islander: 28.6% Two or More Races: 50.0% White: 37.9%</p> <p>English Learners (ELs): 12.4% Foster Youth: 20.6% Homeless: 27.6% Socioeconomically Disadvantaged (SED): 33.8%</p>		<p>2026-27 ELA: at or above grade level (K-8)</p> <p>All Students: 52.4% African American/Black: 48.4% American Indian/Alaska Native: 22.4% Asian: 66.4% Filipino: 66.2% Hispanic/Latino: 48.2% Pacific Islander: 55% Two or More Races: 59.6% White: 62.0%</p> <p>English Learners (ELs): 43.2% Foster Youth: 26.9% Homeless: 36.1% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 27.5%</p>	<p>ELA: at or above grade level (K-7/8)</p> <p>All Students: +1.6% African American/Black: -4.7% American Indian/Alaska Native: -10.5% Asian: +2.4% Filipino: -1.0% Hispanic/Latino: -3.9% Pacific Islander: -23.8% Two or More Races: +6.3% White: -6.9%</p> <p>English Learners (ELs): +3.7% Foster Youth: -4.4% Homeless: +3.3% Socioeconomically Disadvantaged (SED): +11.2% Students with Disabilities (SWD): -0.3%</p> <p>ELA: at or above grade level (8/9-12)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American/Black: 52.3% American Indian/Alaska Native: 50.0% Asian: 59.4% Filipino: 81.7% Hispanic/Latino: 47.3% Pacific Islander: 55.0% Two or More Races: White: 52.2% English Learners (ELs): 6.9% Foster Youth: 36.0% Homeless: 43.1% Socioeconomically Disadvantaged (SED): 30.1% Students with Disabilities (SWD): 12.6% *Data is suppressed to protect student privacy. (*)	Students with Disabilities (SWD): 14.5% STAR Winter State Benchmark (8-12) All Students: 51.5% African American/Black: 43.3% American Indian/Alaska Native: 57.9% Asian: 65.5% Filipino: 77.2% Hispanic/Latino: 47.1% Pacific Islander: 77.8% Two or More Races: 61.0% English Learners (ELs): 14.2% Foster Youth: 46.7% Homeless: 49.6% Socioeconomically Disadvantaged (SED): 56.2% Students with Disabilities (SWD): 35.8%	ELA: at or above grade level (9-12) All Students: 43.4% African American/Black: 43.8% American Indian/Alaska Native: 28.1% Asian: 48.3% Filipino: 64.5% Hispanic/Latino: 36.8% Pacific Islander: 30% Two or More Races: 73.4% White: 51.9% English Learners (ELs): 34.9% Foster Youth: 17.5% Homeless: 42.8% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 15.7% *Data is suppressed to protect student privacy. (*)	All Students: -1.9% African American/Black: -9.0% Asian: +6.1% Filipino: -4.5% Hispanic/Latino: -0.2% Pacific Islander: +22.8% Two or More Races: White: +8.8% English Learners (ELs): +7.3% Foster Youth: +10.7% Homeless: +6.5% Socioeconomically Disadvantaged (SED): +26.1% Students with Disabilities (SWD): +23.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>*Data is suppressed to protect student privacy. (*)</p> <p>*8th graders took the STAR instead of i-Ready</p>			
2.15	Academic Local Indicator - Mathematics i-Ready and STAR	<p>2023-24 Mathematics: at or above grade level</p> <p>i-Ready Diagnostic 2 (K-8)</p> <p>All Students: 25.0%</p> <p>African American/Black: 21.5%</p> <p>American Indian/Alaska Native: 15.3%</p> <p>Asian: 41.1%</p> <p>Filipino: 54.0%</p> <p>Hispanic/Latino: 20.3%</p> <p>Pacific Islander: 40.9%</p> <p>Two or More Races: 30.9%</p> <p>White: 33.1%</p> <p>English Learners (ELs): 4.3%</p> <p>Foster Youth: 13.0%</p> <p>Homeless: 19.8%</p> <p>Socioeconomically Disadvantaged (SED): 19.3%</p>	<p>2024-25 Mathematics: at or above grade level</p> <p>i-Ready Diagnostic 2 (K-7)</p> <p>All Students: 27.4%</p> <p>African American/Black: 14.6%</p> <p>American Indian/Alaska Native: 11.1%</p> <p>Asian: 47.2%</p> <p>Filipino: 51.2%</p> <p>Hispanic/Latino: 23.0%</p> <p>Pacific Islander: 51.0%</p> <p>Two or More Races: 34%</p> <p>White: 35.3%</p> <p>English Learners (ELs): 9.9%</p>		<p>2026-27 Local Data Mathematics: at or above grade level (K-8)</p> <p>All Students: 43.9%</p> <p>African American/Black: 37.3%</p> <p>American Indian/Alaska Native: 45%</p> <p>Asian: 65.9%</p> <p>Filipino: 58.8%</p> <p>Hispanic/Latino: 39.5%</p> <p>Pacific Islander: 68.6%</p> <p>Two or More Races: 51.4%</p> <p>White: 52.6%</p> <p>English Learners (ELs): 40.2%</p> <p>Foster Youth: 18.6%</p>	<p>ELA: at or above grade level (K-7/8)</p> <p>All Students: +2.4%</p> <p>African American/Black: -6.9%</p> <p>American Indian/Alaska Native: -4.2%</p> <p>Asian: +6.1%</p> <p>Filipino: -2.8%</p> <p>Hispanic/Latino: +2.7%</p> <p>Pacific Islander: +10.1%</p> <p>Two or More Races: +3.1%</p> <p>White: +2.2%</p> <p>English Learners (ELs): +5.6%</p> <p>Foster Youth: -10.1%</p> <p>Homeless: +10.7%</p> <p>Socioeconomically Disadvantaged (SED): +4.2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): 11.0% STAR Winter State Benchmark (9-12) All Students: 23.5% African American/Black: 16.2% American Indian/Alaska Native: 13.7% Asian: 35.7% Filipino: 38.7% Hispanic/Latino: 18.9% Pacific Islander: 30.0% Two or More Races: White: 23.7% English Learners (ELs): 8.1% Foster Youth: 4.2% Homeless: 15.1% Socioeconomically Disadvantaged (SED): 11.6% Students with Disabilities (SWD): 7.5%	Foster Youth: 2.9% Homeless: 30.5% Socioeconomically Disadvantaged (SED): 23.5% Student with Disabilities (SWD): 11.6% STAR Winter State Benchmark (8-12) All Students: 25.4% African American/Black: 24.1% American Indian/Alaska Native: 17.5% Asian: 40.7% Filipino: 46.3% Hispanic/Latino: 24.2% Pacific Islander: 25.0% Two or More Races: 25.3% White: 36.9% English Learners (ELs): 23.5% Foster Youth: 26.7% Homeless: 56.9%	Homeless: 37.7% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 25.1% Mathematics: at or above grade level (9-12) All Students: 28.6% African American/Black: 24.1% Asian: 40.7% Filipino: 46.3% Hispanic/Latino: 24.2% Pacific Islander: 25.0% Two or More Races: 25.3% White: 36.9% English Learners (ELs): 26.3% Foster Youth: 5.0% Homeless: 20.7%	Students with Disabilities (SWD): +0.6% ELA: at or above grade level (8/9-12) All Students: +1.9% African American/Black: +2.3% Asian: +7.9% Filipino: +39.3% Hispanic/Latino: +2.9% Pacific Islander: +41.4% Two or More Races: White: +8.2% English Learners (ELs): +15.4% Foster Youth: +22.5% Homeless: +41.8% Socioeconomically Disadvantaged (SED): +47.4% Students with Disabilities (SWD): +26.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged (SED): 59.0% Students with Disabilities (SWD): 33.5% *8th graders took the STAR instead of i-Ready		Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 13.0% *Data is suppressed to protect student privacy. (*)	
2.16	English Learner Progress Indicator (ELPI) - State Indicator	2022-23 ELPI Dashboard ELs: 49.0% making progress	2023-24 ELPI Dashboard ELs: 41.4% making progress LTELs: 36.7% making progress		2025-26 ELPI Dashboard ELs: 55.0% LTELs: 45.0%	ELs: -7.6% LTELs: * *LTEL is a new student group starting 2023-24.
2.17	Students Receiving at Least One D or F in 9th Grade - Local Indicator	2022-23 All Students: (524/916) 57.21% African American/Black: (66/99) 66.67% American Indian/Alaska Native: (25/30) 83.33% Asian: (13/31) 41.94% Filipino: (12/41) 29.27% Hispanic/Latino: (313/514) 60.89% Pacific Islander: (6/9) 66.67%	2023-24 All Students: (361/925) 39.02% African American/Black: (35/87) 40.23% American Indian/Alaska Native: (15/29) 51.72% Asian: (18/37) 48.65% Filipino: (14/37) 37.84%		2025-26 All Students: 45% African American/Black: 55% American Indian/Alaska Native: 75% Asian: 30% Filipino: 20% Hispanic/Latino: 50% Pacific Islander: 55%	All Students: -18.19% African American/Black: -16.44% American Indian/Alaska Native: -31.61% Asian: +6.71% Filipino: +8.57% Hispanic/Latino: -18.85% Pacific Islander: +33.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: (0) 0% White: (383/673) 56.91%	Hispanic/Latino: (235/559) 42.04% Pacific Islander: (1/1) 100% Two or More Races: (0) White: (259/682) 37.98%		Two or More Races: 0% White: 45% English Learners (ELs): 65% Foster Youth: 75% Homeless: 45% Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 65%	Two or More Races: Maintained White: -18.93% English Learners (ELs): -7.20% Foster Youth: -42.05% Homeless: 15.79% Socioeconomically Disadvantaged (SED): -10.62% Students with Disabilities (SWD): -20.30%
2.18	CTE Completers - Local Indicator	Total students for 2022-23 school year that were eligible 876 Total Completers All 147 (16.78%)	Total students for 2023-24 school year that were eligible: 894 Total Completers All: 145 (16.22%)		2025-26 CTE Completers 20.0%	-0.56%
2.19	Drop Out Rate for Middle School	2022-23 - Total Students: 2 (<1 %)	2023-24 - Total Students: 2 (<1%)		2025-26 - (<1 %)	Maintained
2.20	English Language Arts (ELA) - Early	2022-23 ELA	2023-24 ELA		2025-26 ELA	All Students: -1.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment Program (EAP) Grade 11	Early Assessment Program (EAP) Grade 11 All Students: 24.88% African American/Black: 25.00% American Indian/Alaska Native: * Asian: 26.32% Filipino: 51.85% Hispanic/Latino: 20.86% Pacific Islander: * Two or More Races: 46.51% White: 27.33% English Learners (ELs): 0% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 22.90% Students with Disabilities (SWD): 2.94%	Early Assessment Program (EAP) Grade 11 Level 4 CAASPP Scores All Students: 23.21% African American/Black: 18.87% American Indian/Alaska Native: * Asian: 40.91% Filipino: 44.44% Hispanic/Latino: 19.42% Pacific Islander: * Two or More Races: 13.51% White: 33.16% English Learners (ELs): 0% Foster Youth: * Homeless: 10.00% Socioeconomically Disadvantaged (SED): 20.26% Students with Disabilities (SWD): 2.33%	Early Assessment Program (EAP) Grade 11 All Students: 30.0% African American/Black: 30.0% American Indian/Alaska Native: * Asian: 30.0% Filipino: 52.0% Hispanic/Latino: 26.0% Pacific Islander: * Two or More Races: 52.0% White: 32.0%	Early Assessment Program (EAP) Grade 11 All Students: 30.0% African American/Black: 30.0% American Indian/Alaska Native: * Asian: 30.0% Filipino: 52.0% Hispanic/Latino: 26.0% Pacific Islander: * Two or More Races: 52.0% White: 32.0%	African American/Black: -6.13% American Indian/Alaska Native: * Asian: +14.59% Filipino: -7.41% Hispanic/Latino: -1.44% Pacific Islander: * Two or More Races: -33.00% White: +5.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			protect student privacy. (*)			
2.21	Mathematics - Early Assessment Program (EAP) Grade 11	<p>2022-23 Mathematics Early Assessment Program (EAP) Grade 11</p> <p>All Students: 5.87% African American/Black: 1.82% American Indian/Alaska Native: * Asian: 21.05% Filipino: 22.22% Hispanic/Latino: 3.50% Pacific Islander: * Two or More Races: 12.20% White: 8.09%</p> <p>English Learners (ELs): 0% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 5.10% Students with Disabilities (SWD): 3.08%</p> <p>*Data is suppressed to protect student privacy. (*)</p>	<p>2023-24 Mathematics Early Assessment Program (EAP) Grade 11</p> <p>Level 4 CAASPP Scores</p> <p>All Students: 7.38% African American/Black: 7.55% American Indian/Alaska Native: * Asian: 22.73% Filipino: 25.93% Hispanic/Latino: 4.86% Pacific Islander: * Two or More Races: 2.70% White: 11.52%</p> <p>English Learners (ELs): 1.82% Foster Youth: * Homeless: 5.00% Socioeconomically Disadvantaged (SED): 4.92%</p>	<p>2025-26 Mathematics Early Assessment Program (EAP) Grade 11</p> <p>All Students: 11.0% African American/Black: 7.0% American Indian/Alaska Native: * Asian: 26.0% Filipino: 27.0% Hispanic/Latino: 9.0% Pacific Islander: * Two or More Races: 17.0% White: 13.0%</p> <p>English Learners (ELs): 5% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 10.0% Students with Disabilities (SWD): 8.0%</p>	<p>All Students: +1.51% African American/Black: +5.73% American Indian/Alaska Native: * Asian: +1.68% Filipino: +3.71% Hispanic/Latino: +1.36% Pacific Islander: * Two or More Races: -9.50% White: +3.43%</p> <p>English Learners (ELs): +1.82% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): -0.18% Students with Disabilities (SWD): -0.81%</p> <p>*Data is suppressed to protect student privacy. (*)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities (SWD): 2.27% *Data is suppressed to protect student privacy. (*)		*Data is suppressed to protect student privacy. (*)	
2.22	A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) - Local Indicator	2022-23 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Graduates - 883 Total 93 (10.53%)	2023-24 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Graduates - 845 Total 79 (9.34%)		2025-26 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) 15.0%	-1.19%
2.23	English Language Arts (ELA) State Data Comparisons - English Learners (ELs)	2022-23 Current English Learners (ELs): 117.5 Points Below Standard Recently Reclassified English Learners: 4.9 Points Below Standard English Only: 16 Points Below Standard	2023-24 Current English Learners (ELs): 127.6 Points Below Standard Recently Reclassified English Learners: 3.4 Points Below Standard English Only: 18.1 Points Below Standard		2025-26 Current English Learners (ELs): 112 Points Below Standard Recently Reclassified English Learners: 1 Point Above Standard English Only: 11 Points Below Standard	Current English Learners (ELs): -10.1 Recently Reclassified English Learners: +1.5 English Only: -2.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.24	Mathematics State Data Comparisons - English Learners (ELs)	2022-23 Current English Learners (ELs): 136.3 Points Below Standard Recently Reclassified English Learners: 44.4 Points Below Standard English Only: 51.5 Points Below Standard	2023-24 Current English Learners (ELs): 133.9 Points Below Standard Recently Reclassified English Learners: 40.1 Points Below Standard English Only: 50.0 Points Below Standard		2025-26 Current English Learners (ELs): 131 Points Below Standard Recently Reclassified English Learners: 40 Points Below Standard English Only: 46 Points Below Standard	Current English Learners (ELs): +2.4 Recently Reclassified English Learners: +4.3 English Only: +1.5
2.25	Dual Enrollment Data with Mt. San Jacinto College - Aeries: Number of Students passing/taking courses course - % passing with C- or better Number of Courses passed/taken- % passing with C- or better	(New metric; added in 2025) 2023 Spring Students: 214/220 = 97.3% Courses: 250/256 = 97.7% 2023 Fall Students: 224/228 = 98.2% Courses: 277/281 = 98.6%	(New metric; added in 2025) 2024 Spring Students: 220/220 = 100.0% Courses: 260/260 = 100.0% 2024 Fall Students: 308/311 = 99.0% Courses: 519/527 = 98.5%		Maintain based on 2024 Fall Data: Students: 300+ students enrolled with 98%+ students passing one or more courses with C- or better Courses: 500+ Course Enrollment with 98%+ grades of C- or better	Spring Students: +0 students; +2.7% Courses: +4 courses; +2.3% Fall Students: +83 students; +0.8% Courses: +246 courses; -0.1%
2.26	CTE Enrollment - Local Data	(New metric; added in 2025)	(New metric; added in 2025)		All Students:	All Students: - 6.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students enrolled in CTE/Total Students = %	2022-23 All Students: (1242/3529) 35.19% African American/Black: (121/372) 32.53% American Indian/Alaska Native: (43/102) 42.16% Asian: (49/150) 32.67% Filipino: (58/158) 36.71% Hispanic/Latino: (703/2069) 33.98% Pacific Islander: (12/29) 41.38% White: (928/2637) 35.19% English Learners (ELs): (59/201) 29.35% Foster Youth: (3/93) 3.23% Homeless: (0/2) 0.00% Socioeconomically Disadvantaged (SED): (213/2202) 9.67% Students with Disabilities (SWD): (132/2106) 6.27%	2023-24 All Students: (1040/3567) 29.16% African American/Black: (104/368) 28.26% American Indian/Alaska Native: (31/111) 27.93% Asian: (39/147) 26.53% Filipino: (54/155) 34.84% Hispanic/Latino: (585/2132) 27.44% Pacific Islander: (12/22) 54.55% White: (766/2636) 29.06% English Learners (ELs): (43/206) 20.87% Foster Youth: (0/2) 0.00% Homeless: (0/2) 0.00% Socioeconomically Disadvantaged (SED): (898/2384) 37.67% Students with Disabilities (SWD): (101/2361) 4.28%		African American/Black: American Indian/Alaska Native: Asian: Filipino: Hispanic/Latino: Pacific Islander: White: English Learners (ELs): Foster Youth: Homeless: Socioeconomically Disadvantaged (SED): Students with Disabilities (SWD):	African American/Black: -4.27% American Indian/Alaska Native: -14.23% Asian: -6.14% Filipino: -1.87% Hispanic/Latino: -6.54% Pacific Islander: +13.17% White: -6.13% English Learners (ELs): -8.48% Foster Youth: -3.23% Homeless: maintained Socioeconomically Disadvantaged (SED): +28.00% Students with Disabilities (SWD): -1.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Beaumont Unified School District's Local Control Accountability Plan (LCAP) Goal 2 reflects a strong and strategic commitment to providing high-quality, equitable education through an inclusive and well-rounded instructional framework. By emphasizing curriculum, instruction, school climate, and assessment, the District ensures that teaching practices are both innovative and aligned with the California State Content Standards.

The District has made notable progress in expanding its Dual Language Immersion (DLI) programs, adding staff to meet the diverse needs of students across all grade levels. Foundational literacy has been prioritized through the investment in credentialed teachers, support staff, and high-quality instructional materials—creating a strong academic base for all learners.

To enhance instructional quality, the District employs instructional coaches who provide targeted support in core academic areas, including special education and English Learner (EL) services. These coaches also serve schools identified for additional assistance. The ELs benefit from dedicated coordinators, bilingual instructional aides, translation services, and differentiated learning materials, all of which contribute to a more supportive and effective learning environment.

