



LCFF Budget Overview for Parents

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

CDS Code: 33 66993 0000000

School Year: 2026-27

LEA contact information:

Dr. Ebon Brown

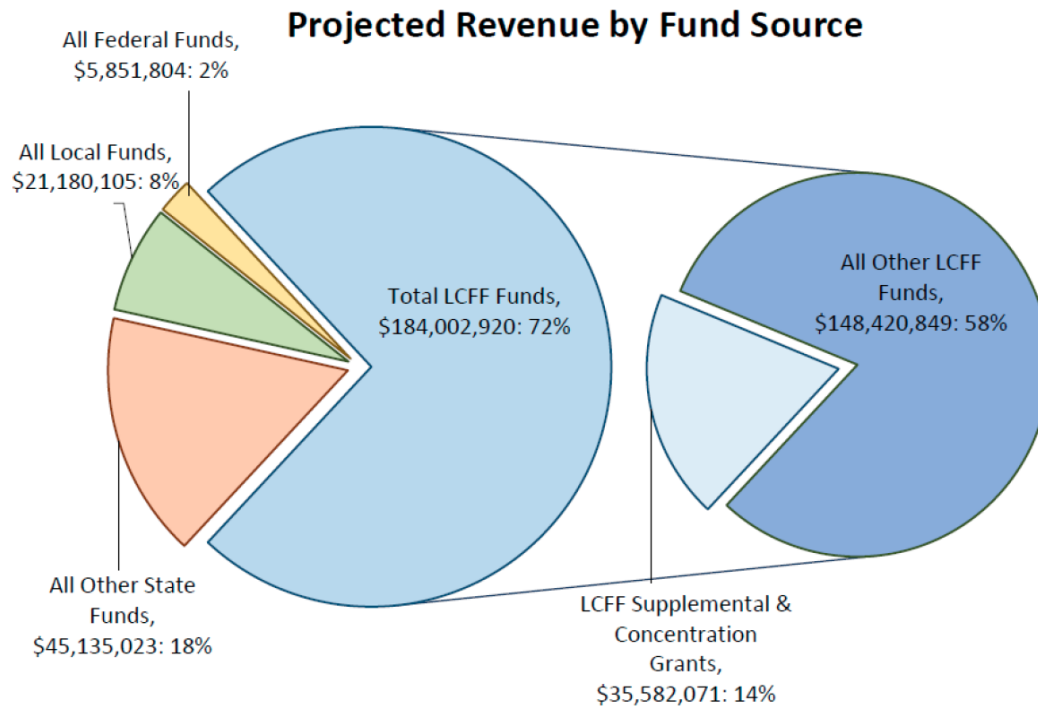
Assistant Superintendent of Instruction and Support Services

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(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 2026-27 School Year

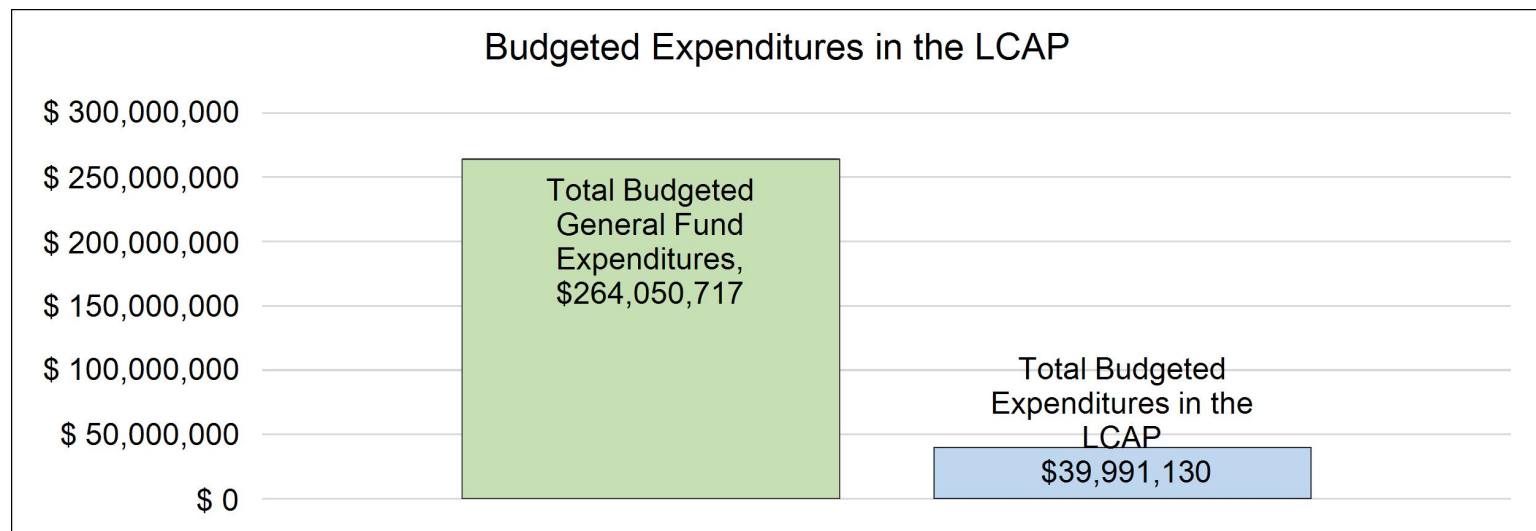


This chart shows the total general purpose revenue Beaumont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beaumont Unified School District is \$256,169,852, of which \$184,002,920 is Local Control Funding Formula (LCFF), \$45,135,023 is other state funds, \$21,180,105 is local funds, and \$5,851,804 is federal funds. Of the \$184,002,920 in LCFF Funds, \$35,582,071 is generated based on the enrollment of high needs students (Foster Youth, English Learners, 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 2026-27. 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 \$264,050,717 for the 2026-27 school year. Of that amount, \$39,991,130 is tied to actions/services in the LCAP and \$224,059,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP primarily support the district's core operating costs, including a large share of personnel salaries and benefits, adopted textbooks and core curriculum materials, and transportation, facilities, maintenance, and operations expenses.