Mathematics instruction has been strengthened through the addition of math support and intervention teachers, as well as staff who deliver targeted assistance to students. Literacy and math programs across Tiers I, II, and III have been enriched with supplemental instructional materials, clerical support, and professional development—leading to measurable improvements in student outcomes.

To support Foster Youths, the District launched Action 2.20, establishing a transitional services program in collaboration with Harmony Haven. This initiative involves developing an off-site facility, hiring dedicated staff, acquiring materials, and building a comprehensive support system from the ground up. While foundational work is underway, full implementation is anticipated in the next school year. Progress has been slower than expected due to the complexity of coordinating with District and county personnel, and the need to finalize partnership, lease, and program agreements that address the specific needs of Foster Youths. Despite these challenges, the District is actively working with all partners to ensure a successful rollout. Full implementation is targeted for Spring 2025, with the goal of launching the program in Fall 2025 with staff in place, agreements finalized, and a strong framework to effectively support Foster Youth.

Overall, Goal 2 reflects the District's ongoing dedication to fostering academic success, inclusivity, and lifelong learning for all students.

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.

The District considers expenditures greater or less than 10% of the budgeted amount as a material difference.

There were some material differences between Budgeted Expenditures and Estimated Actuals. In some cases, it was due to positions not being filled for part or all of the fiscal year and the Health and Welfare Benefits being overbudgeted, (Action 2.3, 2.10) or salary/stipend adjustments due to the staff hired (Action 2.6, 2.14).

The following Action items also had material differences for the following reasons:

- Action 2.9: There was a decrease in spending because the English Language Development Training was provided in house not requiring the funds to support it.
- Action 2.11: There was an increased number of participation from the classified staff than expected.
- Action 2.12: The bill for the PSAT/SATs and AP tests will be received at the end of the school year and difficult to include for the estimated actuals at this point.
- Action 2.13: Additional supports were provided by adding innovative supports such as Makerspaces and Science and Engineering Fairs.
- Action 2.17: With the rollout of new supplemental literacy programs, the consumable costs were higher than expected.
- Action 2.18: A large part of the literacy intervention was driven by intervention teachers which required greater funding and wasn't originally planned.
- Action 2.19: The new math materials curriculum had a higher than expected cost.
- Action 2.20: Foster Youth Partnership Program is a new program through a partnership with Harmony Haven. This initiative involves creating a new off-site facility, staffing new positions, acquiring materials, and building a comprehensive program from the ground up. As a newly established effort, foundational elements are starting to take place and additional components are expected to be implemented by year's end, with full implementation anticipated in the following school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Beaumont Unified School District (District) has demonstrated significant progress in supporting its Local Control Accountability Plan (LCAP) Goal 2, which aims to ensure the academic, behavioral, and social success of all students. Through a combination of targeted interventions, professional development, and specialized support, the district has effectively implemented systems that address the diverse needs of its student population.

At the core of this success is the District's commitment to high-quality, equitable teaching practices. By continuing to provide ongoing professional learning for teachers and co-instructional staff, the District has ensured that all educators are equipped with the tools and knowledge necessary to provide the best first instruction. The District's focus on curriculum, instruction, climate, and assessment has resulted in a more consistent, inclusive learning environment where students receive the support they need to succeed academically. This has fostered a culture of continuous improvement among staff, with a clear focus on meeting the needs of all learners.

A key aspect of the District's approach is the robust support provided to English Learners (ELs). The District's commitment to enhancing ELs achievement is evident through the establishment of dedicated EL Coordinators, bilingual instructional aides, and the provision of translation services (Actions 2.8-2.10). By ensuring that ELs have access to specialized resources and materials, the District has worked to improve their academic performance, ensuring they have the support needed to thrive in a multilingual environment. Additionally, specialized training for bilingual aides, particularly at schools like Three Rings Ranch Elementary, Mountain View Middle School, and Beaumont High School, has helped further address the unique needs of these students, providing them with targeted support to improve their English proficiency and overall academic outcomes. This improvement is evidenced by the English Learner Reclassification Rate, which has increased 6.7%, and the Graduation Rate for English Learners, which has increased by 6.5%. However, English Learners who progressed at least one ELP Level decreased by 6.0%, indicating the continued need for improvement.

In parallel, the District has placed a strong emphasis on early literacy, with comprehensive foundational literacy programs implemented at all elementary and TK-8 schools (Actions 2.3 and 2.18). The focus on small group assistance for students who are reading two or more grade levels behind has proven effective in closing the literacy gap, ensuring that struggling readers receive the personalized instruction and resources necessary to make significant progress. These efforts are complemented by the District's commitment to providing Tier III literacy intervention programs, particularly for Foster Youths, Homeless students, and Students with Disabilities (SWD), offering specialized support to ensure these students overcome barriers to literacy and achieve grade-level proficiency in English Language Arts. This is evidenced by the significant growth in i-Ready English Language Arts (ELA) reading scores for grades K-7, with Foster Youths increasing 10.7%, Homeless students 6.5%, and Student with Disabilities 23.2%. In grades 8-12, however, STAR ELA scores for Foster Youths and SWD decreased by 4.4% and 0.3% respectively, indicating a continued need for support.

Mathematics instruction has also seen significant improvements through targeted interventions (Actions 2.14, 2.15, and 2.19). At the elementary level, the District has placed math support teachers at each school to enhance math instruction, providing co-planning, co-teaching, and direct student support. This has been instrumental in strengthening Tier I math instruction and ensuring that all students, including SWD and English learners, are provided with the resources they need to succeed in mathematics. At the secondary level, the District has developed strategic math intervention programs, led by math specialists, to support students with skill gaps, further promoting equity in math education across the District. This has proven successful for English Learners and SWD at the secondary level by the increase in math proficiency by 5.6% and 0.6% respectively.

In addition to academic support, the District has provided a wide range of services to ensure that students are prepared for success beyond high school (Action 2.12 and 2.16). The College and Career Readiness initiative has been particularly impactful, providing students with access to Career Technical Education (CTE) pathways, internships, postsecondary partnerships, and career exploration opportunities. By offering professional learning and dedicated staff in college and career readiness roles, Beaumont USD has equipped students with the skills and knowledge to pursue postsecondary opportunities and successful careers, as evidenced by the increase of 1.4% of all students in College and Career Readiness according to the California School Dashboard (Dashboard).

Support for students in need has also been a major focus. The District has made significant strides in addressing the needs of Long-Term English Learners (LTELs) by providing additional resources and support, including extra hours for bilingual aides and further training on effective strategies for LTELs (Action 2.10). This has led to higher rates of reclassification and greater academic achievement among this group of students. Similarly, the district has provided targeted math support for students from various demographic backgrounds, including

English Learners, Students with Disabilities, and African American/Black students, ensuring that all students receive the support they need based on diagnostic assessments and other student data.

Furthermore, the District has embraced technology as a means to enhance student learning. Instructional technology coaches have provided training for educators on how to effectively integrate emerging technologies, such as Artificial Intelligence (AI) and e-sports, into their teaching practices (Action 2.6). This has not only increased student engagement but has also allowed educators to leverage technology to personalize instruction and support a diverse range of learning styles.

Finally, the District has placed a strong emphasis on professional development for all staff through its District-wide Professional Learning Day (Action 2.11). This full-day event has provided staff at all levels—teachers, support staff, and administrators—with comprehensive opportunities to enhance their skills and deepen their understanding of how to best support student learning. The focus on continuous professional development has ensured that Beaumont USD's staff is consistently improving their practices and staying aligned with district goals to support student success.

In summary, the District has effectively implemented a comprehensive system of support that addresses the academic, behavioral, and social needs of all students. Through a combination of high-quality professional development, targeted interventions, and dedicated resources, the District has created an inclusive and supportive learning environment where all students, regardless of background or ability, have the opportunity to succeed and thrive.

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

The following changes were made for the 2025–26 school year after reflecting on implementation outcomes from the current year. All actions involving wages have been updated to reflect increases in salary, payroll costs, and Health and Welfare Benefits (Actions 2.1 to 2.11, 2.14 to 2.17, and 2.20). Additionally, targeted adjustments were made to better address the evolving needs of students:

- Action 2.1: Four core academic teachers will be provided with designated collaboration time to plan and implement high-quality, equitable instructional practices. This structured collaboration is intended to strengthen instructional consistency and improve student achievement across all core content areas. Funds were increased to meet the increased needs.
- Action 2.3: An additional literacy specialist will be hired to support the foundational literacy needs of students. By addressing reading skills early, this support is expected to accelerate academic growth and lead to stronger performance in the upper grades.
- Action 2.5: Two site-based instructional coaches will be added at the two lowest-performing elementary schools. This decision is informed by the demonstrated success of an existing coach whose support contributed to a 38.9-point gain in English Language Arts on the Smarter Balanced Assessment Consortium scores at a previously underperforming site, reinforcing the value of embedded professional development.
- Action 2.8: One additional bilingual aide will be assigned to San Gorgonio Middle School to provide targeted intervention for English Learners. This support will help students access core content and make measurable progress toward language proficiency and academic success.

- Action 2.9: English Language Development (ELD) training will be delivered by internal staff, resulting in cost savings that will be redirected to support increased staff compensation. This shift maintains the quality of professional learning while optimizing fiscal resources.
- Action 2.12: The title of this action will be revised from Post-Secondary Assessment Support to Increase Post-Secondary Access and Support. Expanded language will clarify that the District will fund mandatory student fees for dual enrollment courses at Mt. San Jacinto College. This change aims to eliminate financial barriers and ensure equitable access to college-level coursework, particularly for Foster Youth, Low-Income, and English Learners.
- Action 2.13: The scope of this action has been expanded to include students in transitional kindergarten (TK) through grade 12, instead of the previous focus on grades K–5. This revision ensures that all grade levels benefit from the action's intended supports and resources.
- Action 2.18: Budget will be increased to cover for literacy intervention teachers to support the ELA achievement for students.
- Action 2.19: Budget will be increased to purchase consumable math materials and enhanced assessments.

Metric Adjustments:

- Some metrics were updated to be more concise on the source of the data (Metric 2.5 and 2.6)
- Metric 2.12: This metric has been updated to include both the percentage of students who pass at least one Advanced Placement (AP) exam and the percentage of total AP exams that receive a passing score.
- Metrics 2.14 & 2.15: These metrics have been revised to indicate that the i-Ready assessment will be used for students in grades K–5, and the STAR assessment will be used for students in grades 6–12. Previously, 6th-grade students took the i-Ready assessment. This was a change based on the input of the teachers and students and a pilot program involving all 8th grade teachers.
- Metric 2.16: This metric has been aligned with the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard. The baseline has been revised to reflect the Dashboard ELPI data, Long-Term English Learners (LTELs) have been added as a student group, and both a Year 1 outcome and a new target goal have been set based on the updated baseline.
- Metric 2.18: This metric has been clarified to specify that it measures the number of Career Technical Education (CTE) completers, and the associated data sources have been identified.
- New Metric 2.25: This new metric will assess the effectiveness of the dual enrollment support added in Action 2.12. It will measure the number of students enrolled in Mt. San Jacinto College courses and track the number and percentage of those courses passed with a grade of C- or better to ensure transferability to four-year institutions.
- Metric 2.26 was added to track CTE enrollment data by student groups.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning	Provide high-quality, equitable teaching and learning practices through the lens of the District's instructional framework: curriculum, instruction,	\$1,311,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		climate, and assessment. Continue ongoing Professional Development (PD) for teachers and co-instructional staff focusing on Tier I - Best, First Instruction.		
2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Provide additional staff for Dual Language Immersion (DLI) programs to improve student access based on student needs at each grade level. The DLI program is intentionally designed to foster robust language acquisition meeting the state standard and biliteracy development for both English Learners and Long-Term English Learners.	\$557,131.00	Yes
2.3	Foundational Literacy Support	Provide a foundational literacy program with teachers, support staff, and materials at each elementary and transitional kindergarten (TK)-8 school. Focus on small group assistance for students reading two or more grade levels behind.	\$934,753.00	Yes
2.4	Early High School Intervention	Provide staff to coordinate the Building Assets and Reducing Risks (BARR) Program at Beaumont High School (BHS) to support 9th-grade student success through targeted interventions and improved services, particularly Foster Youth, English Learners (ELs), and Low-Income students.	\$173,132.00	Yes
2.5	Instructional Coaches	Provide instructional coaches to enhance teaching practices in alignment with the California State Content Standards by supporting District-wide instruction in all core academic content areas, including Special Education, support for English Learners (ELs), and site coaching for low-performing schools. The coaches also work with the site team to support student intervention to improve academic success, particularly for Foster Youth, English Learners (ELs), and Low-Income students.	\$2,188,721.00	Yes
2.6	Instructional Technology Support	Provide support for using instructional technology to enhance student learning through school-site-based technology coaches. Provide training for educators, equipment, and programs for students and staff to assist in	\$76,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		using emerging technologies, including Artificial Intelligence (AI) and esports.		
2.7	College and/or Career Readiness	Provide a Director of College and Career Readiness, a Career Readiness Coordinator, a college and career instructional coach, and clerical support to increase opportunities for students to become college and/or career-ready. These opportunities include but are not limited to the development and support of Career Technical Education (CTE) pathways, post-secondary partnerships, internships, college and career exploration, and elements measured in the College and Career Indicators (CCI).	\$691,855.00	Yes
2.8	English Learner (EL) Support	Provide English Learner (EL) Coordinators, Bilingual Instructional Aides, translation services, and allocate materials and supplies specifically to enhance EL student achievement.	\$640,075.00	Yes
2.9	Specialized Training and Increased Services for English Learners (ELs)	Provide Bilingual Instructional Aides and specialized training for Bilingual Instructional Aides to improve English Learners (ELs) achievement at Three Rings Ranch Elementary School (TRR), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS).	\$55,500.00	Yes
2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Provide additional resources and supports for Long-Term English Learners (LTELs), including additional Bilingual Instructional Aides, additional hours for Bilingual Instructional Aides, and further training on strategies for LTELs in order to reclassify greater numbers of students categorized as LTELs.	\$141,722.00	Yes
2.11	Districtwide Professional Learning Day	Provide a full day of comprehensive Professional Development (PD) opportunities for all staff, including certificated teachers, support staff, and administrators, to support student learning, particularly for Foster Youth, English Learners (ELs), and Low-Income students.	\$659,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Increase Post-Secondary Access and Support	Increase Post-Secondary Access and Support: Provide funding for postsecondary aligned testing programs such as the Preliminary Scholastic Aptitude Test (PSAT™) 8/9/10, Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), Scholastic Aptitude Test (SAT®), and Advanced Placement (AP®) tests to ensure equitable access for Low-Income students. Provide funding for mandatory fees associated with dual enrollment courses through Mt. San Jacinto College to ensure equitable access for Low-Income students.	\$35,000.00	Yes
2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12	Provide materials, supplies, and Professional Development (PD) for TK-12 STEM programs so that students can gain exposure to STEM and Career Technical Education (CTE) foundations, particularly for Foster Youth, English Learners (ELs), and Low-Income students.	\$75,000.00	Yes
2.14	Mathematics Specialist and Intervention Teachers	Provide mathematics support for Foster Youth, English Learners (ELs), and Low-Income students at the secondary level who present a gap in math skills by creating strategic math intervention programs with math intervention teachers at all secondary school sites led by a Math Specialist.	\$1,331,497.00	Yes
2.15	Elementary Math Support	Provide one elementary mathematics support teacher at each elementary school to enhance mathematics instruction through co-planning, co-teaching, demo-lesson experiences, and direct support for Foster Youth, English Learners (ELs), and Low-Income students to improve Tier I mathematics instruction.	\$1,219,486.00	Yes
2.16	Advancement Via Individual Determination (AVID)	Provide professional learning, staffing, secondary tutoring costs, and membership fees associated with Advancement Via Individual Determination (AVID®) to support college and career readiness for first-generation college Foster Youth, English Learners (ELs), and Low-Income students.	\$182,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Supplemental Materials	Provide supplemental instructional materials, supplies, clerical support, and training for Tier I, II, and III literacy and math programs to improve Foster Youth, English Learners (ELs), and Low-Income student outcomes. Programs include but are not limited to the 95% Group, Corrective Reading, and Read Naturally.	\$591,410.00	Yes
2.18	Foundational Literacy Routines and Intervention	Provide District-wide Tier III literacy intervention programs with professional learning and materials to improve student outcomes in English Language Arts (ELA) among Foster Youth and Homeless students District-wide and Students with Disabilities (SWD) at Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS).	\$975,000.00	No
2.19	Targeted Mathematics Support	Provide individualized math support targeted to address student needs determined by diagnostic and state assessments with a focus on English Learners (ELs) District-wide, Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS); Students with Disabilities (SWD) at Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS); African American/Black students at San Gorgonio Middle School (SGMS); White students 21st Century Learning Institute (21st CLI); and students reporting as Two or More Races at San Gorgonio Middle School (SGMS).	\$480,000.00	No
2.20	Foster Youth Partnership Program	Provide services for Foster Youth through a partnership program with Harmony Haven that includes an onsite teacher, Campus Aide, Specialized Academic Instruction (SAI) support, behavioral support, materials, and supplies to serve the District's largest Foster Youth population with transitional services.	\$376,255.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Beaumont Unified School District (District) will recruit, retain, and cultivate highly qualified staff while providing exemplary materials and equipment in a safe, secure, and well-maintained learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Local Control Accountability Plan (LCAP) is a three year cycle. In the 2023-24 school year, the LCAP goals were developed using the baseline data from the 2022-23 California School Dashboard (Dashboard) and local data such as i-Ready and Star Renaissance. Below is an explanation of why the goals were developed in 2023-24 school year.

The District is committed to recruiting, retaining, and cultivating highly qualified staff while providing exemplary materials and equipment in a safe, secure, and well-maintained learning environment. These educational support structures are designed to enhance overall student achievement, particularly for Foster Youth, English Learners (ELs), Low-Income students, and students performing at the lowest achievement level on the California School Dashboard (Dashboard).

The actions included under this goal are strategically designed to meet specific learning needs identified in each school's School Plan for Student Achievement (SPSA). These include allocating supplemental funding to school sites to address the unique challenges faced by various student groups and improve academic outcomes (Action 3.1). Full-day kindergarten (K) is offered at all elementary schools to ensure early access to educational opportunities, setting a solid educational foundation critical for long-term academic success (Action 3.2).

Additional support staff is provided to assist K teachers during transition times in the Early Bird/Late Bird program to enhance foundational outcomes for young learners (Action 3.3). With the increase in student enrollment and not enough classrooms, the Transitional Kindergarten (TK) and K programs will change from offering Early/Late Bird Program to AM/PM Program in the 2025-26 school year which no longer has transition times. The staff support who were hired to support the transition time will now support TK programs to support the lower ratio.

At the secondary level, the District focuses on reducing class sizes in critical content areas such as English Language Arts and mathematics (Action 3.4). This initiative is geared towards decreasing classroom disruptions, increasing academic outcomes, and fostering scholarly behaviors by allowing for more personalized and focused instruction. Further supporting educational excellence, the District has partnered with the Riverside County Office of Education (RCOE) for the Center for Teacher Innovation (CTI) Program, providing teachers with coaching and training to ensure high-quality teaching aligned with California State Standards (CSS [Action 3.5]).