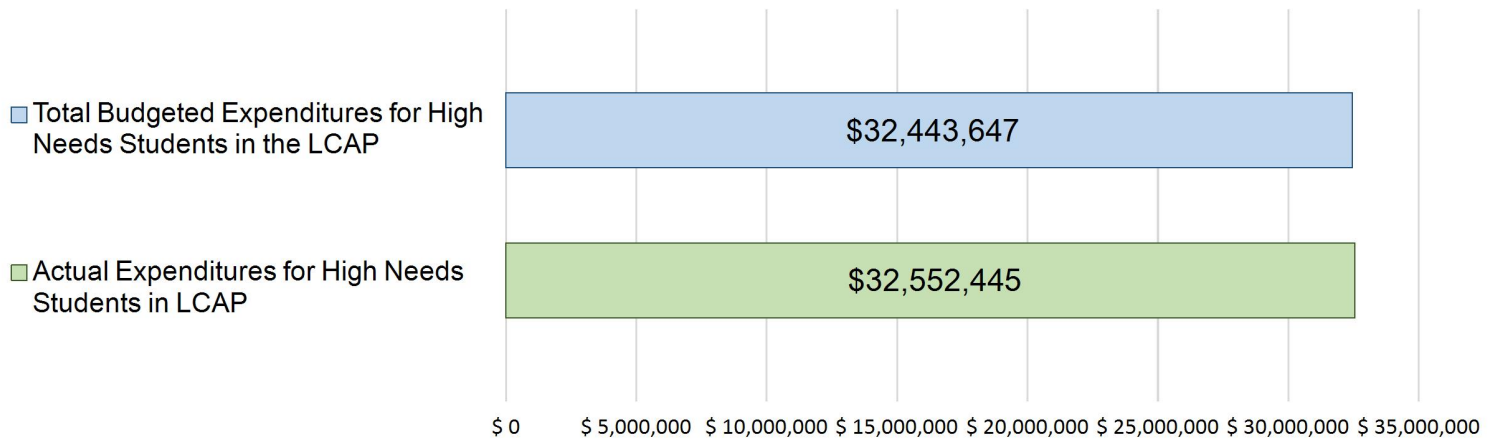
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Beaumont Unified School District is projecting it will receive \$35,582,071 based on the enrollment of Foster Youth, English Learners, 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 \$37,086,859 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

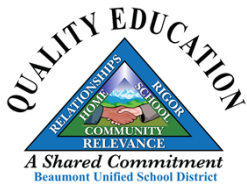
Update on Increased or Improved Services for High Needs Students in 2025-26

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 2025-26, Beaumont Unified School District's LCAP budgeted \$32,443,647 for planned actions to increase or improve services for high needs students. Beaumont Unified School District actually spent \$32,552,445 for actions to increase or improve services for high needs students in 2025-26.



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 [2026-27]

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 100 preschool students with special needs
- Anna Hause Elementary (AHE) serves grades TK - 5 and has approximately 650 students
- Brookside Elementary School (BES) serves grades TK - 5 and has approximately 670 students
- Palm Innovation Academy (PIA) serves grades TK - 5 and has approximately 580 students
- Starlight Elementary School (SLE) serves grades TK - 5 and has approximately 880 students
- Sundance Elementary School (SES) serves grades TK - 5 and has approximately 820 students
- Three Rings Ranch (TRR) serves grades TK - 5 and has approximately 700 students
- Tournament Hills Elementary (THE) serves grades TK - 5 and has approximately 840 students
- Summerwind Trails School (STS) serves grades TK - 8 and has approximately 1,190 students

- Mountain View Middle School (MVMS) serves grades 6 - 8 and has approximately 1,020 students
- San Geronio Middle School (SGMS) serves grades 6 - 8 and has approximately 1,330 students
- Beaumont High School (BHS) serves grades 9 - 12 and has approximately 3,370 students
- 21st Century Learning Institute (21st CLI) serves grades K - 12 and has approximately 390 students
- Glen View High School (GVHS) serves grades 11 - 12 and has approximately 170 students
- Beaumont Middle College High School (BMCHS) serves grades 10 - 12 and has approximately 60 students
- Beaumont Adult School (BAS) serves approximately 860 students

The District employs over 1,500 full-time equivalents, making it the largest employer in the city of Beaumont. It continues to grow due to new housing construction. The student demographics include 61.05% Hispanic/Latino, 19.64% White, 7.84% African American/Black, 4.61% Two or More Races, 3.08% Asian, 2.97% Filipino, 0.57% Alaskan/Native American, 0.24% Pacific Islander, and 0.02% unreported. Unduplicated Pupil Percentage (UPP) students include 70.48% Socioeconomically Disadvantaged (SED) - commonly referred to as “Low-Income” students - 6.64% English Learners (ELs), and 0.70% Foster Youth (FY). There are 2.7% 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 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 25% 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 focus 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). The District has made huge accomplishments on the 2024-25 California School Dashboard (Dashboard) and has no indicators in the Red or Orange and include achievements such as:

- 45.9% of ELs making progress (Green)

- 18.1 point growth in English Language Arts (Green)
- 14.2 point growth in Math (Yellow)
- 1.8% Suspension Rate (Green)
- 0.6% decrease in Chronic Absenteeism (Yellow)
- 95% Graduation Rate (Blue)
- 46% of students Prepared for College and Career (Yellow)
- 51.9 science points in Science (Green)
- 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 districtwide
- 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 District has added the use of the Learning Recovery Emergency Block Grant (LREBG) funds of \$690,682.00 in Goal 2 Action 24 based on the comprehensive needs assessment and the educational partner input. The LREBG dollars and action are dependent on the new LREBG funds being included in the adopted state budget.