Technology plays a pivotal role in modern education. To this end, the District ensures equitable access to wireless internet and modern devices such as laptops and Chromebooks, particularly for Foster Youth, ELs, Low-Income students, and those performing at the lowest levels on the Dashboard (Action 3.6). This access at home is an increased service as all students have access at school. It is supported by professional development for educators to integrate technology into their teaching practices effectively. The District also invests in supplemental software to maximize academic success and enhance teaching and learning experiences (Action 3.7).

In addition to academic support, the District places a high priority on safety and preparedness. Comprehensive disaster and emergency preparedness protocols are implemented across all schools to ensure a safe and orderly environment (Action 3.8). Transportation is also provided for eligible students, ensuring that logistical barriers do not hinder their educational access (Action 3.9). The District aims to achieve measurable student engagement and performance improvements through these comprehensive actions. The effectiveness of these actions are continually assessed through careful analysis of student data, determining where there are deficiencies, and making decisions to respond to those deficiencies. This strategic approach demonstrates the District's commitment to high expectations, quality education, and rigorous academic and social-emotional programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Every Pupil in the School District has Sufficient Access to Standards Aligned Instructional Materials	Baseline: Access to standards-aligned instructional materials and curriculum	All students have access to standards-aligned instructional materials and curriculum.		100%	Maintained
3.2	School Facility Ratings as Measured by Annual Facility Inspection Tool	Baseline: Good or Better	All schools ranking Good or Better		Good or Better	Maintained
3.3	Multi-Tiered System of Supports (MTSS)	Continued training and revisit of Tier I in English Language Arts (ELA) and state standards	Continued training and revisit of Tier I in English Language Arts (ELA) and state standards.		100%	Maintained
3.4	All Teachers Maintain Appropriate Credentials and are Certified to	All teachers maintain appropriate credentials	All teachers maintained appropriate		100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teach English Learners (ELs) - Local	and are certified to teach EL.	credentials and are certified to teach EL.			
3.5	Teacher Induction	All year-two teachers in the Induction Program have completed the requirements for a clear credential	All year-two teachers in the Induction Program have completed the requirements for a clear credential.		100%	Maintained
3.6	Social-Emotional Learning (SEL)	Continued training in SEL: All staff (100%) had access to the Professional Development (PD) at the October Learning Day, during Presidents' Week and Spring Break.	All staff (100%) had access to the Professional Development (PD) at the October Learning Day, during Winter Break, and during and Spring Break.		100%	Maintained
3.7	Panorama Survey	2023-24 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">• All Students 64% Emotion Regulation: <ul style="list-style-type: none">• All Students 44% Growth Mindset: <ul style="list-style-type: none">• All Students 59% Self-Efficacy:	2024-25 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">• All Students 69% Emotion Regulation: <ul style="list-style-type: none">• All Students 53%		2026-27 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">• All Students 74% Emotion Regulation: <ul style="list-style-type: none">• All Students 54%	Grade 3-5: Sense of Belonging: <ul style="list-style-type: none">• All Students +5% Emotion Regulation: <ul style="list-style-type: none">• All Students +9% Growth Mindset: <ul style="list-style-type: none">• All Students +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> All Students 54% <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 39% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 47% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 79% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 58% 	<p>Growth Mindset:</p> <ul style="list-style-type: none"> All Students 69% <p>Self-Efficacy:</p> <ul style="list-style-type: none"> All Students 64% <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 42% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 40% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 78% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 55% 		<p>Growth Mindset:</p> <ul style="list-style-type: none"> All Students 69% <p>Self-Efficacy:</p> <ul style="list-style-type: none"> All Students 64% <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students 49% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students 57% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students 89% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students 68% 	<p>Self-Efficacy:</p> <ul style="list-style-type: none"> All Students +10% <p>Grade 6-12: Sense of Belonging:</p> <ul style="list-style-type: none"> All Students +3% <p>Emotion Regulation:</p> <ul style="list-style-type: none"> All Students -7% <p>Supportive Relationships:</p> <ul style="list-style-type: none"> All Students -1% <p>Positive Feelings:</p> <ul style="list-style-type: none"> All Students -3%
3.8	Academic Data - Local Indicator (Aeries): D/F	2022-23 Semester 1: 40.8%	2023-24 Semester 1: 35.5%		Semester 1: 25.0% Semester 2: 27.0%	Semester 1: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate for Unduplicated Students in Non-Accelerated Core Classes (English Language Arts/Math) in 7th - 10th Grade	Semester 2: 41.7%	Semester 2: 37.8%			Semester 2: - 3.9%
3.9	Behavioral Data - Local Indicator (Aeries): Percent of Unduplicated Students with Assertive Discipline Referrals in 7-10th Grade	2022-23 number of unduplicated students with assertive discipline/ number of total unduplicated students = 178/2021 = 8.8%	2023-24 number of unduplicated students with assertive discipline/ number of total unduplicated students = 192/2301 = 8.3%		2025-26 7.9%	- 0.5%
3.10	Teaching Assignment Monitoring Outcomes in Percentage - DataQuest State Source	2022-23 81.2%	2023-24 Data not released, yet.		Target 87.3% (County Rate)	NA

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Beaumont Unified School District's (District) Local Control Accountability Plan (LCAP) for Goal 3 focuses on creating a strong foundation for student success by enhancing early education, improving learning environments, and ensuring equitable access to resources.

A key achievement is the implementation of full-day kindergarten at all elementary schools, giving young learners early access to comprehensive educational opportunities. To further support kindergarten students, additional staff have been provided to assist teachers during transition times and throughout the school day, strengthening foundational learning experiences. There was a challenge in hiring all of the necessary support staff (Action 3.3), and there are several positions still vacant.

At the secondary level, class sizes in grades 7-12 have been reduced, particularly in core subjects like English Language Arts and Mathematics. By lowering student-teacher ratios, the district aims to enhance academic performance, reduce classroom referrals, and foster positive scholarly behaviors.

To promote digital equity, the District has provided wireless internet access, laptops, Chromebooks, and maintenance services for Unduplicated Pupil Population (UPP) students, ensuring all learners have the technological tools they need to succeed.

Student safety and well-being remain a top priority, with the district implementing disaster and emergency preparedness protocols to maintain a secure and orderly school environment. Additionally, home-to-school transportation has been made available for eligible unduplicated students, ensuring reliable access to education.

The District is also committed to maintaining clean, well-equipped, and physically safe learning spaces. Schools have been enhanced with collaborative furniture, adequate materials, and modernized equipment to create engaging and supportive classrooms.

Through these initiatives, the District continues to provide a high-quality educational experience that prioritizes student achievement, equity, and safety.

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.

The District considers expenditures greater or less than 10% of the budgeted amount as a material difference.

There were some material differences between Budgeted Expenditures and Estimated Actuals. In some cases, it was due to positions not being filled for part or all of the fiscal year and the cost for Health and Welfare Benefits being over budgeted (Action 3.3) or salary/stipend adjustments due to the staff hired (Action 3.5 and 3.9).

The following Action items also had material differences for the following reasons:

- Action 3.5: There were more teachers than anticipated for the CTI and the contract with Riverside County Office of Education incurred higher expenses for supporting new teachers.
- Action 3.8: Emergency supplies were not replaced and the District plans to replace them in the following year. Funds were used to support the increase in Action 3.5 to support new teachers.
- Action 3.9: There was an increase in transportation services for the unduplicated students which supports student attendance.
- Action 3.10: There are supplies that have not been processed in the system, yet, to support the learning environment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Beaumont Unified School District (District) has made remarkable strides in supporting its Local Control Accountability Plan (LCAP) Goal 3, which focuses on recruiting, retaining, and cultivating highly qualified staff while ensuring that students have access to exemplary materials,

equipment, and a safe, secure, and well-maintained learning environment. Through targeted actions and strategic investments, the District has created a foundation for success by strengthening its teaching staff and fostering an optimal learning environment for all students.

A critical component of this success is the District's commitment to providing equitable support at the school site level (Action 3.1). By allocating supplemental and concentration funding to each school site, the District has empowered individual schools to address specific student learning needs, particularly for Unduplicated Pupil Percentage (UPP) students. This approach ensures that funding is directed where it is most needed, with actions and services focused on improving outcomes for historically underserved students. The direct alignment between school site actions and student needs, as identified in their School Plans for Student Achievement (SPSA), has proven effective in ensuring that resources are used strategically to enhance educational opportunities for all students.

The District has also prioritized early education, recognizing the importance of providing all students with a strong start in their academic journey (Action 3.2 and 3.2). By offering full-day kindergarten at all elementary schools, the District has ensured that young learners have ample time and support to develop foundational skills. This initiative has not only increased student access to educational opportunities but has also helped to close achievement gaps early on, particularly for students from low-income backgrounds. Complementing this, the addition of support staff to assist kindergarten teachers during transition times further supported students by ensuring a smooth and effective start to their academic careers, ultimately improving foundational outcomes for kindergarten students.

At the secondary level, the District has worked to reduce class sizes in grades 7-10 by lowering student-teacher ratios in core content areas such as English Language Arts and Mathematics. This action 3.4 has allowed for more personalized instruction, enabling teachers to better meet the needs of individual students. The emphasis on core content areas has had a direct impact on increasing academic outcomes, particularly in subjects critical to student success. As can be seen, there has been significant drop in the D/F rate for the classes impacted by the reduced class by 5.3% and 3.9% for semesters 1 and 2, respectively. In addition, smaller class sizes have led to fewer classroom referrals. In the 2022-23 school year, there were 8.8% unduplicated students with assertive discipline referrals, but in 2023-24, it decreased by 0.5% to 8.3%.

To support the professional growth and development of teachers, the District has partnered with the Riverside County Office of Education (RCOE) for the Center for Teacher Innovation (CTI) Program (Action 3.5). This initiative provides valuable coaching and mentorship for new teachers, ensuring they are equipped with the skills and knowledge necessary to thrive in the classroom. By offering stipends for CTI coaching, the District is investing in the long-term success of its educators, helping them refine their teaching practices and continue to grow throughout their careers.

Technology has been a key focus in the District's effort to provide equitable learning opportunities for all students (Action 3.6 and 3.7). Through the provision of wireless internet access, laptops, Chromebooks, and other devices, the District has ensured that unduplicated students have the tools they need to succeed in a digital learning environment. The District has also dedicated resources to the maintenance and repair of technology equipment, ensuring that the devices are always functional and accessible. Additionally, the investment in supplemental software has helped maximize students' academic success by offering targeted resources and tools that support a wide range of learning styles. Professional development for educators in using these technological resources has been instrumental in ensuring that technology is integrated effectively into teaching practices, enhancing student engagement and learning outcomes.

The District's focus on safety and preparedness is another key element in supporting its LCAP Goal 3 (Action 3.8 and 3.10). By implementing comprehensive disaster and emergency preparedness protocols, the District has ensured that students and staff are safe in the event of an emergency. The District's commitment to maintaining a physically safe learning environment extends to ensuring that school facilities are clean, well-maintained, and equipped with adequate learning spaces, materials, supplies, and collaborative furniture. This focus on creating an environment conducive to learning has allowed students to thrive in spaces that are not only physically safe but also foster collaboration and engagement. As a result, the school facility ratings as measured by annual Facility Inspection Tool (FIT) are Good or better at each school.

Transportation has also been a critical factor in supporting student success (Action 3.9). By providing Home-to-School Transportation for eligible unduplicated students, the District has removed barriers to access education for students who may otherwise have difficulty getting to school. This service ensures that students have reliable transportation to and from school, enabling them to attend regularly and participate fully in their education.

The District's commitment to oversight and continuous improvement has been reinforced through the establishment of a dedicated team responsible for monitoring the progress of the LCAP (Action 3.11). With the inclusion of a Director of Research, Learning, and Data (RLD) and an RLD Support Technician, the District has ensured that the implementation of its LCAP is carefully tracked and evaluated, with a particular focus on benefiting unduplicated students. This oversight ensures that resources are being used effectively and that actions are aligned with the District's goals for improving student outcomes.

In conclusion, the District has seen success in the effectiveness of a comprehensive strategy to recruit, retain, and cultivate highly qualified staff while providing exemplary materials and equipment in a safe and supportive learning environment. Through targeted actions in areas such as school site support, early education, class size reduction, teacher induction, technology access, and safety, the District has created an environment where both students and educators can thrive. These efforts have proven effective in enhancing the educational experience for all students, particularly those from underserved populations, and are a testament to the District's commitment to achieving its LCAP Goal 3.

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

The following changes were made for the 2025–26 school year after reflecting on the current year.

All action items that include wages have been adjusted to account for increased wages, payroll costs, and Health and Wellness Costs (Action 3.1 to 3.5, 3.9, and 3.11).

In addition, the following adjustments were made to better meet the changing needs of the students:

- Action 3.2: The language of this action was revised to be inclusive of the transitional kindergarten (TK). This action will provide elementary schools with full-day transitional kindergarten/kindergarten, so that students—including transitional kindergarten (TK)

learners—will gain earlier and more consistent access to foundational education, improving school readiness and long-term academic achievement.

- Action 3.3: The language of this action was revised to better reflect the support of the new AM/PM Transitional Kindergarten/Kindergarten (TK/K) Program. The District has had a continued increase in enrollment and with the limited spaces available, the District chose to offer more TK/K programs by offering an AM and a PM class. The difference between the AM/PM model from the Early/Late Bird Program is that the Early/Late Bird Program had an overlap time which limited the number of students in the program. the AM/PM model provides two distinct classes which allows for each class to fill to capacity meeting the class size ratio. This action is put in place to support the shift to an AM/PM TK/K model, allowing for two distinct classes per day so that more students can be served within a limited facility capacity.
- Action 3.4: The language of this action was revised to apply to 7th - 10th grade to focus on the grade levels with the greatest needs.
- Action 3.5: Based on the increasing number of new teachers needing Center for Teacher Innovation (CTI), we plan to increase this budget. This action will increase new teacher support through the CTI so that the growing number of new educators receive the mentoring and induction support they need, improving teacher retention and instructional quality.
- Action 3.7: The price of software contracts continue to increase. The number of enrollment is also increasing leading to the need to increase the budget for this action item. The District also piloted using Renaissance Star Reading and Math Assessments at the middle schools and have decided to use STAR at the middle schools to replace i-Ready Diagnostic Assessments. The budget includes the price adjustments related to the shift. This action will adjust the budget to cover increasing software contract costs and expanded use of Renaissance STAR assessments at middle schools, so that students in grades 6–8 have consistent, reliable diagnostic tools, tracking academic growth and identifying needs for intervention or enrichment.
- Metric 3.8 and 3.9: Two metrics were added to measure the effectiveness of Action 3.4 which stated that a lowered class size will decrease classroom referrals, increase academic outcomes, and improve scholarly behaviors. This metric will provide the data to track the number of assertive disciplines and academic outcomes of those classes that support the unduplicated students.
- Metric 3.10 was added to include the state released Teacher Assignment Monitoring Outcome percentage to provide data for state priority 1.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Site Support	Provide an allocation of supplemental/concentration funding to each school site, enabling sites to meet specific student learning needs as identified in their respective School Plan for Student Achievement (SPSA). Aligned services and actions are to be principally directed toward Unduplicated Pupil Percentage (UPP) students at each school site to improve unduplicated student outcomes.	\$937,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Full-Day Transitional Kindergarten/Kindergarten	Provide full-day transitional kindergarten/kindergarten (TK/K) at the elementary schools, ensuring early access to educational opportunities for students.	\$1,678,443.00	Yes
3.3	Transitional Kindergarten/Kindergarten (TK/K) Support	Provide support staff to assist TK/K teachers during AM/PM TK/K times and throughout the instructional day to improve foundational outcomes for Foster Youth, English Learner, and Low-Income TK/K students.	\$106,009.00	Yes
3.4	Secondary Class Size Reduction	Reduce class size at the secondary level in grades 7-10 by lowering student-teacher ratios in core content areas with an emphasis on English Language Arts and Mathematics to decrease classroom referrals, increase academic outcomes, and improve scholarly behaviors particularly for Foster Youth, English Learners (ELs), and Low-Income students.	\$1,283,466.00	Yes
3.5	Teacher Induction	Provide a contract with the Riverside County Office of Education (RCOE) for the Center for Teacher Innovation (CTI) Program and provide CTI coaching stipends. This action supports the growth and development of new teachers to better support the needs of Foster Youth, English Learners (ELs), and Low-Income students.	\$263,490.00	Yes
3.6	Access to Technology	Provide equitable wireless internet access, laptops, Chromebooks, or similar devices, with maintenance and repair services for Unduplicated Pupil Population (UPP) students. Provide additional technology equipment for instructional use, including dedicated professional learning for educators to support student use of technological resources.	\$1,122,000.00	Yes
3.7	Supplemental Software	Provide supplemental software to maximize Foster Youth, English Learner, and Low-Income students' academic success.	\$1,125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Emergency Preparation	Provide a safe and orderly school environment by implementing disaster and emergency preparedness protocols districtwide to create a safe place for Foster Youth, English Learners (ELs), and Low-Income students to learn.	\$63,834.00	Yes
3.9	Home-to-School Transportation	Provide Home-to-School Transportation for eligible unduplicated students.	\$968,151.00	Yes
3.10	Learning Environment	Provide a physically safe learning environment for all students to include clean, well-maintained facilities, collaborative furniture, adequate learning spaces, sufficient materials, supplies, and equipment.	\$324,754.00	Yes
3.11	LCAP Oversight	Provide oversight of the Local Control Accountability Plan (LCAP) to include a Director of Research, Learning, and Data (RLD), an RLD Technician, and administrative fees (indirects) to maintain oversight of the LCAP to principally benefit the unduplicated students.	\$2,189,803.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	21st Century Learning Institute's All Students, Low income students, and Hispanic students will decrease chronic absenteeism 3% every year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Beaumont Unified School District (District) values student attendance because students need to be present in order to access educational opportunities. The District strives to provide quality distance learning opportunities for students and families through 21st Century Learning Institute (21st CLI). While 21st CLI has supported families with flexible learning schedules, the Chronic Absenteeism rate's All Students, Socioeconomically Disadvantaged students, and Hispanic students will is high (red) at 41.9%, 41.7%, and 24.1%, respectively, according to the California School Dashboard (Dashboard) data from the 2023-24 school year. In addition, feedback from consultation with educational partners highlighted the need for improved attendance and exemplary materials and equipment to support student work. Also, 21st CLI had a non-stability rate of 47.1% and socioeconomically disadvantaged student rate of 75.1% which qualifies 21st CLI to receive the Equity Multiplier funds to be used for the provision of evidence-based services and supports for students. This is a new goal added in the 2024-25 school year, after the initial 3-year cycle of the Local Control Accountability Plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Schools Dashboard- Chronic Absenteeism Indicator	2023-24 All students: 41.9% (Red) African American/Black: 58.3% (No Performance Color) American Indian/Alaska Native: * Asian: * Filipino: * Hispanic/Latino: 42.1% (Very Low - Red)	NA - This is the year of setting the baseline.		Decrease 6% All students: 35.9% (Yellow)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander: * Two or More Races: * White: 29.4% (Low - Orange) English Learners (EL): * Long Term English Learners (LTEL): * Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 41.7% (Very Low - Red) Students with Disabilities (SWD): 23.8% (No Performance Color) *Fewer than 11 students - data not displayed for privacy				

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

NA

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.