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) in two or more state priorities on the Dashboard indicator. The Beaumont Unified School District (District) is eligible for DA provided by the Riverside County Office of Education (RCOE) based on 2024-25 California School Dashboard (Dashboard) and was eligible in the 2022-23 year.

The following information is for the DA status based on 2025 Dashboard.

The District's American Indian or Alaska Native (AI/AN) students scored Red for the English Language Arts (ELA) and Chronic Absenteeism Indicator, which are State Priorities Pupil Achievement (#4) and Pupil Engagement (#5), respectively.

As part of receiving technical assistance, the District has been working with school sites to provide targeted intervention for the AI/AN student group in the areas of ELA and attendance. The District is working with school site principals and Multi-Tiered System of Supports (MTSS) teams to engage individual students, provide reading interventions and attendance supports. New charts were created in eduCLIMBER,

which is the District data management system, to monitor and track the data and intervention provided to individual students. The teachers and office staff reached out to these students and families for additional collaboration. Goal 2 Action 23 was added to provide intentional support of MTSS supporting this group. The District also receives support from RCOE such as Family Engagement Network (FEN) opportunities sharing research and best practices for the AI/AN student group.

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 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)

Based on 2024-25 Dashboard Data, MVMS exited ATSI.

- No schools are in ATSI

Targeted Support and Improvement:

The California Department of Education (CDE) has established a list of eligible schools for Targeted Support and Improvement (TSI). TSI is established using the Dashboard and uses the same criteria for ATSI. TSI is identified during non-ATSI entry years. Schools that qualify for TSI 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 2024-25 Dashboard Data, schools identified for TSI based on low-performing student groups include the following:

- Brookside Elementary School - Black/African American students for Chronic Absenteeism

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: • Administrators (principals, assistant principals) • Certificated (teachers and support teachers) • Classified (confidential and classified staff) • 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)	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. During the 2025-26 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: • LCAP #1 - 11/19/2025 • LCAP #2 - 2/11/2026 • LCAP #3 - 4/22/2026 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 2026-27 LCAP for the following year, and the new draft was shared with them.

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.
LCAP Writing Team: • District personnel (Directors, Assistant Directors, Coordinators, etc.) • Site Administrators • Support staff	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. LCAP Writing Team Meetings: • 12/15/2025 • 1/23/2026 • 3/13/2026
Educational Partner Engagement Surveys: • 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 657 family, 567 staff, and 3,599 student participants. The survey provided feedback for the Equity Multiplier Schools/Learning Recovery Emergency Block Grant fund use.
Student Group Interviews • Various Representation of Student Groups	Student focus groups were selected to represent various student groups and interviewed as a group at each of the secondary schools. 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. There were approximately 15-25 students in each group interviews. These students were asked a dozen questions surrounding how they feel about their school and how their school can improve. The student focus groups were held at all six secondary schools, and aggregated response themes were shared with the site administrators and the LCAP Advisory Committee. Input for the Equity Multiplier Schools/Learning Recovery Emergency Block Grant fund use was also gathered.

Educational Partner(s)	Process for Engagement
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.
Feedback from English Language Advisory Committee (ELAC) and School Site Council (SSC) - 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. There was input for the Equity Multiplier Schools and questions for the Learning Recovery Emergency Blcok Grant fund use.
LCAP Focus Team - Directors - Business Services Staff - Assistant Superintendent	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. Starting in February, The Team met regularly to consider the feedback, data, and input from various sources to update the budget, actions, and implementation.

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 2026–27 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
- Administrators
- Parents and community members
- Family and Community Engagement Committee (FACE)
- District African American Parent Advisory Committee (DAAPAC)
- District English Learner Advisory Committee (DELAC)
- Students (via surveys, interviews, and LCAP Advisory Committee)
- School Site Councils (SSCs)

- LCAP Writing Team (diverse educator representatives)

Engagement activities included multiple stakeholder meetings, collaborative data reviews, Sogolytics Surveys and student group interviews, and workshops. Input collected through these formats directly influenced identifying needs and informed revisions to goals, actions, and resource allocations.

Educational partner engagement highlighted several consistent themes: a need for stronger systemwide coordination, targeted support for vulnerable student groups, expanded academic and behavioral interventions, and sustained professional learning in foundational literacy and mathematics.

In response to this and lack of effectiveness, Action 2.20 is being removed and replaced with more focused and responsive actions. Input from families, community partners, and support staff underscored the need for more intentional services for at-risk student populations, particularly foster youth. This led to Action 2.22 (Foster Youth Support), which strengthens targeted interventions, monitoring, and access to resources to better meet their academic and social-emotional needs. Another student group that data and educational partners pointed out need additional support are the English Learners (ELs). The LCAP will increase the hours of support outlined in Action 2.8 which provides Bilingual Aides.

Feedback from staff and site leaders emphasized gaps in alignment and coherence across grade spans, which directly informed the addition of Action 2.21 (TK–12 Coordinator) to improve program articulation, streamline supports, and ensure consistency in implementation districtwide.

Educational partners also identified the importance of a more robust, integrated system of supports to address both academic and behavioral needs. As a result, Action 2.23 (MTSS Support) was added to expand and refine Multi-Tiered System of Supports implementation, ensuring timely interventions and improved student outcomes.

Finally, teachers and instructional staff consistently requested ongoing, job-embedded professional development in foundational English Language Arts and mathematics. In response, Action 2.24 (Coaching and Training using LREBG funds) prioritizes sustained coaching, evidence-based strategies, and capacity building to strengthen Tier 1 instruction and accelerate student learning at the foundational level for math and ELA.

Together, these changes reflect a direct alignment between educational partner feedback and the District's strategic actions, ensuring resources and efforts are more targeted, coherent, and responsive to identified needs.

Two schools, 21st Century Learning Institute (CLI) and Glen View High School (GVHS), will receive Equity Multiplier funds. In developing plans for the use of these funds, both schools analyzed survey feedback from students, staff, and families and collected additional input through student group interviews. Feedback from these engagement activities, together with consultation with educational partners and a review of each school's identified needs, resulted in the fine tuning of the current 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 2026–27 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% chronically absent), 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.
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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 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 updated state data reflects information from the 2024-25 school year, while the local data pertains to the accessible 2025-26 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	2024-25 Dashboard Suspension Rate	2025-26 Dashboard Suspension Rate	All Students: -0.9%

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) Two or More Races: 1.5% (Very High - Blue) White: 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: 1.8% (High - Green) African American/Black: 3.8% (High - Green) American Indian: 2.5% (High - Green) Asian: 0.3% (Very High - Blue) Filipino: 0.0% (Very High - Blue) Hispanic: 1.8% (High - Green) Pacific Islander: 0.0% (Very High - Blue) Two or More Races: 1.8% (Medium - Yellow) White: 1.5% (High - Green) English Learners (ELs): 2.2% (High - Green) Long Term English Learners (LTELs): 2.0% (Very High - Blue) Foster Youth: 5.5% (Medium - Yellow) Homeless: 2.6% (High - Green)	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) Two or More Races: 2.7% (High - Green) White: 1.0% (Very High - Blue) English Learners (ELs): 1.5% (High - Green) Foster Youth: 4.5% (High - Green) Homeless: 4.5% (High - Green)	African American/Black: -1.9% American Indian: -5.0% Asian: +0.3% Filipino: -1.1% Hispanic: -0.8% Pacific Islander: -9.4% Two or More Races: -1.8% White: -0.8% English Learning (ELs): -0.5% Long Term English Learners (LTELs): * Foster Youth: -5.8% Homeless: -4.3% Socioeconomically Disadvantaged (SED): -1.2% Students with Disabilities (SWD): -1.4% *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
			Homeless: 4.4% (High - Green) Socioeconomically Disadvantaged (SED): 2.5% (High - Green) Students with Disabilities (SWD): 3.9% (High - Green) *LTEL is a new student group starting 2023-24.	Socioeconomically Disadvantaged (SED): 2.1% (High - Green) Students with Disabilities (SWD): 4.0% (Medium - Yellow)	Socioeconomically Disadvantaged (SED): 2.5% (High - Green) Students with Disabilities (SWD): 4.5% (High - Green)	
1.2	Chronic Absenteeism - California School Dashboard (Dashboard)	2022-23 Dashboard Chronic Absenteeism All Students: 30.2% (Low - Orange) African American/Black: 25.9% (Low - Orange) American Indian/Alaska Native: 46.2% (Low - Orange) Asian: 16.9% (Medium - Yellow) Filipino: 15.5% (Medium - Yellow) Hispanic/Latino: 33.5% (Low - Orange) Pacific Islander: 48% (No Performance Color) Two or More Races: 31.9% (Low - Orange) White: 25.2% (Low - Orange)	2023-24 Dashboard Chronic Absenteeism All Students: 20.0% (Medium - Yellow) African American/Black: 16.8% (Medium - Yellow) American Indian/Alaska Native: 28.8% (Low - Orange) Asian: 8.3% (High - Green) Filipino: 7.8% (High - Green) Hispanic/Latino: 21.9% (Medium - Yellow)	2024-25 Dashboard Chronic Absenteeism All Students: 19.3% (Medium - Yellow) African American: 17.9% (Low - Orange) American Indian: 44.6 (Very Low - Red) Asian: 8.7% (Medium - Yellow) Filipino: 8.6% (Low - Orange) Hispanic: 20.8% (Low - Orange) Pacific Islander: 33.3% (No	2025-26 Dashboard Chronic Absenteeism All Students: 10.0% (High - Green) African American/Black: 10.0% (Low - Orange) American Indian/Alaska Native: 20.0% (Medium - Yellow) Asian: 10.0% (High - Green) Filipino: 10.0% (High - Green) Hispanic/Latino: 10.0% (Medium - Yellow)	All Students: -10.9% African American: -8.0% American Indian: -1.6% Asian: -8.2% Filipino: -6.9% Hispanic: -12.7% Pacific Islander: -14.7% Two or More Races: -12.6% White: -7.7% English Learning (ELs): -10.8% Long Term English Learners (LTELs): * Foster Youth: -1.4% Homeless: -20.6%