NA

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

NA

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

NA

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Attendance Support	Provide an additional staff member to increase student attendance and decrease chronic absenteeism by training, monitoring, and supporting students, families, and staff. Provide opportunities to professional development that positively impacts chronic absenteeism.	\$101,187.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Glen View High School's All Students, Low income students, and Hispanic students will increase performance on the College and Career Indicator by 4% every year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Baumont Unified School District aspires to prepare all of the student graduates to be college and career ready. Glen View High School (GVHS) is a continuation high school consisting of juniors and seniors. One of GVHS's mission is that students and staff will utilize research-based and data-driven practices that promote critical thinking, student achievement, and college and career readiness. This goal will support All Students, Low income students, and Hispanic students with the increase of Career and College Indicator (Red) of 2%, 0%, and 1.4%, respectively, on the California school Dashboard (Dashboard). In addition feedback indicated a need to enhance college and career readiness with partners expressing the need for a wider variety of extracurricular and co-curricular options. GVHS is a continuation school and had a non-stability rate of 69.4% and socioeconomically disadvantaged student rate of 76.7% which qualifies GVHS to receive the Equity Multiplier funds be used for the provision of evidence-based services and supports for students based on the 2023-24 data. This is a new goal added in the 2024-25 school year, after the initial 3-year cycle of the Local Control Accountability Plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline	
5.1	California School Dashboard - College and Career Indicator	2023-24 All students: 2% (Very Low - Red) African American/Black: * American Indian/Alaska Native: * Asian: * Filipino: * Hispanic/Latino: 1.4% (Very Low - Red) Pacific Islander: *	NA - This is the year of setting the baseline.			2026-27 All students: 10% (Yellow) African American/Black: * American Indian/Alaska Native: * Asian: * Filipino: * Hispanic/Latino: 5.4% (Orange)	NA - This metric was set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: * White: 0% (No Performance Color) English Learners (EL): 0% (No Performance Color) Long Term English Learners: 0% (No Performance Color) Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 0% (Very Low - Red) Students with Disabilities (SWD): 0% (No Performance Color) *Fewer than 11 students - data not displayed for privacy			Pacific Islander: * Two or More Races: * White: * English Learners (EL): Long Term English Learners: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 4% (Orange) Students with Disabilities (SWD): *	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

NA

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.

NA

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

NA

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

NA

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Dual/Concurrent Enrollment opportunities	Increase support on student dual/concurrent enrollment by providing extra hours, supplemental materials, and training to staff, students, and families.	\$32,400.00	No
5.2	Professional Development	Provide funds to increase staff capacity for College and Career readiness, such as conferences on dual enrollment and on career counseling.	\$20,000.00	No
5.3	Seal of Biliteracy Support	Purchase training materials to help students pass the Seal of Biliteracy assessments and provide support/tutoring for students.	\$1,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$32,443,647	\$3,063,128

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
23.303%	0.000%	\$0.00	23.303%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Counseling Support</p> <p>Need: Educational partners, including various Parent Advisory Committees (PACs), the Beaumont Teacher's Association (BTA), and the California School Employees Association (CSEA), along with teachers, staff, and the community, have identified a need for students to access counseling support. They stress the</p>	The enhanced counseling support initiative specifically addresses the needs of Foster Youth, English Learners (ELs), and Low-Income students by providing tailored interventions that cater to their unique challenges. For Foster Youth, counselors are equipped to offer consistent emotional support and stability, addressing the frequent transitions and trauma they often experience. ELs benefit from counselors trained to navigate language barriers, helping students access academic resources and integrate more	California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>importance of tackling issues around attendance and behavior to improve the overall climate of schools and the District. Furthermore, while the District's overall Suspension Rate has remained stable, specific student groups fall below the District's average for Suspension Rates, highlighting disparities that must be addressed to ensure equitable support and success for all students.</p> <p>The California School Dashboard highlights disparities in Suspension Rates, indicating a critical need for targeted interventions. It reports a 0.7% increase in suspensions for English Learners (ELs), a 0.2% increase for Socioeconomically Disadvantaged (SED) students, and a 2% decrease for Foster Youth. Additionally, there's an overall decline in Chronic Absenteeism by 1.9%, with significant improvements among Foster Youth (12%) and modest reductions for ELs (4.6%) and SED students (3.3%).</p> <p>Scope: LEA-wide</p>	<p>effectively into the school community. Low-Income students receive guidance on overcoming socioeconomic obstacles, with counselors providing resources and support for academic and personal development. By ensuring each school has accessible counselors throughout the school day, the initiative creates an inclusive environment that prioritizes the well-being and academic success of these vulnerable groups, fostering equitable opportunities for all students.</p>	
1.2	<p>Action: School Resource Officers (SROs)</p> <p>Need: Various Parent Advisory Committees (PACs) and educational partners agree that there is a need for students in the community to work with School Resource Officers (SROs) to create a sense of belonging, increased self-</p>	<p>The action of enhancing student safety and support through the dual role of School Resource Officers (SROs) is specifically designed to address the critical needs identified by the District. By integrating SROs as both guardians and mentors, the initiative aims to create a nurturing and empathetic environment that promotes safety, self-efficacy, emotional regulation, and social awareness. This approach focuses on Foster</p>	<p>California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicator: Panorama</p>

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	<p>efficacy, and emotional regulation. The Panorama data suggests that students need improvement in self-efficacy, emotional regulation, and social awareness due to answering questions in those categories favorably at rates of 58%, 44%, and 40%, respectively. The California School Dashboard reveals disparities in Suspension Rates, highlighting the need for strategic interventions. English Learners (ELs) saw a 0.7% increase in suspensions, Socioeconomically Disadvantaged (SED) students remained stable with a 0.2% increase, and Foster Youth suspensions decreased by 2%. Chronic Absenteeism fell by 1.9% overall, with notable declines among Foster Youth (12%) and smaller decreases for ELs (4.6%) and SED students (3.3%).</p> <p>Scope: LEA-wide</p>	<p>Youth, English Learners (ELs), and Low-Income students, disproportionately affected by Suspension Rates and Chronic Absenteeism, as highlighted in the California School Dashboard data.</p> <p>SROs will connect with all students, emphasizing the inclusion of these vulnerable groups, to foster a sense of belonging and ensure safety within the school community. This comprehensive engagement directly addresses these students' disparities and challenges, promoting equitable outcomes.</p> <p>This action is provided on an LEA-wide basis to ensure that all schools within the District benefit from consistent safety measures and emotional support services. This unified approach ensures that every student, regardless of their background, receives the necessary support to thrive academically and emotionally, aligning with the District's commitment to continuous improvement.</p>	
1.3	<p>Action: Student Support Services Coordinators</p> <p>Need: The District has identified critical needs among its Unduplicated Pupil Population (UPP), which includes Foster Youth, English Learners (ELs), and Low-Income students. Several key issues have emerged through analyzing student achievement data and feedback from educational partners. The District's Chronic Absenteeism Rate currently stands at 30.2%, marking a modest improvement but still within</p>	<p>To meet the identified needs of the unduplicated students, the District is implementing actions centered on bolstering student engagement, student learning, and overall welfare. The Student Support Services Coordinators are key to this initiative; they provide critical support to Foster Youth, Low-Income students, and Homeless students, ensuring these groups have access to essential educational resources. This approach directly responds to the need for increased support, as Parent Advisory Committees (PACs) and educational partners indicated.</p>	<p>California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicator: Panorama</p>

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	<p>the Low (Orange) category. The Homeless student group's Chronic Absenteeism Rate has increased to 53.1%, placing it in the Very Low (Red) category. Conversely, the Foster Youth group has seen a 12% decrease in absenteeism, bringing it down to 32.8%. These insights illuminate the unduplicated students' unique needs, conditions, and circumstances, underscoring the necessity for targeted interventions to increase engagement, support student learning, and overall well-being.</p> <p>Scope: LEA-wide</p>	<p>Offering these services on a districtwide or schoolwide basis ensures that all students facing similar challenges can benefit, regardless of their specific circumstances. This broad application of support services is critical for promoting equity and inclusion within the District, allowing for a comprehensive approach to improving educational outcomes and well-being for the entire student body, especially those within the unduplicated student group.</p>	
1.4	<p>Action: Assistant Principals</p> <p>Need: For the Unduplicated Pupil Population (UPP), Chronic Absenteeism is a critical area of need. For instance, Homeless students have shown a concerning rate of Chronic Absenteeism at 53.1%, which has increased by 4.9%. Similarly, unduplicated students, including Foster Youth and Low-Income, have also been identified with high levels of Chronic Absenteeism. However, some student groups have experienced declines in this area.</p> <p>The data suggests that unduplicated students perform below standard in English Language Arts (ELA), with Foster Youth and Homeless students significantly below standard by 108.4 and 71.6 points, respectively. In Mathematics,</p>	<p>Assistant Principals will be provided across the District to directly support efforts in reducing Chronic Absenteeism and Suspension Rates by coordinating with staff and community resources. They will assist in managing academic support programs for English Language Arts (ELA) and Mathematics, ensuring that interventions align with student needs to increase academic performance. Additionally, APs will aid in the administration of the Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS). This role is essential for maintaining consistent, focused support for unduplicated students throughout the District.</p>	<p>California School Dashboard Indicators: English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate Local Indicator: Panorama</p>

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	<p>similar challenges are observed, with Foster Youth and Homeless students being 107.3 and 85.8 points below standard, respectively.</p> <p>Suspension Rates also provide insight, with Homeless students having a Suspension Rate of 6.9%, which has seen a slight decrease. In contrast, Foster Youth Suspension Rates are at 11.3%, with a 2% decline noted.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Engagement and Outreach</p> <p>Need: Feedback from various Parent Advisory Committees (PACs), ThoughtExchange surveys, and Local Control and Accountability Plan (LCAP) meetings with educational partners highlight a critical need for enhanced outreach and support in college and/or career navigation, academic support, emotional well-being, and student learning outcomes. Particularly alarming is the Chronic Absenteeism Rate, with 30.2% of all students chronically absent. This issue is even more pronounced among English Learners (ELs) and Homeless students, with Chronic Absenteeism Rates of 30.4% and 53.1%, respectively. Suspension Rates underscore the need for targeted interventions, with 2.7% of all students, 3.3% of Socioeconomically Disadvantaged students, 11.3% of Foster</p>	<p>In response to the identified needs of Foster Youth, English Learners (ELs), and Low-Income students, the District is implementing a comprehensive parent engagement strategy. This initiative aims to create parent/guardian engagement opportunities through workshops, advisory meetings, activities, services, and events.</p> <p>The District will actively reach out to the families of these student groups to better understand their unique needs and better support their students. This outreach will be facilitated through various Parent Advisory Committees (PACs), community meetings, surveys, and site meetings, where families can openly discuss their needs and offer suggestions for how the District can better support their children. By listening to their needs, the District will be able to tailor its support strategies to address specific challenges faced by Foster Youth, ELs, and Low-Income students.</p>	<p>California School Dashboard Indicators: English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate</p> <p>Local Indicator: Panorama</p>

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	<p>Youth, and 2.7% of ELs suspended at least once. Additionally, only 53% of students report a strong sense of self-efficacy, 44% manage emotions effectively, and there is a significant variation in the sense of belonging across different grade levels. These statistics paint a comprehensive picture of where the District must focus its efforts to support vulnerable student groups and enhance overall student well-being and student learning.</p> <p>Scope: LEA-wide</p>	<p>These engagement activities are designed to foster a stronger sense of belonging and community among students, enhance self-efficacy, and improve social and academic outcomes. By involving parents more deeply in the educational process, the District aims to create a more supportive and inclusive environment that addresses the barriers to regular attendance and academic success.</p> <p>The staff such as the attendance technicians make concerted efforts to support the Foster Youths, Low income, and ELs in coming to school. They provide resources and may do home visits to support increased attendance. This effort is done districtwide to capture the unduplicated students at all the school sites.</p>	
1.6	<p>Action: College and Career Readiness Support</p> <p>Need: According to the California School Dashboard (Dashboard), English Learners (ELs) and Foster Youth are in the Very Low and Socioeconomically Disadvantaged students are in the Medium performance level for the College and Career indicator. Additionally, Students with Disabilities, Two or More Races, Homeless, and African American/Black are in the Low performance level on the Dashboard. Both the Beaumont Teachers Association (BTA) and the California School Employees Association (CSEA) stated that students having access to college and career visits would improve engagement in the community</p>	<p>In response to the identified needs of Foster Youth, English Learners (ELs), and Low-Income students, the District is implementing a comprehensive College and Career Readiness Support initiative. This initiative aims to provide multiple college and career experiential opportunities, including postsecondary field trips, career-based boot camps, and post-high school seminars for all students. The District will specifically focus on students in the lowest performing band on the College and Career Indicator (CCI), which include ELs and Foster Youth in the "Very Low" and Homeless in the "Low" band. By offering opportunities during the school day to visit local universities and post-high school career partnerships, the District will address the unique needs of these student groups by enhancing their understanding of real-world</p>	<p>California School Dashboard Indicators: College and Career Indicator, English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate Local Indicator: Panorama</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and learning outcomes as it relates to student interest.</p> <p>Scope: LEA-wide</p>	<p>opportunities beyond the classroom. This initiative is designed to close the gap in access to postsecondary education and career pathways, ensuring that ELs, Foster Youth, Homeless students, and those in the lowest performing indicators on the California School Dashboard receive targeted support. This approach fosters collaboration and resource-sharing between District high schools and nearby universities/colleges, providing students with valuable insights into career paths they can pursue after graduation and promoting a more inclusive and supportive educational environment.</p> <p>This effort is done districtwide to capture the unduplicated students at all the school sites.</p>	
1.7	<p>Action: Attendance Improvement Through Districtwide Incentives</p> <p>Need: According to the California School Dashboard's Chronic Absenteeism Indicator, 53% of Homeless students were chronically absent, 32.8% of Foster Youth, 34% of Socioeconomically Disadvantaged, and 30.4% English Learners. African American/Black, American Indian, Hispanic, Two or More Races, and White students are all performing in the "Orange" for Chronic Absenteeism. These data demonstrate a greater need for attendance incentives districtwide.</p> <p>Scope:</p>	<p>To address these needs, the District will provide districtwide incentives for increased attendance, focusing on earned awards and positive reinforcement for the unduplicated students. This action aims to improve attendance rates by recognizing and rewarding consistent attendance, thereby encouraging students to attend school regularly.</p> <p>This approach is designed to support the unduplicated students, including English Learners, Foster Youth, Low-Income students. Examples of actions include school-wide incentives, award ceremonies, continuous progress monitoring, and individual and class incentives.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	California School Dashboard Indicator: Chronic Absenteeism

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	LEA-wide		
1.8	<p>Action: Health Support Services</p> <p>Need: Health needs across the District are rising, and more and more students require additional health services. Several Parent Advisory Committees (PACs) have expressed a desire to have Licensed Vocational Nurses (LVN) at each school site and additional Registered Nurses (RN) to address these health concerns. Furthermore, students who face chronic health challenges tend to be absent from school on a regular basis. Across the District, the Chronic Absenteeism Rate of all students is 30.2%. However, specific student groups, including Homeless students, experience disproportionately higher rates of Chronic Absenteeism: 53.1% for Homeless students, 30.4% for English Learners, and 34% for Socioeconomically Disadvantaged students. These disparities highlight the urgent need to address barriers to attendance and access to health services, particularly among the unduplicated student populations.</p> <p>Scope: LEA-wide</p>	<p>The District's initiative to provide health services, support, and resources through Registered Nurses (RN), Licensed Vocational Nurses (LVN), and Project Kind is strategically designed to address the identified needs of Low-Income students, Foster Youth, and English Learners. The District aims to enhance access to vital health services and education for these students and their families facing economic and social challenges by providing licensed professionals who foster community partnerships. This comprehensive approach targets immediate health concerns and empowers the unduplicated students and their families to make informed decisions about their well-being. These students receiving care may attend school more regularly and respond more favorably to health-related questions on the local Panorama indicator. By implementing these services districtwide, equitable access is ensured for all unduplicated students, fostering inclusivity and promoting their success.</p>	<p>California School Dashboard Indicator: Chronic Absenteeism Local Indicator: Panorama</p>
1.9	<p>Action: Sports Program Support</p> <p>Need:</p>	<p>Each school site will receive funding to support student after-school activities that meet the needs of their respective student groups. Low-Income students, Foster Youth, and English Learners will</p>	<p>California School Dashboard Indicator: Chronic Absenteeism Local Indicator: Panorama</p>

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	<p>Based on feedback from various Parent Advisory Committees (PACs), educational partners, and students, more sporting activities are needed for middle schools and alternative high schools. This need was brought to the attention of the school sites and the District because students expressed a desire for greater connectivity and connection to their schools.</p> <p>For students in grades 6-12, Supportive Relationships is 78.5% for Socioeconomically Disadvantaged (SED) students, 48% for Foster Youth, and 76% for English Learners (ELs). Positive Feelings is 57.5% for SED students, 56.5% for Foster Youth, and 61% for ELs. Emotion Regulation is 45.5% for SED students, 42% for Foster Youth, and 43% for ELs. Sense of Belonging is 38% for SED students, 45% for Foster Youth, and 43% for ELs.</p> <p>Students who are more connected to school are less absent and/or truant from school. Student groups that are performing at the Very Low and Low performance levels in Chronic Absenteeism include Homeless (53.1%), African American (25.9%), American Indian (46.2%), Foster Youth (32.8%), Hispanic (33.5%), Two or More Races (31.9%), White (25.2%), SED (34%), and Students with Disabilities (38.4%) compared to the District overall at 30.2%. The overall and low or medium performing student groups all declined in Chronic Absenteeism. In Suspension, ELs (2.7%), Homeless (6.9%),</p>	<p>have priority. This action will build greater school connectedness that help remove barriers to school attendance.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	

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	<p>Foster Youth (5.4%), and SED (3.3%) compared to the overall Suspension Rate of 2.7%. This data indicates areas of need for school connectedness to address performance disparities and improve outcomes for these student groups.</p> <p>Scope: Schoolwide</p>		
1.10	<p>Action: District Communication</p> <p>Need: Educational partner committees requested to increase communication and to develop greater parent engagement between parents/guardians and the District. Over the past three years, engagement has remained steady at approximately 21%, according to the Panorama survey. The ThoughtExchange Survey conducted with various educational partners suggests a greater need for clear communication. The community expressed a strong desire for collaborative partnerships between families and schools and systems that keep families informed. Their suggestions focused on strengthening family engagement and parent-school connections with clear lines of communication. Specifically, they proposed implementing additional meetings for educational partners and creating more committees focused on specific student groups.</p>	<p>In order for Foster Youth, English Learners (ELs), and Low-Income students to receive information regarding District services, districtwide events, District messaging about the importance of student attendance and outreach, the District is implementing a robust communication strategy to enhance public relations with parents/guardians and the broader community. This initiative is provided districtwide and allows a robust communication platform with translation software for ELs, Low-Income students, and Foster Youth in order for parents/guardians to become and stay connected to viable District resources. The District will leverage automated communication platforms, websites, contracted communication services, and the District's Public Information Officer (PIO) expertise. The PIO will be key in communicating upcoming events through the District's information system and attending site and District-level functions. By communicating via online platforms and visiting District functions, the PIO aims to increase connectivity within the school and the community, fostering a stronger sense of engagement and involvement leading to increase</p>	<p>California School Dashboard Indicators: Chronic Absenteeism</p>

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	<p>According to the California School Dashboard's Chronic Absenteeism Indicator, 53% of Homeless students were chronically absent, 32.8% of Foster Youth, 34% of Socioeconomically Disadvantaged, and 30.4% English Learners. Improved communication and engagement will strengthen the partnership leading to improved student attendance districtwide.</p> <p>Scope: LEA-wide</p>	<p>in student attendance for the unduplicated students.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	
1.11	<p>Action: Alternative to Suspension (ATS)</p> <p>Need: The California School Dashboard (Dashboard) Suspension Rate Indicator data shows that English Learners (ELs), Hispanic/Latino students, students of Two or More Races, and Students with Disabilities have increased in Suspension Rate and are performing at the Low (Orange) performance level. Filipino students also increased in suspensions and are performing at the Medium performance level. Other student groups have either declined or maintained their Suspension Rate.</p> <p>The Dashboard data highlights disparities in Suspension Rates and Chronic Absenteeism among these student groups. The overall Suspension Rate is 2.7%, whereas ELs have a Suspension Rate of 2.7%, Foster Youth 5.4%, Homeless students 6.9%, and</p>	<p>Educational partner feedback and data from the California School Dashboard indicate the need to decrease Suspension Rates for student groups in the Medium, High, and Very High levels while continuing to monitor students in the Low and Very Low levels. When analyzing school-wide data, there is a significantly higher Suspension Rate at the secondary school sites (listed below) than at the District's elementary schools. In response, the District is implementing an Alternative to Suspension (ATS) Program utilizing restorative practices at Beaumont High School (BHS), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Summerwind Trails School (STS). This program includes ATS teachers, Campus Aides at each site, and one ATS counselor.</p> <p>The ATS program allows students to work through self-discipline with the support of highly trained teachers, Campus Aides, and counselors. This initiative will address the needs of English</p>	<p>California School Dashboard Indicator: Suspension Rate Local Indicator: Panorama</p>

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	<p>Socioeconomically Disadvantaged (SED) students 3.3%. Chronic Absenteeism Rates are also concerning: 30.4% for ELs, 32.8% for Foster Youth, 53.1% for Homeless students, and 34% for SED students, compared to the overall rate of 30.2%.</p> <p>For students in grades 6-12, Supportive Relationships is 78.5% for SED students, 48% for Foster Youth, and 76% for ELs. Positive Feelings is 57.5% for SED students, 56.5% for Foster Youth, and 61% for ELs. Emotion Regulation is 45.5% for SED students, 42% for Foster Youth, and 43% for ELs. Sense of Belonging is 38% for SED students, 45% for Foster Youth, and 43% for ELs.</p> <p>The unique identified needs of the LEA's unduplicated student groups, as identified through a needs assessment that includes analysis of applicable student achievement data and educational partner feedback, indicate a significant requirement for interventions addressing Suspension Rates and Chronic Absenteeism. These needs highlight the necessity of implementing Alternatives to Suspension (ATS) to support students in building connections to school and classroom environments, fostering relationships, and maintaining access to student learning, thereby supporting self-discipline and overall well-being. This action is principally directed towards unduplicated student groups to address specific conditions and circumstances support needed to succeed.</p>	<p>Learners, Foster Youth, Low-Income students, Hispanic/Latino students, students of Two or More Races, and Students with Disabilities. The District and specific school sites will work directly with these groups to develop social and emotionaskills, ensuring a comprehensive approach to student well-being and success. This strategy is essential in creating an inclusive environment that supports all students, particularly those most at risk.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	

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	<p>Scope: Schoolwide</p>		
1.12	<p>Action: Restorative Practices</p> <p>Need: As informed by Panorama survey data and educational partner feedback, there is an apparent necessity for heightened Social-Emotional Learning (SEL). Specifically, for grades 3-5, students responded favorably to questions surrounding Emotion Regulation at 44%, Growth Mindset at 59%, Self-Efficacy at 54%, and Sense of Belonging at 64%. For grades 6-12, the figures are Sense of Belonging at 39%, Emotion Regulation at 47%, Supportive Relationships at 79%, and Positive Feelings at 58%.</p> <p>For unduplicated students in grades 3-5, Social Awareness is 66.5% for Socioeconomically Disadvantaged (SED) students, 67% for Foster Youth, and 62% for English Learners (ELs). Sense of Belonging stands at 63.5% for SED students, 65% for Foster Youth, and 64% for ELs. Growth Mindset is 58.5% for SED students, 55.5% for Foster Youth, and 54% for ELs. Self-Efficacy rates are 53% for SED students, 44% for Foster Youth, and 44% for ELs. Emotion Regulation is 44% for SED students, 45% for Foster Youth, and 44% for ELs. For students in grades 6-12, Supportive Relationships are</p>	<p>The District will continue to provide Professional Development (PD) for all site support staff, teachers, and administrators on the integrated approach of Social-Emotional Learning (SEL) and restorative practices. Based on SEL data compiled through Panorama, there is a clear need to address the well-being of all students districtwide, with priority given toward unduplicated students. By implementing evidenced-based restorative practices at all schools, the District aims to improve the social health of all students, increase self-efficacy and build supportive relationships which translate to greater support for student learning. The District will monitor improvement of these services based on longitudinal data.</p>	Local Indicators: Panorama

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	<p>at 78.5% for SED students, 48% for Foster Youth, and 76% for ELs. Positive Feelings are 57.5% for SED students, 56.5% for Foster Youth, and 61% for ELs. Emotion Regulation is at 45.5% for SED students, 42% for Foster Youth, and 43% for ELs. Sense of Belonging is 38% for SED students, 45% for Foster Youth, and 43% for ELs.</p> <p>This data points to a clear need for initiatives like restorative practices to support students' academic, behavioral, and social-emotional development. Community feedback also advocates for staff training in restorative practices. This approach aims to improve emotional regulation and well-being, reflecting the community's priorities for fostering a supportive and inclusive educational environment.</p> <p>Scope: LEA-wide</p>		
1.13	<p>Action: Climate and Culture</p> <p>Need: The District has identified needs in emotional regulation and a sense of belonging among student groups. This understanding comes from analyzing student achievement data and incorporating feedback from educational partners. The data indicates that only 44% of elementary and 47% of secondary students feel they can manage their emotions well.</p>	<p>Our District is enhancing existing programs, training, and software to strengthen a supportive and inclusive school environment. These improvements aim to increase emotion regulation and increase feelings of belonging by equipping students and staff with better tools to address issues with real-time monitoring and intervention software. The District is refining its educational content and Professional Development (PD) efforts to foster empathy and effective decision-making. By extending these enhanced services across the District, we aim to bolster emotional</p>	<p>California School Dashboard Indicator: Suspension Rate Local Indicator: Panorama</p>

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	<p>Similarly, a Sense of Belonging is reported at 64% among elementary students and only 39% among secondary students. Educational partners have stressed the importance of better equipping our students to understand and address bullying and to make positive decisions, which is essential for their development as responsible citizens.</p> <p>Additionally, specific data for unduplicated student groups from the Panorama survey highlights further disparities. For students in grades 3-5, Social Awareness is 66.5% for Socioeconomically Disadvantaged (SED) students, 67% for Foster Youth, and 62% for English Learners (ELs). Sense of Belonging stands at 63.5% for SED students, 65% for Foster Youth, and 64% for ELs. Growth Mindset is 58.5% for SED students, 55.5% for Foster Youth, and 54% for ELs. Self-Efficacy rates are 53% for SED students, 44% for Foster Youth, and 44% for ELs. Emotion Regulation is 44% for SED students, 45% for Foster Youth, and 44% for ELs. For students in grades 6-12, Supportive Relationships are at 78.5% for SED students, 48% for Foster Youth, and 76% for ELs. Positive Feelings are 57.5% for SED students, 56.5% for Foster Youth, and 61% for ELs. Emotion Regulation is at 45.5% for SED students, 42% for Foster Youth, and 43% for ELs. Sense of Belonging is 38% for SED students, 45% for Foster Youth, and 43% for ELs.</p> <p>Furthermore, Suspension Rates from the California School Dashboard highlight</p>	<p>and social success support to the Low income students, Foster Yourths, and ELs to all school sites. This targeted approach leverages data and input from educational partners to ensure impactful and sustainable improvements.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	

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	<p>disparities among specific student groups compared to the overall Suspension Rate of 2.7%. Specifically, ELs have a Suspension Rate of 2.7%, Foster Youth at 5.4%, Homeless students at 6.9%, and SED students at 3.3%. This data underscores the need for targeted interventions to improve emotion regulation, sense of belonging, and overall student well-being, ensuring a supportive and inclusive educational environment for all students.</p> <p>Scope: LEA-wide</p>		
1.14	<p>Action: Mental Health, Social-Emotional Support, and Classroom Climate Improvement</p> <p>Need: The need for increased mental health education for educators, additional resources for students struggling with mental health, and more effective strategies to manage bullying and behavioral issues was identified through input gathered from several Parent Advisory Committees (PACs), educational partner committee meetings, LCAP meetings, surveys, and School Site Council (SSC) meetings. The Panorama survey data highlights specific needs among unduplicated student groups. For grades 3-5, Social Awareness is 66.5% for Socioeconomically Disadvantaged (SED) students, 67% for Foster Youth, and 62% for English Learners (ELs). Sense of Belonging is 63.5% for SED students, 65% for Foster</p>	<p>The District will enhance support by providing access to Behavioral Health Therapists and Student Support Specialists. This will address the identified needs of unduplicated student groups, particularly Low-Income students, English Learners, and Foster Youth. This effort also targets student groups experiencing high rates of Chronic Absenteeism and Suspensions.</p> <p>The placement of behavioral therapists and Student Support Specialists ensures targeted support for mental health and behavioral challenges. Student Support Specialists will facilitate tailored interventions for students facing social challenges, directly improving their school experience. Adding behavioral materials and a feedback monitoring system will allow continuous refinement of interventions based on real-time feedback from students, teachers, and families.</p>	<p>California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicators: Panorama and Educational Partner Feedback</p>

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	<p>Youth, and 64% for ELs. Growth Mindset is 58.5% for SED students, 55.5% for Foster Youth, and 54% for ELs. Self-Efficacy is 53% for SED students, 44% for Foster Youth, and 44% for ELs. Emotion Regulation is 44% for SED students, 45% for Foster Youth, and 44% for ELs. For grades 6-12, Supportive Relationships are 78.5% for SED students, 48% for Foster Youth, and 76% for ELs. Positive Feelings are 57.5% for SED students, 56.5% for Foster Youth, and 61% for ELs. Emotion Regulation is 45.5% for SED students, 42% for Foster Youth, and 43% for ELs. Sense of Belonging is 38% for SED students, 45% for Foster Youth, and 43% for ELs.</p> <p>Additionally, data from the California School Dashboard shows disparities in Suspension Rates and Chronic Absenteeism among these student groups. The overall Suspension Rate is 2.7%, whereas ELs have a Suspension Rate of 2.7%, Foster Youth at 5.4%, Homeless students at 6.9%, and SED students at 3.3%. Chronic Absenteeism Rates are also concerning: 30.4% for English Learners (ELs), 32.8% for Foster Youth, 53.1% for Homeless students, and 34% for SED students, compared to the overall rate of 30.2%.</p> <p>The District recognizes the importance of inclusive family engagement and specialized support for diverse student groups to create a supportive school environment. This approach aims to ensure all students benefit from a nurturing and conducive learning atmosphere,</p>	<p>By implementing these supports districtwide, the District ensures that all students, especially those at risk, have consistent and equitable access to the resources needed for their well-being and student learning. This approach not only meets the immediate needs of these students but also builds a foundation for a supportive and inclusive school environment.</p>	

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	<p>addressing the identified needs and disparities to promote emotional regulation, a sense of belonging, and overall student well-being.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Professional Learning</p> <p>Need: Various Parent Advisory Committees (PACs) and Educational partners, including administrators, teachers, and support staff, have emphasized the need for more Professional Development (PD) on Best, First Instruction, teaching the whole child, and creating equitable practices for all. District data from the California School Dashboard (Dashboard) reveals that the District is 18.1 points below standard in English Language Arts (ELA) and 55.1 points below standard in Mathematics. Foster Youth are 108.4 points below standard, and Homeless students are 71.6 points below standard, with both groups declining by 15.1 points (Foster Youth) and 52.2 points (Homeless) from the previous year. Moreover, English Learners (EL) are 67.6 points below standard, Socioeconomically Disadvantaged (SED) students are 32.7 points below standard, and Hispanic/Latino students are 29.4 points below standard, with these groups experiencing declines of 10, 32.7, and 29.4 points, respectively.</p>	<p>The District is improving Professional Development (PD) to address the academic needs of unduplicated student groups who have greater learning needs. The initiative ensures that every educator across every school is proficient in the District's instructional framework, which is focused on delivering equitable and high-quality instruction. By equipping staff with evidence-based strategies in Curriculum, Instruction, Assessment, and Climate, the action aims to elevate the performance of low-performing student groups expressed in the identified need section.</p>	<p>California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Data: iReady and STAR</p>

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	<p>Additionally, in Mathematics, the data reveals significant challenges for specific student groups: ELs are 95.2 points below standard, Foster Youth 107.3 points below standard, Homeless students are 85.8 points below standard, White students are 33.4 points below standard, and Students with Disabilities are 115 points below standard.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Implementation and Support of Dual Language Immersion (DLI) Programs</p> <p>Need: The District English Language Advisory Committee (DELAC), various Parent Advisory Committees (PACs), and educational partners emphasized the need for students to have access to multiple languages in the District. The District's California School Dashboard (Dashboard) data show that EL students performed 48.9 points lower than the all student group on the CAASPP English Language Arts in 2023-24. Students with access to Dual Language Immersion (DLI) outperform their counterparts on state assessments in grade 11. These data were disaggregated for those students in grade 11 who maintained DLI enrollment from kindergarten to 12th grade. English Learners (ELs) and Socioeconomically Disadvantaged</p>	<p>The District is taking steps to increase services to address the community's call to maintain and expand the Dual Language Immersion (DLI) programs. This action will provide additional resources to Starlight Elementary (SLE), Palm Innovation Academy (PIA), and San Gorgonio Middle School (SGMS) to ensure that students at every grade have access to DLI programs. By offering support and enhancing the DLI program, this action addresses the needs of English Learners (ELs) and Socioeconomically Disadvantaged (SED) students throughout their academic careers.</p> <p>Additionally, this action will improve student outcomes on the California School Dashboard (Dashboard) in English Language Arts (ELA) and Mathematics, along with increased outcomes on local assessments such as iReady and STAR.</p>	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Data: iReady and STAR

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	<p>(SED) students are benefiting from their enrollment in the DLI program. The need is to maintain and expand DLI programs throughout designated DLI schools to meet the request of the District's educational partners.</p> <p>Scope: Schoolwide</p>		
2.3	<p>Action: Foundational Literacy Support</p> <p>Need: This action item is designed to enhance literacy among elementary and Transitional Kindergarten (TK)-8 students, specifically targeting those reading two or more grade levels behind. The District's goal of all children reading at grade level by grade three is a need directly met by this action. Local data for the 2023-24 school year indicates that while 47.4% of all students are at or above grade level in English Language Arts (ELA), certain groups have notable discrepancies. Only 38.2% of English Learners (EL), 21.9% of Foster Youth, and 31.1% of Homeless students meet the standard, highlighting the critical need for literacy intervention support.</p> <p>Scope: LEA-wide</p>	<p>To meet this need, the District is implementing a foundational literacy program that includes dedicated teachers and support staff, along with appropriate learning materials at each elementary and TK-8 school. The program is structured to provide focused, small-group assistance, enabling unduplicated student groups to receive targeted assistance in small-group settings to improve reading fluency and comprehension.</p> <p>By focusing resources on foundational literacy, the District aims to significantly raise literacy rates among all students, especially unduplicated students. This strategic approach is expected to create a more equitable educational experience for unduplicated and other students facing literacy challenges. This action supports the District's goal of all children reading at grade level by grade three.</p>	Local Indicator: iReady Reading
2.4	<p>Action: Early High School Intervention</p>	<p>To address these academic challenges, the District has implemented the Building Assets and Reducing Risks (BARR) program to intervene on</p>	Local indicator: Students Receiving at Least One D or F in 9th Grade

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	<p>Need: Local indicator data for 9th-grade students receiving D and F grades highlights significant academic challenges among all students, particularly Foster Youth, English Learners (ELs), Socioeconomically Disadvantaged (SED)/Low-Income, Hispanic/Latino, African American/Black, and White students. Ninth grade continues to be an area of concern, with exceedingly high levels of D and F scores. There is a broad need for targeted interventions to support academic success. This action addresses the need specifically at Beaumont High School as the District only has one comprehensive high school with 9th grade students.</p> <p>Scope: Schoolwide</p>	<p>behalf of 9th-grade students at Beaumont High School (BHS) who are struggling academically. The BARR Coordinator facilitates intervention groups, conducts academic checks, follows up with 9th-grade teachers, and schedules academic conferences with parents and teachers in order to improve outcomes. The ELs and Low income students will especially benefit from the early intervention.</p>	
2.5	<p>Action: Instructional Coaches</p> <p>Need: District data from the California School Dashboard (Dashboard), particularly in English Language Arts (ELA) and Mathematics, highlights a need for academic support at lower-performing school sites. Numerous Parent Advisory Committees (PACs), educational partners, and survey data provided feedback on the necessity for increased performance academically. Due to performance data on the Dashboard, which is low for unduplicated students, particularly for Foster Youths, the District has identified a</p>	<p>To address the identified academic needs, the District will provide academic coaches to support teachers and school sites. These coaches will offer in-class demonstrations, site-specific Professional Development (PD), and individual teacher support. This will empower teachers to tailor their instruction to their students, specifically Foster Youth, leading to improved academic performance. This initiative is implemented on a districtwide basis with coaches specializing in the areas of math, English Language Arts (ELA), science, English Language Development (ELD), Special Education, social studies, and literacy. This comprehensive approach allows the District to effectively address disparities and enhance educational outcomes across all schools.</p>	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Indicator: iReady

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	<p>need to ensure that instructional coaches provide classroom teachers with evidence-based strategies, demonstration lessons, model lessons, ongoing coaching, and lesson reviews. The research demonstrates that an effective teacher is the number one indicator of high-achieving students. Instructional coaches aim to improve the pedagogical practices of all teachers districtwide.</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Instructional Technology Support</p> <p>Need: Educational partners, including teachers and support staff, have identified a pressing need for specific Professional Development (PD) focused on effectively using integrated software, online platforms, and integrating technology in the classroom as a tool to enhance, not replace, traditional learning methods. They have highlighted the rapid changes in technology, particularly noting advancements in Generative Artificial Intelligence (AI), such as Google Gemini and various Large Language Models (LLM), which can significantly increase teaching efficiency and enhance learning experiences. Additionally, the rise in the number of students participating in esports has created a need for adults to learn and understand the dynamics of esports to support and guide student engagement in this growing field effectively.</p>	<p>The District will enhance its support for instructional technology by continuing to develop online self-paced courses and offer in-person training. This comprehensive Professional Development (PD) program is designed to equip educators with the skills necessary to effectively use integrated software and online platforms. The District will also provide Site Technology Coach stipends to those who are the immediate contact for site teachers and staff struggling with the use of technology. By providing these resources on a districtwide basis, we ensure that all educators, regardless of their school site, have equal access to the latest technological tools and training. This initiative not only addresses the immediate needs highlighted by educational partners but also prepares staff for rapid technological advancements, ultimately enriching the learning environment for students across the District.</p> <p>To address these needs, the District will implement PD aimed at enhancing teachers' ability to effectively integrate technology and advanced</p>	<p>California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Indicator: iReady/STAR</p>