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)	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.	Performance Color) Two or More Races: 19.3% (Low - Orange) White: 17.5% (Medium - Yellow) English Learners (ELs): 19.6% (Low - Orange) Long Term English Learners (LTELs): 19.6% (Low - Orange) Foster Youth: 31.4% (Very Low - Red) Homeless: 32.5% (Medium - Yellow) Socioeconomically Disadvantaged (SED): 22.5% (Very Low - Red) Students with Disabilities (SWD): 26.7% (Very Low - Red)	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)	Socioeconomically Disadvantaged (SED): -11.5% Students with Disabilities (SWD): -11.7% *LTEL is a new student group starting 2023-24.
1.3	Principal Apportionment Average Daily Attendance (ADA)	2022-23 P-2 Attendance Rate 90.89%	2023-24 P-2 Attendance Rate 91.91%	2024-25 P-2 Attendance Rate 92.09%	2025-26 Attendance Rate 95.00%	+1.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-25 P-2 TK/K Attendance Rate 87.71%	2025-26 Attendance Rate 95.00%	-1.75%
1.5	Truancy Rate	2022-23 Truancy Rate 57.8%	2023-24 Truancy Rate 39.8%	2024-25 Truancy Rate 44.94%	2025-26 Truancy Rate 30.00%	-12.86%
1.6	Expulsion Rate	2022-23 Expulsion Rate Dataquest All: 0.1%	2023-24 Expulsion Rate Dataquest All: 0.2%	2024-25 Expulsion Rate Dataquest All: 0.1%	2025-26 Expulsion Rate Maintain	Maintained
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: - All Students 64% Emotion Regulation: - All Students 44% Growth Mindset: - All Students 59% Self-Efficacy: - All Students 54%	Spring 2024-25 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: - All Students 69% Emotion Regulation: - All Students 53% Growth Mindset: - All Students 69% Self-Efficacy: - All Students 64%	Spring 2025-26 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: - All Students 65% Emotion Regulation: - All Students 45% Growth Mindset: - All Students 63% Self-Efficacy: - All Students 57%	2026-27 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: - All Students 70% Emotion Regulation: - All Students 50% Growth Mindset: - All Students 65% Self-Efficacy: - All Students 60%	Sense of Belonging: +1% Emotional Regulation: +1% Growth Mindset: +4% Self-Efficacy: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Panorama Social Emotional Tool - Climate Survey Grade 6-12 - Local Indicator	2023-24 Demographics (Emotional Well-Being) Grade 6-12: Sense of Belonging: - All Students 39% Emotion Regulation: - All Students 47% Supportive Relationships: - All Students 79% Positive Feelings: - All Students 58%	Spring 2024-25 Demographics (Emotional Well-Being) Grade 6-12: Sense of Belonging: - All Students 42% Emotion Regulation: - All Students 40% Supportive Relationships: - All Students 78% Positive Feelings: - All Students 55%	Spring 2025-26 Demographics (Emotional Well-Being) Grade 6-12: Sense of Belonging: - All Students 46% Emotion Regulation: - All Students 52% Supportive Relationships: - All Students 80% Positive Feelings: - All Students 62%	2026-27 Demographics (Emotional Well-Being) Grade 6-12: Sense of Belonging: - All Students 45% Emotion Regulation: - All Students 55% Supportive Relationships: - All Students 85% Positive Feelings: - All Students 65%	Sense of Belonging: +7% Emotional Regulation: +5% Supportive Relationships: +1% Positive Feelings: +4%
1.9	Career Technical Education (CTE) Completer Rate - Local Indicator	Total students for 2022-23 school year that were eligible 810 Total Completers 144 (17.78%)	Total students for 2023-24 school year that were eligible: 843 Total Completers: 145 (17.20%)	Total student for 2024-25 school year that were eligible: 917 Total Completers: 164 (17.88%)	2025-26 Total Completers 20.00%	+0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) Socioeconomically Disadvantaged (SED): 37.9% (Medium) Students with Disabilities (SWD): 13.4% (Low) **Baseline data does not include the color performance levels. The	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) 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)	2024-25 College and Career Indicator All Students: 46.0% (Medium - Yellow) African American: 36.2% (Medium - Yellow) American Indian: (No Performance Level) Asian: 66.7% (No Performance Color) Filipino: 80.6% (No Performance Color) Hispanic: 42.6% (Medium - Yellow) Pacific Islander: (No Performance Level) Two or More Races: 35.9% (Low - Orange) White: 54.9% (High - Green) English Learners (ELs): 18.1% (Medium - Yellow) Long Term English Learners (LTEs): 20.0% (Medium - Yellow)	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) White: 64.7% (High) English Learners (ELs): 21.5% (Low) Foster Youth: 21.7% (Low) Homeless: 48.3% (Medium)	All Students: +4.5% African American: +14.1% American Indian: (No Performance Level) Asian: -14.8% Filipino: +4.9% Hispanic: +5.3% Pacific Islander: (No Performance Level) Two or More Races: +2.6% White: +5.2% English Learning (ELs): +11.6% Long Term English Learners (LTEs): * Foster Youth: (No Performance Level) Homeless: -14.6% Socioeconomically Disadvantaged (SED): +3.9% Students with Disabilities (SWD): -2.5% *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
		2023-24 school year data on the Dashboard will include the color levels and will be included on the 2024-25 LCAP.	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): 10.0% (Low - Orange) *LTEL is a new student group starting 2023-24.	Foster Youth: (No Performance Level) Homeless: 18.7% (Low - Orange) Socioeconomically Disadvantaged (SED): 41.8% (High - Green) Students with Disabilities (SWD): 10.9% (Low - Orange)	Socioeconomically Disadvantaged (SED): 52.9% (Medium) Students with Disabilities (SWD): 28.4% (Low)	
1.11	A-G Requirements Met for Graduation by Cohort - Dataquest	2022-23 Students that Met the A-G Requirement. 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	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%	2024-25 Students that Met the A-G Requirement. All Students: 44.2% African American: 47.3% American Indian/Alaska Native: * Asian: 71.4% Filipino: 73.3% Hispanic/Latino: 40.2%	2025-26 Students that Met the A-G Requirement. All Students: 53% African American/Black: 35% American Indian/Alaska Native: Redacted Asian: Maintain or >80.0% Filipino: Maintain or >85.7%	All Students: -5.2% African American: +15.9% American Indian/Alaska Native: * Asian: -8.6% Filipino: -12.4% Hispanic/Latino: -5.5% Pacific Islander: * Two or More Races: -2.9% White: -6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 42.9% White: 55.2% English Learners (ELs): 18.0% Homeless: 38.9% Foster Youth: 16.7% Socioeconomically Disadvantaged (SED): 44.9% Students with Disabilities (SWD): 27.1%	Hispanic/Latino: 40.0% Pacific Islander: * Two or More Races: 64.7% White: 44.2% English Learners (ELs): 15.0% Homeless: 33.3% Foster Youth: 42.9% Socioeconomically Disadvantaged (SED): 39.9% Students with Disabilities (SWD): 12.5% Migrant: *	Pacific Islander: * Two or More Races: 40.0% White: 49.0% English Learners (ELs): 17.3% Homeless: 22.4% Foster Youth: * Socioeconomically Disadvantaged (SED): 39.8% Students with Disabilities (SWD): 12.6%	Hispanic/Latino: 50% Pacific Islander: Redacted Two or More Races: 50% White: 60% English Learners (ELs): 25% Homeless: 45% Foster Youth: 20% Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 30%	English Learners (ELs): -0.7% Homeless: -16.5% Foster Youth: * Socioeconomically Disadvantaged (SED): -5.1% Students with Disabilities (SWD): -14.5%
1.12	A-G and CTE Completer Match Data (Students Who Completed Both A-G and the CTE pathway) - Local Indicator	2022-23 Graduates: 810 Students Total 93 11.48%	2023-24 Graduates: 843 Students: Total: 79 9.37%	2024-25 Graduates: 917 Total: 103 11.23%	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%	-0.25%
1.15	Parent Participation in Programs for Unduplicated Pupils	Participation 100%	Discontinue	Discontinue	Participation 100%	NA
1.16	Parent/Guardian Participation in Programs for Students with Exceptional Needs	Participation 100%	Discontinue	Discontinue	Participation 100%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Parent Input on Decision Making Process including parents of unduplicated students and exceptional learners.	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 a SSC in order for parents to provide input in the decision making process.	100% of schools compliant in maintaining a SSC in order for parents to provide input in the decision making process.	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