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	<p>California School Dashboard (Dashboard) data reveals significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. ELs are 67.6 points below standard in ELA and 95.2 points below standard in Mathematics. Foster Youth are 108.4 points below standard in ELA and 107.3 points below standard in Mathematics. Low-Income students are 32.7 points below standard in ELA and 67.6 points below standard in Mathematics. Local data from iReady and STAR assessments further highlight these gaps. In ELA for grades K-8, only 38.2% of ELs, 21.9% of Foster Youth, and 43.2% of Low-Income students are at or above grade level. In Mathematics for grades K-8, 35.2% of ELs, 13.6% of Foster Youth, and 34.5% of Low-Income students are at or above grade level.</p> <p>Scope: LEA-wide</p>	<p>AI tools into their teaching methods. This action is designed to improve instructional practices and student engagement, particularly for ELs, Foster Youth, and Low-Income students who are currently underperforming. The District aims to support these students' academic growth and close achievement gaps by equipping educators with the skills to utilize new technologies.</p>	
2.7	<p>Action: College and/or Career Readiness</p> <p>Need: The District has identified a critical need to expand student access to Career Technical Education (CTE) pathways, increased access to A-G courses, and prerequisites for</p>	<p>To address the needs of Foster Youth, English Learners (ELs), Socioeconomically Disadvantaged (SED)/Low-Income, Hispanic/Latino, African American/Black, and White students, the District is enhancing its focus on college and/or career readiness. College and Career Readiness begins at TK and extends to 12th graders. Components of the District's "Be Ready Beaumont" initiative</p>	<p>California School Dashboard: College and Career Indicator (CCI) Local Measure: CTE, A-G</p>

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	<p>California colleges and universities. Feedback from various Parent Advisory Committees (PACs) has underlined the importance of providing English Learners, Foster Youth, and Low-Income students with greater access to these opportunities. The California School Dashboard (Dashboard) data on the College and Career Indicators (CCI) places English Learners and Foster Youth in the Very Low-performance level, while African American/Black, Homeless, Two or More Races, and Students with Disabilities are in the Low-performance level. Hispanic/Latino, Socioeconomically Disadvantaged (SED)/Low-Income, and White students are at the Medium performance level. Based on the CCI, these groups exhibit a substantial need for improved access to college and career readiness opportunities.</p> <p>Scope: LEA-wide</p>	<p>includes career exploration in elementary school followed by Career Technical Education (CTE) exploratory wheels in middle school and deeper technical engagement in high school. This action includes maintaining a Director of College and Career Readiness, a college and career instructional coach, and adding a Career Readiness Coordinator along with clerical support to provide services districtwide.</p> <p>These roles will expand opportunities for students by developing and supporting CTE pathways, enhancing post-secondary partnerships, arranging internships, and facilitating college and career exploration activities. This targeted approach aims to improve college and career readiness for Unduplicated Pupil Percentage (UPP) ensuring they have the necessary tools and guidance to succeed beyond Beaumont Unified School District.</p>	
2.11	<p>Action: Districtwide Professional Learning Day</p> <p>Need: Feedback gathered from various Parent Advisory Committees (PACs), Local Control Accountability Plan (LCAP) discussions, and School Site Council (SSC) meetings indicates a pronounced need for enhanced Professional Development (PD). Teachers and support staff have expressed a desire for increased and improved PD opportunities that equip them with effective strategies to close the</p>	<p>To meet these needs, the District will host a full day of comprehensive Professional Development (PD) for all staff, including certificated teachers, support staff, and administrators. Feedback from teachers, administrators, and support staff ensures the content of the PD sessions are relevant and effective. These PD opportunities focus on innovative teaching strategies, data analysis, and interventions that support student learning and aim to diminish the disparities highlighted in the Dashboard for the ELs, Foster Youth, and Low income students.</p>	<p>California School Dashboard Indicator: English Language Arts (ELA), Mathematics, College and Career, and Graduation Rate</p> <p>Local Indicator: Career Technical Education (CTE), A-G Completion, Reading and Mathematics</p>

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	<p>achievement gap identified in the District's California School Dashboard (Dashboard) data, where specific student groups, particularly Foster Youth, are performing below the District average in English Language Arts (ELA) and Mathematics.</p> <p>California School Dashboard (Dashboard) data reveals significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. ELs are 67.6 points below standard in ELA and 95.2 points below standard in Mathematics. Foster Youth are 108.4 points below standard in ELA and 107.3 points below standard in Mathematics. Low-Income students are 32.7 points below standard in ELA and 67.6 points below standard in Mathematics.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on a districtwide basis to ensure that all staff, regardless of their role or school site, have access to the same high-quality training. A unified approach to professional learning ensures consistency in educational strategies across the District, fostering a collaborative environment where staff can share best practices and work collectively towards improving student outcomes.</p>	
2.12	<p>Action: Increase Post-Secondary Access and Support</p> <p>Need: There is a recognized need within the community to provide students, who typically could not afford postsecondary assessment fees, with the opportunity to take key exams that are pivotal for college and university admission. This need is particularly acute for</p>	<p>In alignment with this identified need, the District will allocate funding for postsecondary aligned testing programs, including the PSAT™ 8/9/10, PSAT/NMSQT®, SAT®, and AP® tests. This funding initiative is designed to grant equitable access for Low-Income, Foster Youth, and Homeless students, ensuring that financial constraints do not impede college readiness.</p>	<p>The progress of this action will be measured by tracking the number of funded PSAT™ 8/9/10, PSAT/NMSQT®, SAT®, and AP® tests taken by Low-Income, Foster Youth, and Homeless students, along with year-</p>

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	<p>Low-Income students, Foster Youth, English Learners, and Homeless students. Insights from the ThoughtExchange, various Parent Advisory Committees (PACs), and educational partners have emphasized the importance of the District continuing to fund these assessments to ensure students can participate regardless of income level.</p> <p>Scope: Schoolwide</p>	<p>The provision of this support on a districtwide basis is rooted in the commitment to equity and the belief that every student, regardless of economic status, should have the opportunity to pursue higher education. By absorbing the costs of these exams, the District removes financial hurdles, enabling broader participation and potentially improving postsecondary outcomes for students.</p>	<p>to-year participation changes.</p>
2.13	<p>Action: Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12</p> <p>Need: The District has recognized a need to integrate problem-solving skills through Science, Technology, Engineering, and Mathematics (STEM) opportunities. Educational partners, along with teachers and support staff, have expressed in the ThoughtExchange the need for elementary students to have access to Career Technical Education (CTE) at an earlier age to facilitate smoother transitions into middle and high school CTE pathways. STEM TK-12 opportunities allow students exposure to highly technical content that creates opportunities for students to explore interest in 6-12 CTE pathways.</p> <p>California School Dashboard (Dashboard) data indicates significant performance disparities among English Learners (ELs),</p>	<p>The District will provide materials, supplies, and PD for TK-12 STEM programs to meet this need. This action is designed to give students early exposure to STEM and CTE foundations, enriching learning experiences and fostering the necessary skills for future academic and career success. By introducing these programs at the elementary level, students can develop an early interest and proficiency in STEM that aligns with the integrated content approach of state assessments. This initiative is provided districtwide to ensure ELs, Foster Youths, and Low income students have access to quality STEM education across the district, laying a consistent groundwork for student advancement.</p>	<p>California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Data: iReady and STAR California Science Test (CAST)</p>

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	<p>Foster Youth, and Low-Income students compared to the overall student population. In English Language Arts (ELA), all students are 18.1 points below standard, whereas ELs are 67.6 points below standard, Foster Youth are 108.4 points below standard, and Low-Income students are 32.7 points below standard. In Mathematics, all students are 55.1 points below standard, while ELs are 95.2 points below standard, Foster Youth are 107.3 points below standard, and Low-Income students are 67.6 points below standard.</p> <p>Local data from iReady and STAR assessments also highlight these gaps. In ELA for grades K-8, 47.4% of all students are at or above grade level, compared to 38.2% of ELs, 21.9% of Foster Youth, and 43.2% of Low-Income students. In Mathematics for grades K-8, 38.9% of all students are at or above grade level, while only 35.2% of ELs, 13.6% of Foster Youth, and 34.5% of Low-Income students meet this benchmark.</p> <p>To address these gaps, the action aims to provide materials, supplies, and Professional Development (PD) for TK-12 STEM programs so that students can gain early exposure to STEM and Career Technical Education (CTE) foundations. By introducing STEM education at an earlier stage, the District intends to build a strong foundation that will support improved academic performance and increased engagement in CTE pathways. This early exposure is crucial for fostering interest and proficiency in highly technical fields.</p>		

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	<p>Scope: LEA-wide</p>		
2.14	<p>Action: Mathematics Specialist and Intervention Teachers</p> <p>Need: As indicated by the California School Dashboard (Dashboard) data, the District faces significant challenges in Mathematics achievement, with an overall performance of 55.1 points below standard at the Low-performance level. Specifically, English Learners, Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities, and White students demonstrate notable gaps in mathematics proficiency, with scores ranging from 33.4 to 115 points below standard. Educational partners, along with feedback from the ThoughtExchange survey, emphasize the necessity for a more focused approach to mathematics instruction districtwide to address these disparities.</p> <p>Scope: LEA-wide</p>	<p>To address these challenges, the District will implement mathematics support programs at the secondary level, led by a Math Specialist and supported by math intervention teachers at all secondary school sites. These strategic math intervention programs will target students presenting gaps, specifically, English Learners, Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities, and White students, in math skills and provide tailored support to improve proficiency. By offering support districtwide, the action ensures equitable access to mathematics intervention programs for all students in need, aligning with the District's commitment to addressing disparities in mathematics achievement across student groups.</p>	<p>California School Dashboard Indicator: Mathematics Local Indicator: iReady/STAR mathematics</p>
2.15	<p>Action: Elementary Math Support</p> <p>Need:</p>	<p>The District will provide a dedicated elementary mathematics support teacher at each elementary school in response to these needs. These support teachers will enhance mathematics instruction by collaborating with classroom teachers on co-</p>	<p>California School Dashboard Indicator: Mathematics</p>

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	<p>The state assessment results in Mathematics underscore a districtwide need for enhanced mathematics instruction. English Learners, Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities, and White students perform at the lowest levels (Orange and Red). The gaps in proficiency levels, highlighted by the California School Dashboard (Dashboard), point to a need for improved foundational math instruction at the elementary level. Feedback from educational partners and surveys calls for a districtwide strategy to strengthen Tier I mathematics instruction.</p> <p>Scope: LEA-wide</p>	<p>planning, co-teaching, delivering demonstration lessons, and offering direct support to students and teachers. This action will be implemented districtwide to ensure English Learners, Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities, and White students benefit from strengthened Tier I mathematics instruction, aiming to improve performance levels and bridge proficiency gaps.</p>	<p>Local Indicator: iReady/STAR Mathematics</p>
2.16	<p>Action: Advancement Via Individual Determination (AVID)</p> <p>Need: Various Parent Advisory Committees (PACs), and community and educational partners have underlined the importance of college and career readiness, particularly for first-generation college students who may lack guidance and resources at home for navigating post-secondary opportunities. According to the College and Career Indicator (CCI), only 41.5% of all students are "Prepared" which puts the District in the Medium range. Our English Learners (ELs), Foster Youth, and Low-Income students are reported as 8.7%, 25%, and 38.1%</p>	<p>The District will invest in the Advancement Via Individual Determination (AVID) program by providing professional learning opportunities, staffing, secondary tutoring costs, and membership fees to address this. AVID's proven framework focuses on writing, critical thinking, teamwork, organization, and reading skills to enhance student preparedness for post-secondary education and career success. Districtwide implementation ensures that all secondary students, especially those aspiring to be the first in their families to attend college, including English Learners (ELs), have the support to excel in AP, CTE, and A-G courses, fostering an educational environment that promotes higher academic achievement and readiness for all students.</p>	<p>California School Dashboard (Dashboard): College and Career Indicator (CCI)</p> <p>Local Indicator: Career Technical Education (CTE) completion rates, Advanced Placement (AP) passing rates, and A-G completion rates</p>

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	<p>"Prepared," which is in the lower than the all student performance of 42.9%. Because of this, the District acknowledges the need to increase access to Advanced Placement (AP) courses, Career Technical Education (CTE), and A-G requirement courses to better prepare students for college and career pathways.</p> <p>Scope: LEA-wide</p>		
2.17	<p>Action: Supplemental Materials</p> <p>Need: The District has identified a goal of ensuring that all students read at grade level by grade three. This is a critical milestone in a student's educational trajectory, with research that proves exponential success later in life if this goal is achieved. iReady reading scores reveal significant disparities in reading proficiency, with English Learners, Foster Youth, Homeless students, and those receiving Special Education services falling well below the proficiency levels of their peers. Notably, these student groups show proficiency percentages ranging from 17.4% to 38.2%, lower than the District average of 47.4% for All Students. There is a clear need to support students not meeting grade-level reading proficiency by the end of each school year.</p> <p>Scope:</p>	<p>In response, the District will provide supplemental instructional materials, supplies, clerical support, and training for Tier I, II, and III literacy and math programs such as the 95% Group, Corrective Reading, and Read Naturally. These resources are targeted at enhancing the support structures around literacy, ensuring struggling students can access tailored interventions necessary to improve reading skills of English Learners, Foster Youth, Homeless students, and those receiving Special Education.</p> <p>Providing these materials and training districtwide ensures all students receive consistent and comprehensive support, especially those from the identified student groups with the greatest needs. This districtwide approach is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p>	Local Indicator: iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	<p>Action: School Site Support</p> <p>Need: Based on feedback from various Parent Advisory Committees (PACs), Beaumont Teacher's Association (BTA), and Classified School Employees Association (CSEA), there is a recognized need to increase and improve services for Foster Youth, English Learners, Low-Income, and low-performing student groups. School sites require additional support tailored to the needs of their communities. Metrics from the California School Dashboard (Dashboard) are included in the School Plans for Student Achievement (SPSA), which list specific activities and/or strategies that meet the needs of their schools.</p> <p>District data from the California School Dashboard (Dashboard) reveals that the District is 18.1 points below standard in English Language Arts (ELA) and 55.1 points below standard in Mathematics. Foster Youth are 108.4 points below standard, and Homeless students are 71.6 points below standard, with both groups declining by 15.1 points (Foster Youth) and 52.2 points (Homeless) from the previous year. Moreover, English Learners (EL) are 67.6 points below standard, Socioeconomically Disadvantaged (SED) students are 32.7 points below standard, and Hispanic/Latino students are 29.4 points below standard, with these groups</p>	<p>Each school site will strategically utilize allocated funds according to its SPSA, which reflects a deep analysis of its specific Dashboard metrics. This method ensures that interventions and strategies are targeted and directly linked to empirically identified needs at each site. By aligning the SPSA with the LCAP on a school-wide basis, the action ensures a cohesive approach across the District, fostering uniform progress toward meeting state standards and improving outcomes for the lowest-performing student groups.</p> <p>The rationale for implementing these actions on a districtwide or schoolwide basis is to ensure a consistent and equitable educational experience for all students, particularly unduplicated student groups. This approach guarantees that all students, regardless of their school site, receive access to necessary resources and support, thereby promoting a more inclusive and effective educational environment.</p>	<p>California School Dashboard; English Language Arts (ELA) and Mathematics Academic Indicator</p> <p>Local Indicator: Panorama</p> <p>Local Indicator: i-Ready, STAR</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>experiencing declines of 10, 32.7, and 29.4 points, respectively.</p> <p>Additionally, in Mathematics, the data reveals significant challenges for specific student groups: ELs are 95.2 points below standard, Foster Youth 107.3 points below standard, Homeless students are 85.8 points below standard, White students are 33.4 points below standard, and Students with Disabilities are 115 points below standard.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Full-Day Transitional Kindergarten/Kindergarten</p> <p>Need: The District has recognized a significant need to expand early educational opportunities specifically for its unduplicated student groups, including Foster Youth, Homeless, English Learners, and Low-Income students. Historically, these groups have faced unique challenges and barriers in accessing quality early education, which is crucial for foundational learning and long-term academic success.</p> <p>A comprehensive needs assessment conducted by the District, which included an analysis of student achievement data and feedback from educational partners, indicated</p>	<p>The District is enhancing its educational offerings by providing a full-day kindergarten option in addition to the existing half-day program. This improvement aims to address the specific needs of Foster Youth, Homeless, English Learners, and Low-Income students, building on data showing that students who start earlier in our system tend to outperform those who enroll later.</p> <p>By offering full-day kindergarten, the District is improving service availability and flexibility for families, enabling a more tailored educational approach that supports our community's diverse needs. This expanded option underscores the District's ongoing commitment to equity and access, ensuring that every family can choose the educational setting that best supports their child's early learning and development.</p>	<p>California School Dashboard; English Language Arts (ELA) and Mathematics Academic Indicator</p> <p>Local Indicator: i-Ready</p> <p>Local Indicator: Panorama</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that students who begin their education in the District's kindergarten programs are more likely to achieve higher academic performance than those who enroll later, particularly after grade 3. This trend underscores the importance of early intervention and sustained educational support starting in kindergarten.</p> <p>The community has expressed a strong desire to continue full-day kindergarten programs, particularly to better support the unduplicated student groups who benefit most from increased instructional time and resources.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: Transitional Kindergarten/Kindergarten (TK/K) Support</p> <p>Need: Kindergarten teachers and the Beaumont Teachers Association (BTA) have identified the need for additional support during critical transition times, such as early bird/late bird overlaps, and throughout the instructional day. The goal is to maximize foundational outcomes for kindergarten students. Providing this support would allow kindergarten teachers to focus more effectively on small-group instruction and ensure all students have access to the core curriculum.</p>	<p>To address these needs, the District will provide additional support for kindergarten teachers during critical transition times and throughout the instructional day. This support will enable teachers to focus more effectively on small-group instruction, ensuring all students, especially ELs, Foster Youth, and Low-Income students, have access to the core curriculum. By addressing these needs, the District aims to improve the foundational outcomes for kindergarten. Ensuring this assistance is available at every school districtwide will help create a uniform approach to kindergarten instruction across the District, laying a solid educational foundation for every the ELs, Foster Youth, and Low-Income students.</p>	Local Indicator: i-Ready

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	<p>Local indicator data from i-Ready for Kindergarten to 8th grade highlights significant performance gaps among unduplicated student groups, specifically English Learners (ELs), Foster Youth, and Low-Income students. In English Language Arts (ELA), only 38.2% of EL, 21.9% of Foster Youth, and 43.2% of Low-Income students are at or above grade level, compared to 47.4% of all students. In Mathematics, only 35.2% of ELs, 13.6% of Foster Youth, and 34.5% of Low-Income students are at or above grade level, compared to 38.9% of all students.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Secondary Class Size Reduction</p> <p>Need: There is a recognized need within the District to reduce the student-to-teacher ratio in English Language Arts and Mathematics classes at the secondary level (grades 7-12). Teachers and the Beaumont Teachers Association (BTA) have highlighted this need, emphasizing that smaller class sizes would allow for more effective delivery of Tier I, II, and III instruction, increase course access, and improve overall academic outcomes. This reduction in class size is also anticipated to decrease classroom referrals and enhance scholarly behaviors among students.</p>	<p>District plans to implement a class size reduction initiative specifically for core content areas with a focus on English Language Arts and Mathematics to support ELs, Foster Youth, and Low-Income students who are underperforming. By lowering the student-teacher ratios, teachers will be able to provide more personalized attention to each student, thereby supporting more detailed feedback and direct instructional support. This strategic focus on core academic areas is intended to address disparities in student performance and behavioral issues effectively.</p> <p>This initiative is provided on a districtwide basis to ensure all secondary schools benefit from improved teaching and learning conditions.</p>	<p>California School Dashboard English Language Arts (ELA) and Mathematics Academic Indicator, Suspension Rate</p> <p>Local Indicator: D/F rate, i-Ready, STAR, Panorama, Behavioral Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard data indicates significant performance disparities among unduplicated student groups in both English Language Arts (ELA) and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. EL are 67.6 points below standard in ELA (Low - Orange) and 95.2 points below standard in Mathematics (Very Low - Red). Foster Youth are 108.4 points below standard in ELA (Very Low - Red) and 107.3 points below standard in Mathematics (Low - Orange). Low-Income students are 32.7 points below standard in ELA (Low - Orange) and 67.6 points below standard in Mathematics (Medium - Yellow).</p> <p>Local data from STAR assessments further highlight these gaps. In grades 9-12, only 29.9% of ELs and 12.5% of Foster Youth are at or above grade level in ELA; 21.3% of EL and 0% of Foster Youth are at or above grade level in Mathematics.</p> <p>Scope: Schoolwide</p>		
3.5	<p>Action: Teacher Induction</p> <p>Need: The District has identified a need to enhance support and development of new teachers through a structured induction process. Partnering with the Riverside County Office of Education (RCOE) Center for Teacher</p>	<p>To address this need, the District will contract with the RCOE to participate in the CTI Program and provide stipends for CTI coaching. This action is designed to ensure that new teachers receive high-quality mentoring and professional development from experienced coaches, which is critical for their growth and effectiveness in the classroom. The provision of CTI coaching stipends additionally incentivizes seasoned teachers to</p>	<p>California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics</p>

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	<p>Innovation (CTI) has been determined as essential service to prepare new teachers effectively. New teachers to the profession need additional help and support to ensure that they are well-equipped to handle the demands of the teaching profession. Research demonstrates that the number one most important variable for student achievement is a well trained and highly qualified teacher. Student achievement is measured on the California School Dashboard (Dashboard).</p> <p>Dashboard data indicates significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. ELs are 67.6 points below standard in ELA (Low - Orange) and 95.2 points below standard in Mathematics (Very Low - Red). Foster Youth are 108.4 points below standard in ELA (Very Low - Red) and 107.3 points below standard in Mathematics (Low - Orange). Low-income students are 32.7 points below standard in ELA (Low - Orange) and 67.6 points below standard in Mathematics (Medium - Yellow).</p> <p>Scope: LEA-wide</p>	<p>become mentors thus strengthening the overall teaching framework within the District.</p> <p>Implementing this induction program districtwide allows for a uniform approach to teacher development across all schools, ensuring that every new teacher has access to the same level of support and resources to support high quality teaching practices for ELs, Foster Youth, and Low-Income students who are currently underperforming.</p>	
3.6	<p>Action: Access to Technology</p>	<p>In response to this identified need, the District will provide equitable wireless Internet access and personal devices such as laptops or</p>	<p>Local Indicator: Appropriately Assigned Teachers, Access to</p>

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	<p>Need: Through various educational partner surveys, there has been a clear desire to ensure that students, particularly the unduplicated students, have access to a home computing device and access to the internet. Several requests have been made to provide continuous access to technology at home and in school without the burden of transporting devices back and forth daily. While students currently have access to technology in the classroom, the ability to extend this access to their homes is seen as a critical improvement that can enhance learning opportunities and ensure equity in closing the digital divide.</p> <p>Additionally, numerous educational partners requested that the District provide state-of-the-art technology in classrooms used by trained teachers and co-instructional staff so that the Low income and Foster Youth students have a modern technical environment to learn from.</p> <p>Scope: LEA-wide</p>	<p>Chromebooks, including maintenance and repair services. To further support this initiative, additional technology equipment for instructional use will be provided, along with dedicated professional learning for educators to integrate these technological resources into their teaching effectively.</p> <p>This action is extended on a districtwide basis to ensure that all Foster Youth, English Learners, and Low-Income students, who lack technological resources at home, have access to necessary technological tools. This districtwide implementation addresses the digital divide and supports the unduplicated students' educational continuity in their home environments, enhancing their learning outcomes and readiness for college and/or career.</p>	Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Local Control Funding Formula [LCFF] Priority 1); Implementation of State Academic Standards (LCFF Priority 2); Access to a Broad Course of Study (LCFF Priority 7)
3.7	<p>Action: Supplemental Software</p> <p>Need: Various Parent Advisory Committees (PACs), educational partners and teachers have expressed a need for supplemental software that not only enhances the efficiency and effectiveness of academic instruction across</p>	<p>To address these requirements, the District will implement supplemental software solutions that include analytics capabilities to integrate and analyze data on student behavior, attendance, and academics. This integration is vital for a robust Multi-Tiered System of Supports (MTSS), allowing for targeted and effective interventions. The software will also include universal screeners that help educators assess and address the</p>	California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Academic Indicator Local Indicator: i-Ready, STAR

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	<p>various subjects such as mathematics and English Language Arts (ELA), but also supports interventions that improve overall instructional quality. There is a strong demand for analytics software and universal screener software. These tools are essential for assessing foundational skills in reading and mathematics, enabling educators to tailor interventions and supports to meet individual student needs more effectively.</p> <p>i-Ready data demonstrates that 29% of students districtwide perform one grade level below with 24% performing two or more grade levels below in Reading. Additionally, in mathematics, 38% of all students perform one grade level below with 23% performing two or more grade levels below.</p> <p>Students in grades 9-12, on average, performed at a quantile level of 1110 in Math which is equivalent to the beginning of the 10th grade year (STAR). In ELA, students in grades 9-12, on average, performed at a Lexile level of 1215L which is equivalent to the middle of the 9th grade year.</p> <p>Dashboard data indicates significant performance disparities among unduplicated student groups in ELA and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. ELs are 67.6 points below standard in ELA (Low - Orange) and 95.2 points below standard in Mathematics (Very Low - Red). Foster Youth are 108.4 points below standard</p>	<p>foundational academic skills of Foster Youth, Low-Income students, and ELs.</p> <p>Providing these technological tools on a districtwide basis ensures that all educators have access to consistent, high-quality resources that support data-driven decision-making. This unified approach helps standardize the educational experience across the District, fostering equitable educational opportunities and supporting the diverse needs of the Foster Youth, Low-Income students, and ELs.</p>	

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	<p>in ELA (Very Low - Red) and 107.3 points below standard in Mathematics (Low - Orange). Low-Income students are 32.7 points below standard in ELA (Low - Orange) and 67.6 points below standard in Mathematics (Medium - Yellow).</p> <p>Scope: LEA-wide</p>		
3.8	<p>Action: Emergency Preparation</p> <p>Need: Based on feedback from numerous Parent Advisory Committees (PACs), educational partners, families, community members, survey data, students and staff, there is a recognized need to enhance access to disaster and emergency preparedness training within the District. The goal is to make these trainings more accessible and equitable through an online platform allowing teachers and staff the flexibility to complete them during the workday or during designated professional learning times. Local Panorama data will be utilized to gauge student, parent, and staff perception of safety.</p> <p>The District conducted a survey for all interested families. The District had 420 respondents answer a series of questions surrounding safety. 76% of all respondents answered favorably to questions about school safety which is a 4% increase from the</p>	<p>The District will implement disaster and emergency preparedness protocols in response to this need through a comprehensive online training platform. This platform will provide essential preparedness training that can be accessed by all staff at any time, accommodating different schedules and ensuring that every staff member has the opportunity to complete the training without disrupting their daily responsibilities.</p> <p>The training will help support school staff in conducting school-wide drills to ensure student, staff, and parent safety.</p> <p>Providing this training on a districtwide basis ensures a consistent level of preparedness across all schools, fostering a safe and orderly school environment specifically for Foster Youth and Low-Income students. The training's online nature supports equitable access, making it possible for every staff member to be equally prepared, regardless of their specific school location or personal time constraints.</p>	Local Indicator: Panorama; Parent and Family Engagement (Local Control Funding Formula [LCFF] Priority 3); School Climate (LCFF Priority 6)

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	<p>previous year. Additionally, 76% of staff who responded to the survey answered favorably about a sense of well-being which is also up 4% from the previous year.</p> <p>For students in grades 3-5, Social Awareness is 66.5% for Low-Income, 67% for Foster Youth, and 62% for English Learners (ELs). Sense of Belonging is 63.5% for Low-Income, 65% for Foster Youth, and 64% for ELs. Growth Mindset is 58.5% for Low-Income, 55.5% for Foster Youth, and 54% for ELs. Self-Efficacy is 53% for Low-Income, 44% for Foster Youth, and 44% for ELs. Emotion Regulation is 44% for Low-Income, 45% for Foster Youth, and 44% for ELs.</p> <p>Scope: LEA-wide</p>		
3.9	<p>Action: Home-to-School Transportation</p> <p>Need: There is a specific need to provide reliable Home-to-School Transportation for eligible Foster Youth, Homeless, and Low-Income students. Foster Youth experience a chronic absenteeism rate of 32.8%, the Homeless rate is at a staggering 53.1% and Low Income students come in at 34%. By providing Home-to-School Transportation for eligible unduplicated students, the District plans to reduce any barrier of transportation that may exist.</p>	<p>Implementing this transportation service on a districtwide basis guarantees that all unduplicated students, regardless of their school location within the District, receive equitable access to essential services.</p> <p>This support is essential to ensure consistent school attendance and access to educational opportunities for students who might otherwise struggle with transportation due to their environmental circumstances. Providing this service goes above and beyond what is typically offered in the community, addressing a critical barrier for the unduplicated students.</p>	<p>California School Dashboard: Chronic Absenteeism Local Indicator: Access to a Broad Course of Study (Local Control Funding Formula [LCFF] Priority 7)</p>

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	<p>Scope: LEA-wide</p>		
3.10	<p>Action: Learning Environment</p> <p>Need: To meet the unique learning needs of all students, particularly the unduplicated students, there is a need to create safe and secure learning environments that are well maintained and have the correct and necessary equipment with adequate supplies. This increased and improved service ensures that no student, teacher, principal, or school goes without the tools necessary to create the most successful path for the unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>Through the SARC and Williams Compliance Review processes, the District will ensure that every school site and classroom provides a safe and secure learning environment for the unduplicated students.</p> <p>This effort is done districtwide to support the unduplicated students at all the school sites.</p>	<p>Local Indicator: School Accountability Report Card; Williams Compliance Review; Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Local Control Funding Formula [LCFF] Priority 1)</p>
3.11	<p>Action: LCAP Oversight</p> <p>Need: The District has identified a need to effectively manage and oversee its Local Control Accountability Plan (LCAP), particularly the elements of the plan that impact the budget and resource allocation for the Unduplicated Pupil Percentage (UPP). This oversight is crucial for ensuring that the initiatives and funds dedicated to supporting these student</p>	<p>To address this need, the District plans to enhance its LCAP oversight by continuing to fund a Director of Research, Learning, and Data (RLD), an RLD Technician, and administrative fees (indirects). These costs provide administrative oversight with various employees who will be responsible for the ongoing monitoring and management of the LCAP, ensuring that all provisions are implemented correctly and the budget is adhered to. The Director of RLD will lead the strategic oversight, while the RLD Technician will support data management and reporting technical aspects.</p>	<p>California School Dashboard: English Language Arts (ELA) and Mathematics Academic Indicator</p> <p>Local Indicator: i-Ready; STAR; Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>groups are used effectively and align with the strategic goals set out in the LCAP.</p> <p>District data from the California School Dashboard (Dashboard) reveals that the District is 18.1 points below standard in English Language Arts (ELA) and 55.1 points below standard in Mathematics. Foster Youth are 108.4 points below standard, and Homeless students are 71.6 points below standard, with both groups declining by 15.1 points (Foster Youth) and 52.2 points (Homeless) from the previous year. Moreover, English Learners (EL) are 67.6 points below standard, Socioeconomically Disadvantaged (SED) students are 32.7 points below standard, and Hispanic/Latino students are 29.4 points below standard, with these groups experiencing declines of 10, 32.7, and 29.4 points, respectively.</p> <p>Additionally, in Mathematics, the data reveals significant challenges for specific student groups: ELs are 95.2 points below standard, Foster Youth 107.3 points below standard, Homeless students are 85.8 points below standard, White students are 33.4 points below standard, and Students with Disabilities are 115 points below standard.</p> <p>Scope: LEA-wide</p>	<p>They will also assist in analyzing data and building data literacy so that site administration and teachers can make data informed decisions for supporting student growth.</p> <p>This structured approach to LCAP oversight will be implemented districtwide to ensure that all schools and programs under the LCAP benefit uniformly from precise and effective management. This ensures that resources intended to support unduplicated students are maximized for their intended purpose.</p>	Facilities (Local Control Funding Formula [LCFF] Priority 1); Implementation of State Academic Standards (LCFF Priority 2); Parent and Family Engagement (LCFF Priority 3); School Climate (LCFF Priority 6); Access to a Broad Course of Study (LCFF Priority 7)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	<p>Action: English Learner (EL) Support</p> <p>Need: The unique identified needs for the District's English Learner (EL) student group are evident in their performance data. According to the California School Dashboard (Dashboard), EL students are significantly below standard by 67.6 points in English Language Arts and 95.2 points below standard in Mathematics. Additionally, the English Learner Progress Indicator (ELPI) reveals that only 49% of EL students are making progress toward English language proficiency. A more detailed look shows 22.6% of students regressing, 47.3% advancing at least one ELPI level, 1.5% remaining at level 4, and 28.6% maintained at the lower levels of 1, 2, or 3. Feedback from the District English Language Advisory Committee (DELAC) members emphasizes the necessity to continue providing resources and to increase accessibility by further training instructional support staff and teachers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>In direct response to these needs, the District's action includes the provision of English Learner (EL) Coordinators and Bilingual Instructional Aides, translation services, and allocating materials and supplies to enhance EL student achievement. The English Learner (EL) Coordinators will focus on overseeing the program's effectiveness, while Bilingual Instructional Aides will provide day-to-day support in classrooms to bridge language gaps. Translation services will facilitate better communication with families, ensuring they are active partners in their children's education.</p> <p>Materials and supplies will be updated and distributed to support designated and integrated English Language Development instruction through Sheltered English Instruction (SEI) to meet EL students' specific language development needs. Additionally, the action includes Professional Development (PD) for instructional support staff and teachers to improve their ability to support EL students' language acquisition and academic proficiency.</p> <p>Implementing these services on a focused, limited basis ensures that all EL students, irrespective of their school site, receive consistent levels of support and resources. This approach acknowledges the widespread nature of the challenges faced by EL students across the</p>	California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		District and aims to elevate the overall effectiveness of the EL program.	
2.9	<p>Action: Specialized Training and Increased Services for English Learners (ELs)</p> <p>Need: As the California School Dashboard (Dashboard) indicates, the District's English Learners (ELs) face significant challenges, especially at Beaumont High School (BHS), Three Rings Ranch Elementary School (TRR), Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS). EL students score 67.6 points below the English Language Arts (ELA) standard and 95.2 points below standard in Mathematics. Furthermore, the English Learner Progress Indicator (ELPI) reflects that only 49% are making strides toward English proficiency, with 22.6% experiencing a decrease in proficiency levels. The feedback from the District English Language Advisory Committee (DELAC) calls for sustained and increased support for these students, particularly through enhancing the skills of instructional support staff and teachers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The District will provide specialized training for Bilingual Instructional Aides at Beaumont High School (BHS), Three Rings Ranch (TRR) Elementary School, Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS) to target English Learner (EL) student needs. This training is aimed at improving the academic achievement of EL students by equipping the aides with advanced strategies for language instruction and student engagement using materials and supplies that are updated and distributed to support designated and integrated English Language Development (ELD) instruction through Sheltered English Instruction (SEI) protocol. The District is also eligible for Differentiated Assistance and will be engaging in Language Essentials for Teachers of Reading and Spelling (LETRS) for Instructional Aides and teachers at these school sites. These specific sites have been chosen based on the data that show these locations have the most profound needs with the highest populations of EL students.</p> <p>The rationale for providing these actions on a school-wide basis at the selected schools is to ensure localized improvement in EL achievement. By focusing resources strategically, the District can address the specific challenges of EL students at these schools, supporting the goal of increased English language proficiency and closing the achievement gap as indicated by the ELPI data. This action item was developed to address Technical Assistance to ensure EL students can</p>	California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI)

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		access the English Language Arts (ELA) and Mathematics standards.	
2.10	<p>Action: Provide Additional Supports and Resources for Long-Term English Learners (LTELs)</p> <p>Need: District data underscores a critical challenge for Long-Term English Learners (LTELs): only 1.84% met or exceeded standards in English Language Arts (ELA), and just 1.85% met standards in Mathematics on the State Assessment. According to the state indicator, there are 11.6% LTELs in the District.</p> <p>These figures indicate a substantial need for targeted support, particularly at the secondary level, where the gap in language proficiency significantly impacts academic achievement. Feedback from the community DELAC members has identified additional support for LTELs as a needed service, especially for students struggling to access the English language.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>In response to the profound needs of LTELs, the District is set to provide additional resources and support. This includes augmenting the number of Bilingual Instructional Aides, increasing their hours, and offering further training on strategies specifically designed to support LTELs. These steps aim to advance the reclassification rate of students categorized as LTELs.</p> <p>The deployment of these services on a District-wide basis is justified by the uniform necessity for support across all secondary schools. It ensures that LTELs across the District have equitable access to the resources they require for language acquisition. The goal is to enable a broader and more consistent impact, raising LTELs' performance to meet or exceed standards and facilitating their full participation in the academic community.</p>	<p>California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI)</p> <p>California DataQuest: Long-Term English Learners (LTELs)</p>
2.20	<p>Action: Foster Youth Partnership Program</p> <p>Need: The District's analysis of the California School Dashboard (Dashboard) reveals significant</p>	The District has partnered with Harmony Haven, operated by the Department of Social Services, to enhance support for Foster Youth. This initiative includes providing an onsite teacher, a Campus Aide, Specialized Academic Instruction (SAI) support, behavioral support services, and	<p>California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics, and Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>gaps in support for Foster Youth. This group has a high rate of Chronic Absenteeism at 32.8%, with a decrease of 12% over the previous year. Academically, Foster Youth are 100.4 points below the standard in English Language Arts (ELA), showing a decline of 15.1 points. Despite a recent improvement of 9.6 points in Mathematics, they remain 100.7 points below the standard. These statistics underscore the urgency of addressing the specific needs of Foster Youth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>necessary materials and supplies. This comprehensive approach is tailored to tackle the academic and non-academic challenges faced by Foster Youth, ensuring they receive targeted interventions that facilitate academic success and improved attendance. The District is also eligible for Differentiated Assistance due to Foster Youth performance and will be engaging in Language Essentials for Teachers of Reading and Spelling (LETRS) training to better equip teachers and Instructional Aides of Foster Youth. By implementing these services District-wide, the District aims to reach the largest population of Foster Youth, promoting consistent and effective support across all schools within the District.</p>	

For any limited 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, as applicable.