Goal Analysis [2025-26]

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 (District) substantially implemented the actions and services associated with Goal 1 to support student engagement, school climate, attendance, family outreach, and social-emotional wellness. This included continued implementation of Counseling Support (Action 1.1), School Resource Officers (Action 1.2), Student Support Services Coordinators (Action 1.3), Assistant Principals (Action 1.4), Engagement and Outreach (Action 1.5), College and Career Readiness Support (Action 1.6), Attendance Improvement Through Districtwide Incentives (Action 1.7), and Health Support Services (Action 1.8). The District also continued broader student engagement and extracurricular supports, including Sports Program Support (Action 1.9).

Implementation successes included maintaining districtwide counseling and student support structures through Actions 1.1, 1.3, and 1.4, sustaining family outreach and attendance systems through Actions 1.5 and 1.7, and continuing health-related supports through Action 1.8. In addition, a Behavioral Health Coordinator (Action 1.14) was hired to oversee the behavioral and mental health program. The District also maintained college and career exposure opportunities through Action 1.6. These actions were carried out throughout the year and remained aligned to the intended purpose of Goal 1.

Implementation challenges were primarily related to the complexity of coordinating supports across attendance, outreach, and student case management functions. While the planned actions were largely carried out, the District identified a need to strengthen coordination across Actions 1.3, 1.4, and 1.5 to better respond to student and family needs. Additionally, due to the expiration of certain grant-funded supports, the District made an implementation adjustment when a Behavioral Health Therapist (BHT) position became vacant and chose not to refill the position. Instead, the associated funds were redirected to sustain other BHT positions previously supported by grant funding. The District determined that stronger coordination, strategic staffing decisions, and continued refinement of implementation will be important moving forward.

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 expenditure variance of 10% or more of the budgeted amount that is greater than \$50,000 as material difference. There was no material difference in this goal.

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

Counseling, behavioral health, Positive Behavioral Interventions and Supports (PBIS), and student support services:

The investment Beaumont Unified School District (District) made in counseling (Action 1.1), behavioral health (Action 1.14), PBIS (Action 1.12 and 1.16), and student support coordination (Action 1.3) shows evidence of effectiveness in improving school climate and student behavior. Year 2 outcomes improved from baseline in Suspension Rate for All Students, from 2.7% to 1.8%, and for several student groups, including Foster Youth, from 11.3% to 5.5%, and Homeless students, from 6.9% to 2.6%. Local climate measures also improved, particularly in grades 6-12, where Sense of Belonging increased from 39% to 46%, Emotion Regulation from 47% to 52%, and Positive Feelings from 58% to 62%. These results suggest that the District's coordinated approach to social-emotional, behavioral, and school-connectedness supports (Action 1.2, 1.4, 1.11, and 1.13) is contributing to improved student experience and reductions in exclusionary discipline. However, because attendance outcomes were not uniformly improved for all student groups, the District recognizes that these supports alone are not sufficient to address all barriers to engagement, particularly for Foster Youth.

Attendance outreach, family engagement, and targeted attendance intervention:

The District's attendance-focused strategies appear to be effective overall, particularly in improving broad attendance outcomes and reducing chronic absenteeism for many student groups. Year 2 Chronic Absenteeism improved from baseline for All Students, from 30.2% to 19.3%; Homeless students, from 53.1% to 32.5%; and Socioeconomically Disadvantaged students, from 34.0% to 22.5%. Average Daily Attendance (ADA) also increased from 90.89% to 92.09%. These data suggest that attendance monitoring (Action 1.15), family outreach (Action 1.4, 1.5, and 1.10), and student support interventions (Actions 1.3, 1.7, and 1.8) are positively influencing student participation (Action 1.9) in school. At the same time, the District notes mixed results in some related measures. Transitional Kindergarten/Kindergarten (TK/K) attendance declined from 89.46% to 87.71%, and Foster Youth Chronic Absenteeism increased from 32.8% to 34.4%. These results indicate that while the current strategy is contributing to overall improvement, additional refinement is needed to better address the attendance barriers experienced by early learners and students with the highest levels of need.

College and career readiness, student engagement, and expanded opportunities:

The District's efforts to expand student engagement and college and career readiness opportunities (Action 1.6) show partial effectiveness, with stronger results in readiness exposure and participation than in transcript-based completion outcomes. The College and Career Indicator improved from baseline to Year 2 for All Students, from 41.5% to 46.0%, for African American/Black students, from 22.1% to 36.2%, and for English Learners, from 6.5% to 18.1%. These data suggest that college and career supports, expanded student opportunities, and readiness-focused experiences are contributing to improved postsecondary preparation. However, A-G completion remained below baseline for All Students, declining from 49.4% to 44.2%, and for Students with Disabilities, declining from 27.1% to 12.6%. This pattern suggests that while students may be benefiting from increased access to readiness experiences, the District's current strategy has not yet produced the same level of improvement in course completion outcomes tied to A-G eligibility. The District therefore finds this strategy to be promising, but in need of stronger alignment with academic monitoring and transcript-based intervention.

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 2026–27 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 needs of students:

Actions:

- 1.3: One of the student support services positions and the budget for materials and supplies will be moved to Action 2.20. This allows the District to better align supports and resources for Foster Youth, so that Foster Youth receive more targeted services to achieve improved engagement, stability, and outcomes.
- 1.9: Increase the budget to support the rising costs for officiating groups, stipends, and expanded program offerings. There will be greater support for success and rapid growth of middle school and alternative high school sports, so that the unduplicated students continue to have access to high-quality athletic opportunities to achieve greater engagement, connection, and increase their sense of belonging.
- 1.14: Move one Behavioral Health Therapist to a new action item to support Foster Youth. The District will better align mental health services to the specific needs of Foster Youth, so that Foster Youth receive more targeted social-emotional support to achieve improved attendance, well-being, and school engagement.

Metrics:

- 1.3-1.6: Year 3 Outcome years were updated to "2025-26", which was previously inaccurately projected for "2026-27".
- 1.9 & 1.12: Metrics were updated because cohort numbers were inaccurate (use high school graduates data).
- 1.17: Updated description by adding "including parents of unduplicated students and exceptional learners."

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.	\$2,966,850.00	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.	\$577,927.00	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.	\$240,381.00	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.	\$2,299,918.00	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.	\$835,459.00	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) districtwide, 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 districtwide 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.	\$750,466.00	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.	\$218,291.00	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).	\$365,025.00	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 Geronio Middle School (SGMS), and Summerwind Trails School (STS) to include ATS teachers and Campus Aides at each site and one ATS counselor.	\$1,129,241.00	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.	\$40,328.00	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.	\$397,740.00	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.	\$2,297,855.00	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 (SWD) at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School and San Gorgonio Middle School; Homeless students districtwide; 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 (schoolwide) in the lowest performance Chronic Absenteeism	\$182,550.00	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 (SWD) 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 screeners), 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 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 standard, Foster Youth 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 updated state data reflects information from the 2024-25 school year, while the local data pertains to the accessible 2025-26 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)	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	2024-25 California School Dashboard (Dashboard): ELA All Students: 2.5 Points Below Standard (Medium- Green) African American/Black: 10.4 Points Below Standard (Low- Yellow) American Indian/Alaska Native: 89.4 Points Below Standard	2025-26 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: +15.6 Points African American/Black: +21.9 Points American Indian/Alaska Native: -9.1 Points Asian: +10.1 Points Filipino: +24.7 Points Hispanic/Latino: +15.3 Points Pacific Islander: +20.8 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 30.3 Points Above Standard (High - Green) 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	(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	Below Standard (Very Low-Red) Asian: 40.4 Points Above Standard (High-Green) Filipino: 74.2 Points Above Standard (Very High-Blue) Hispanic/Latino: 14.1 Points Below Standard (Low-Yellow) Pacific Islander: 26.3 Points Above Standard (No Performance Color) Two or More Races: 19.4 Points Above Standard (High-Blue) White: 13.1 Points Above Standard (High-Blue) English Learners (ELs): 45.1 Points below Standard (Low -Yellow) Long Term English Learners (LTELs): 115.3 Points Below Standard (Very Low-Orange) Foster Youth: 80.4 Points Below	(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	Two or More Races: +18.4 Points White: +15.6 Points English Learners (ELs): +22.5 Points Long Term English Learners (LTELs): * Foster Youth: +28.0 Points Homeless: +36.9 Points Socioeconomically Disadvantaged (SED): +17.2 Points Students with Disabilities: (SWD): +10.5 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
		Points Below Standard (Low - Orange)	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) *LTEL is a new student group starting 2023-24.	Standard (Very Low-Orange) Homeless: 34.7 Points Below Standard (Low-Yellow) Socioeconomically Disadvantaged (SED): 15.5 Points Below Standard (Low-Yellow) Students with Disabilities (SWD): 81.5 Points Below Standard (Very Low-Orange)	Standard (Medium - Yellow) Socioeconomically Disadvantaged (SED): 23.7 Points Below Standard (Medium - Yellow) Students with Disabilities (SWD): 83 Points Below Standard (Low - Orange)	
2.2	Academic State Indicator - Mathematics	2022-23 California School Dashboard (Dashboard): Mathematics 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)	2023-24 California School Dashboard (Dashboard): Mathematics All Students: 53.8 Points Below Standard (Low - Orange) African American/Black: 70.6 Points Below Standard (Medium - Yellow) American Indian/Alaska Native: 122.3 Points	2024-25 California School Dashboard (Dashboard): Mathematics All Students: 39.6 Points Below Standard (Low-Yellow) African American/Black: 54 Points Below Standard (Low-Yellow) American Indian/Alaska Native: 103.1 Points	2025-26 California School Dashboard (Dashboard): Mathematics All Students: 46.1 Points Below Standard (Medium - Yellow) African American/Black: 67.8 Points Below Standard (Medium - Yellow) American Indian/Alaska Native: 140.1	All Students: +15.5 Points African American/Black: +22.8 Points American Indian/Alaska Native: +46.0 Points Asian: +5.9 Points Filipino: +11.1 Points Hispanic/Latino: +16.6 Points Pacific Islander: +26.1 Points