NA

Additional Concentration Grant Funding

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 determined to use additional concentration grant add-on funding to increase intervention services for Unduplicated Pupil Percentage (UPP) students.

For Goal 1, there are additional counselors (Action 1.1), assistant principals (Action 1.4), attendance technicians (Action 1.5), health support service providers (Action 1.8), sports programs (Action 1.9), Alternative to Suspension staff (Action 1.11), and mental health support staff (Action 1.14) to promote a positive climate and culture for the students.

For Goal 2, we provide Dual Language Program staff (Action 2.2), foundational literacy support staff (Action 2.3), Early High School Intervention staff (Action 2.4), instructional coaches providing intervention (Action 2.5), college and career readiness staff (Action 2.7),

English Learner support staff (Action 2.8), ELs increased services (Action 2.9), additional Long Term English Learners supports (Action 2.10), Math specialists/teachers (Action 2.14 and 2.15), Advancement Via Individual Determination (AVID) tutors (Action 2.16), and Foster Youth partnership program (Action 2.20) to increase academic, behavioral, and social successes.

For Goal 3, there are teachers on special assignment and other support staff (Action 3.1), transitional kindergarten (TK) and kindergarten (K) teachers (Action 3.2), TK/K support staff (Action 3.3), and class size reduction (Action 3.4) funded out of the Local Control Accountability Plan to provide direct services to the unduplicated students.

We have two schools that have a student concentration of less than 55% unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:25	Elementary: 1:17 Middle: 1:34 High: 1:35
Staff-to-student ratio of certificated staff providing direct services to students	1:16	Elementary: 1:17 Middle: 1:17 High: 1:17

2025-26 Total Planned Expenditures Table

LCAP Year		1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)										
Totals		\$139,228,175	32,443,647	23.303%	0.000%	23.303%										
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel								
Totals		\$32,453,647.00	\$814,587.00	\$0.00	\$975,000.00	\$34,243,234.00	\$24,947,189.00	\$9,296,045.00								
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$2,718,313.00	\$195,000.00	\$2,913,313.00				\$2,913,313.00	
1	1.2	School Resource Officers (SROs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS, and STS	2025-26	\$0.00	\$450,000.00	\$450,000.00				\$450,000.00	
1	1.3	Student Support Services Coordinators	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$453,231.00	\$24,600.00	\$477,831.00				\$477,831.00	
1	1.4	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$2,205,467.00	\$0.00	\$2,205,467.00				\$2,205,467.00	
1	1.5	Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$709,928.00	\$30,000.00	\$739,928.00				\$739,928.00	
1	1.6	College and Career Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BHS, GVHS, BMCHS, and 21st CLI	2025-26	\$0.00	\$33,000.00	\$33,000.00				\$33,000.00	
1	1.7	Attendance Improvement Through Districtwide Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Health Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$667,523.00	\$17,000.00	\$684,523.00				\$684,523.00	
1	1.9	Sports Program Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12	2025-26	\$137,309.00	\$52,100.00	\$189,409.00				\$189,409.00	
1	1.10	District Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$168,877.00	\$141,500.00	\$310,377.00				\$310,377.00	
1	1.11	Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: MVMS, SGMS, BHS, and STS	2025-26	\$1,058,443.00	\$1,200.00	\$1,059,643.00				\$1,059,643.00	
1	1.12	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$15,310.00	\$0.00	\$15,310.00				\$15,310.00	
1	1.13	Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$268,000.00	\$268,000.00				\$268,000.00	
1	1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$1,682,825.00	\$95,000.00	\$1,777,825.00				\$1,777,825.00	
1	1.15	Targeted Attendance Support	All Students with Disabilities Homeless, African American/Black, Hispanic/Latino, White, and Two or More Races	No			All Schools Specific Schools: TRR, THE, SGMS, STS, MVMS, and 21st	2025-26	\$0.00	\$180,000.00		\$180,000.00			\$180,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						CLI.										
1	1.16	Positive Behavioral Interventions and Supports (PBIS)	All Students with Disabilities Socioeconomically Disadvantaged (SED), African American/Black, Hispanic/Latino, White, and Two or More Races	No			Specific Schools: STS and TRR	2025-26	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.1	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$484,169.00	\$827,482.00	\$1,311,651.00				\$1,311,651.00	
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$531,131.00	\$26,000.00	\$557,131.00				\$557,131.00	
2	2.3	Foundational Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$934,753.00	\$0.00	\$934,753.00				\$934,753.00	
2	2.4	Early High School Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BHS 9th grade	2025-26	\$173,132.00	\$0.00	\$173,132.00				\$173,132.00	
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$2,132,721.00	\$56,000.00	\$2,188,721.00				\$2,188,721.00	
2	2.6	Instructional Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$26,205.00	\$50,000.00	\$76,205.00				\$76,205.00	
2	2.7	College and/or Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$672,855.00	\$19,000.00	\$691,855.00				\$691,855.00	
2	2.8	English Learner (EL) Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	2025-26	\$598,775.00	\$41,300.00	\$640,075.00				\$640,075.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)	Low Income										
2	2.9	Specialized Training and Increased Services for English Learners (ELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, TRR, MVMS, and SGMS TK-8	2025-26	\$55,500.00	\$0.00	\$55,500.00				\$55,500.00	
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2025-26	\$141,722.00	\$0.00	\$141,722.00				\$141,722.00	
2	2.11	Districtwide Professional Learning Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$649,339.00	\$10,000.00	\$659,339.00				\$659,339.00	
2	2.12	Increase Post-Secondary Access and Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: GVHS, BMCHS, BHS, MVMS, and SGMS	2025-26	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
2	2.14	Mathematics Specialist and Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$1,281,497.00	\$50,000.00	\$1,331,497.00				\$1,331,497.00	
2	2.15	Elementary Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$1,219,486.00	\$0.00	\$1,219,486.00				\$1,219,486.00	
2	2.16	Advancement Via Individual Determination (AVID)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-26	\$83,482.00	\$99,357.00	\$182,839.00				\$182,839.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.17	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$96,410.00	\$495,000.00	\$591,410.00				\$591,410.00	
2	2.18	Foundational Literacy Routines and Intervention	Students with Disabilities Foster Youth and Homeless	No			All Schools Specific Schools: STS, SGMS, and BHS TK-12	2025-26	\$975,000.00	\$0.00					\$975,000.00	\$975,000.00
2	2.19	Targeted Mathematics Support	All Students with Disabilities African American/Black, ELs, SWD, White, and Two or More Races	No			All Schools Specific Schools: STS, SGMS, BHS, and 21st CLI	2025-26	\$0.00	\$480,000.00		\$480,000.00			\$480,000.00	
2	2.20	Foster Youth Partnership Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: 21st CLI	2025-26	\$226,255.00	\$150,000.00	\$376,255.00				\$376,255.00	
3	3.1	School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$213,376.00	\$724,124.00	\$937,500.00				\$937,500.00	
3	3.2	Full-Day Transitional Kindergarten/Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten	2025-26	\$1,678,443.00	\$0.00	\$1,678,443.00				\$1,678,443.00	
3	3.3	Transitional Kindergarten/Kindergarten (TK/K) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES,	2025-26	\$106,009.00	\$0.00	\$106,009.00				\$106,009.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TRR, THE, and STS Kindergarten									
3	3.4	Secondary Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th	2025-26	\$1,283,466.00	\$0.00	\$1,283,466.00				\$1,283,466.00	
3	3.5	Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$120,490.00	\$143,000.00	\$263,490.00				\$263,490.00	
3	3.6	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$1,122,000.00	\$1,122,000.00				\$1,122,000.00	
3	3.7	Supplemental Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$1,125,000.00	\$1,125,000.00				\$1,125,000.00	
3	3.8	Emergency Preparation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$63,834.00	\$63,834.00				\$63,834.00	
3	3.9	Home-to-School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$968,151.00	\$0.00	\$968,151.00				\$968,151.00	
3	3.10	Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$324,754.00	\$324,754.00				\$324,754.00	
3	3.11	LCAP Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$367,580.00	\$1,822,223.00	\$2,189,803.00				\$2,189,803.00	
4	4.1	Student Attendance Support	All Students with Disabilities	No			Specific Schools: 21st CLI	2025-26	\$74,577.00	\$26,610.00		\$101,187.00			\$101,187.00	
5	5.1	Dual/Concurrent Enrollment opportunities	All	No			Specific Schools:	2025-26	\$25,439.00	\$6,961.00		\$32,400.00			\$32,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							GVHS									
5	5.2	Professional Development	All	No			Specific Schools: GVHS	2025-26	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.3	Seal of Biliteracy Support	All	No			Specific Schools: GVHS	2025-26	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	

2025-26 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
\$139,228,175	32,443,647	23.303%	0.000%	23.303%	\$32,443,647.00	0.000%	23.303 %	Total:	\$32,443,647.00
LEA-wide Total:								\$27,932,314.00	
Limited Total:								\$1,213,552.00	
Schoolwide Total:								\$3,297,781.00	

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	\$2,913,313.00	
1	1.2	School Resource Officers (SROs)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS, and STS	\$450,000.00	
1	1.3	Student Support Services Coordinators	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$477,831.00	
1	1.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,205,467.00	
1	1.5	Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$739,928.00	
1	1.6	College and Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BHS, GVHS, BMCHS, and 21st CLI	\$33,000.00	

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 (%)
1	1.7	Attendance Improvement Through Districtwide Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.8	Health Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$684,523.00	
1	1.9	Sports Program Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12	\$189,409.00	
1	1.10	District Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,377.00	
1	1.11	Alternative to Suspension (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: MVMS, SGMS, BHS, and STS	\$1,059,643.00	
1	1.12	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,310.00	
1	1.13	Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,000.00	
1	1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,777,825.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,311,651.00	
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$557,131.00	
2	2.3	Foundational Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$934,753.00	
2	2.4	Early High School Intervention	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	\$173,132.00	

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 (%)
					Low Income	BHS 9th grade		
2	2.5	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,188,721.00	
2	2.6	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,205.00	
2	2.7	College and/or Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$691,855.00	
2	2.8	English Learner (EL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$640,075.00	
2	2.9	Specialized Training and Increased Services for English Learners (ELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, TRR, MVMS, and SGMS TK-8	\$55,500.00	
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$141,722.00	
2	2.11	Districtwide Professional Learning Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$659,339.00	
2	2.12	Increase Post-Secondary Access and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: GVHS, BMCHS, BHS, MVMS, and SGMS	\$35,000.00	
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
2	2.14	Mathematics Specialist and Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,331,497.00	
2	2.15	Elementary Math Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,219,486.00	

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 (%)
					Low Income			
2	2.16	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,839.00	
2	2.17	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$591,410.00	
2	2.20	Foster Youth Partnership Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: 21st CLI	\$376,255.00	
3	3.1	School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$937,500.00	
3	3.2	Full-Day Transitional Kindergarten/Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten	\$1,678,443.00	
3	3.3	Transitional Kindergarten/Kindergarten (TK/K) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten	\$106,009.00	
3	3.4	Secondary Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th	\$1,283,466.00	
3	3.5	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,490.00	
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,122,000.00	
3	3.7	Supplemental Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,125,000.00	
3	3.8	Emergency Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,834.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$968,151.00	
3	3.10	Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$324,754.00	
3	3.11	LCAP Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,189,803.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$31,422,441.00	\$31,019,237.84

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	\$3,065,155.00	2,884,214.81
1	1.2	School Resource Officers (SROs)	Yes	\$426,974.00	428,793.87
1	1.3	Student Support Services Coordinators	Yes	\$472,083.00	447,837.24
1	1.4	Assistant Principals	Yes	\$1,768,324.00	1,865,339.04
1	1.5	Engagement and Outreach	Yes	\$698,272.00	612,509.73
1	1.6	College and Career Readiness Support	Yes	\$140,741.00	5,620.90
1	1.7	Attendance Improvement Through District-Wide Incentives	Yes	\$10,000.00	3,000.00
1	1.8	Health Support Services	Yes	\$684,581.00	645,526.48
1	1.9	Sports Program Support	Yes	\$183,999.00	69,217.52
1	1.10	District Communication	Yes	\$254,116.00	289,204.37
1	1.11	Alternative to Suspension (ATS)	Yes	\$974,194.00	991,696.61

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	1.12	Restorative Practices	Yes	\$35,652.00	5,546.95
1	1.13	Climate and Culture	Yes	\$275,800.00	337,263.00
1	1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Yes	\$1,361,102.00	1,231,935.25
1	1.15	Targeted Attendance Support	No	\$125,700.00	178,825.00
1	1.16	Positive Behavioral Interventions and Supports (PBIS)	No	\$72,841.00	1,177.89
2	2.1	Professional Learning	Yes	\$798,937.00	762,708.55
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	\$584,798.00	538,016.74
2	2.3	Foundational Literacy Support	Yes	\$1,188,664.00	835,821.47
2	2.4	Early High School Intervention	Yes	\$174,349.00	174,349.00
2	2.5	Instructional Coaches	Yes	\$2,051,966.00	1,808,629.53
2	2.6	Instructional Technology Support	Yes	\$72,668.00	85,385.17

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	2.7	College and/or Career Readiness	Yes	\$710,190.00	665,706.84
2	2.8	English Learner (EL) Support	Yes	\$509,003.00	490,071.00
2	2.9	Specialized Training and Increased Services for English Learners (EL)	Yes	\$57,509.00	49,722.00
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Yes	\$152,560.00	132,414.00
2	2.11	District-wide Professional Learning Day	Yes	\$643,750.00	721,239.41
2	2.12	Post-Secondary Assessment Support	Yes	\$35,000.00	10,977.84
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5	Yes	\$75,000.00	133,686.39
2	2.14	Mathematics Specialist and Intervention Teachers	Yes	\$1,277,824.00	1,369,993.72
2	2.15	Elementary Math Support	Yes	\$1,206,776.00	1,247,531.20
2	2.16	Advancement Via Individual Determination (AVID)	Yes	\$174,207.00	186,460.21
2	2.17	Supplemental Materials	Yes	\$484,108.00	538,257.42
2	2.18	Foundational Literacy Routines and Intervention	No	\$33,100.00	975,000
2	2.19	Targeted Mathematics Support	No	\$365,442.00	480,022

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	2.20	Foster Youth Partnership Program	Yes	\$374,214.00	118,807.00
3	3.1	School Site Support	Yes	\$929,780.00	881,830.65
3	3.2	Full-Day Kindergarten	Yes	\$1,724,484.00	1,669,791.98
3	3.3	Kindergarten Transition Support	Yes	\$117,549.00	18,938.97
3	3.4	Secondary Class Size Reduction	Yes	\$1,298,803.00	1,250,989.58
3	3.5	Teacher Induction	Yes	\$174,826.00	224,318.09
3	3.6	Access to Technology	Yes	\$1,097,000.00	1,094,834.70
3	3.7	Supplemental Software	Yes	\$887,338.00	905,349.41
3	3.8	Emergency Preparation	Yes	\$64,351.00	6,750.00
3	3.9	Home-to-School Transportation	Yes	\$902,960.00	1,117,674.00
3	3.10	Learning Environment	Yes	\$279,754.00	175,366.87
3	3.11	LCAP Oversight	Yes	\$2,425,997.00	2,350,885.44

2024-25 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)
\$29,023,096	\$29,996,689.00	\$29,384,212.95	\$612,476.05	0.000%	0.000%	0.000%

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	\$3,065,155.00	2,884,214.81		
1	1.2	School Resource Officers (SROs)	Yes	\$426,974.00	428,793.87		
1	1.3	Student Support Services Coordinators	Yes	\$472,083.00	447,837.24		
1	1.4	Assistant Principals	Yes	\$1,768,324.00	1,865,339.04		
1	1.5	Engagement and Outreach	Yes	\$662,272	612,509.73		
1	1.6	College and Career Readiness Support	Yes	\$33,000.00	5,620.90		
1	1.7	Attendance Improvement Through District-Wide Incentives	Yes	\$10,000.00	3,000.00		
1	1.8	Health Support Services	Yes	\$684,581.00	645,526.48		
1	1.9	Sports Program Support	Yes	\$183,999.00	69,217.52		
1	1.10	District Communication	Yes	\$254,116.00	289,204.37		
1	1.11	Alternative to Suspension (ATS)	Yes	\$974,194.00	991,696.61		
1	1.12	Restorative Practices	Yes	\$35,652.00	5,546.95		
1	1.13	Climate and Culture	Yes	\$275,800.00	337,263.00		

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	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Yes	\$1,361,102.00	1,231,935.25		
2	2.1	Professional Learning	Yes	\$798,937.00	762,708.55		
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	\$584,798.00	538,016.74		
2	2.3	Foundational Literacy Support	Yes	\$738,506.00	835,821.47		
2	2.4	Early High School Intervention	Yes	\$174,349.00	174,349.00		
2	2.5	Instructional Coaches	Yes	\$1,817,196.00	1,808,629.53		
2	2.6	Instructional Technology Support	Yes	\$72,668.00	85,385.17		
2	2.7	College and/or Career Readiness	Yes	\$710,190.00	665,706.84		
2	2.8	English Learner (EL) Support	Yes	\$509,003.00	490,071.00		
2	2.9	Specialized Training and Increased Services for English Learners (EL)	Yes	\$57,509.00	49,722.00		
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Yes	\$152,560.00	132,414.00		
2	2.11	District-wide Professional Learning Day	Yes	\$643,750.00	721,239.41		
2	2.12	Post-Secondary Assessment Support	Yes	\$35,000.00	10,977.84		
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5	Yes	\$75,000.00	133,686.39		
2	2.14	Mathematics Specialist and Intervention Teachers	Yes	\$1,277,824.00	1,369,993.72		

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)
2	2.15	Elementary Math Support	Yes	\$1,206,776.00	1,247,531.20		
2	2.16	Advancement Via Individual Determination (AVID)	Yes	\$174,207.00	186,460.21		
2	2.17	Supplemental Materials	Yes	\$484,108.00	538,257.42		
2	2.20	Foster Youth Partnership Program	Yes	\$374,214.00	118,807.00		
3	3.1	School Site Support	Yes	\$929,780.00	881,830.65		
3	3.2	Full-Day Kindergarten	Yes	\$1,724,484.00	1,669,791.98		
3	3.3	Kindergarten Transition Support	Yes	\$117,549.00	18,938.97		
3	3.4	Secondary Class Size Reduction	Yes	\$1,298,803.00	1,250,989.58		
3	3.5	Teacher Induction	Yes	\$174,826.00	224,318.09		
3	3.6	Access to Technology	Yes	\$1,097,000.00	1,094,834.70		
3	3.7	Supplemental Software	Yes	\$887,338.00	905,349.41		
3	3.8	Emergency Preparation	Yes	\$64,351.00	6,750.00		
3	3.9	Home-to-School Transportation	Yes	\$902,960.00	1,117,674.00		
3	3.10	Learning Environment	Yes	\$279,754.00	175,366.87		
3	3.11	LCAP Oversight	Yes	\$2,425,997.00	2,350,885.44		

2024-25 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)
\$130,801,010	\$29,023,096	0	22.189%	\$29,384,212.95	0.000%	22.465%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of [EC Section 52062\(a\)](#).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [*LCFF State Priorities Summary*](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC Section 32526(d)*.

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC Section 42238.02* 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC Section 42238.02*, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC Section 42238.07[a][1]*, *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action **is not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

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