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)	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 (LTEs): 181.8 Points Below Standard (Very Low - Red)	Below Standard (Very Low-Orange) Asian: 15 Points Above Standard (High-Blue) Filipino: 25.5 Points Above Standard (High - Green) Hispanic/Latino: 51.3 Points Below Standard (Low - Yellow) Pacific Islander: 24.8 Points Below Standard (No Performance Color) Two or More Races: 25.6 Points Below Standard (Low - Yellow) White: 21 Points Below Standard (Medium-Green) English Learners (ELs): 74.9 Points Below Standard (Low- Yellow) Long Term English Learners (LTEs): 173.9 Points Below Standard (Very Low-Orange) Foster Youth: 101.6 Points	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): 86.2 Points Below Standard (Medium - Yellow) Foster Youth: 98.3 Points Below Standard (Medium - Yellow)	Two or More Races: +14..4 Points White: +12.4 Points English Learners (ELs): +20.3 Points Long Term English Learners (LTEs): * Foster Youth: +5.7 Points Homeless: +19.1 Points Socioeconomically Disadvantaged (SED): +16.3 Points Students with Disabilities (SWD): +6.9 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
			Foster Youth: 144.6 Points Below Standard (Very Low - Red) Homeless: 92.2 Points Below Standard (Low - Orange) Socioeconomically Disadvantaged (SED): 64.9 Points Below Standard (Low - Orange) Students with Disabilities (SWD): 116.0 Points Below Standard (Very Low - Red) *LTEL is a new student group starting 2023-24.	Below Standard (Very Low - Orange) Homeless: 66.7 Points Below Standard (Low-Yellow) Socioeconomically Disadvantaged (SED): 51.3 Points Below Standard (Low-Yellow) Students with Disabilities (SWD): 108.1 Points Below Standard (Very Low-Orange)	Homeless: 76.8 Points Below Standard (Medium - Yellow) Socioeconomically Disadvantaged (SED): 58.6 Points Below Standard (Medium - Yellow) Students with Disabilities (SWD): 106 Points Below Standard (Low - Orange)	
2.3	English Language Proficiency - State Indicator	2022-23 English Language Proficiency Indicator (ELPI) - Summative ELPAC All Students: 49% making progress towards English language proficiency (Medium - Yellow) ELs who progressed at least one ELPI Level: 47.3%	2023-24 English Language Proficiency Indicator (ELPI) - Summative ELPAC All Students: 41.4% making progress towards English language proficiency (Low - Orange)	2024-25 English Language Proficiency Indicator (ELPI) - Summative ELPAC All Students: 45.9% making progress towards English language proficiency (Medium- Green)	2025-26 English Language Proficiency Indicator (ELPI) - Summative ELPAC All Students: 55% making progress towards English language proficiency (High - Green)	All Students: -3.1% making progress Long Term English Learners (LTELs): * ELs who progressed at least one ELPI Level: - 1.3% *LTELs 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
			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.	Long Term English Learners (LTELs): 38.4% making progress towards English language proficiency (Low-Orange) ELs who progressed at least one ELPI Level: 46%	ELs who progressed at least one ELPI Level: 55%	
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% Foster Youth: 16.7%	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%	2024-25 Students that Met the A-G Requirement. All Students: 44.2% African American/Black: 47.3% American Indian/Alaska Native: * Asian: 71.4% Filipino: 73.3% Hispanic/Latino: 40.2% Pacific Islander: * Two or More Races: 40.0% White: 49.0%	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: 50% White: 60%	All Students: -5.2% African American/Black: +15.9% American Indian/Alaska Native: * Asian: -8.6% Filipino: -12.4% Hispanic/Latino: -5.5% Pacific Islander: * Two or More Races: -2.9% White: -6.2% English Learners (ELs): -0.7% Homeless: -16.5% Foster Youth: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	English Learners (ELs): 17.3% Homeless: 22.4% Foster Youth: * Socioeconomically Disadvantaged (SED): 39.8% Students with Disabilities (SWD): 12.6%	English Learners (ELs): 25% Homeless: 45% Foster Youth: 20% Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 30%	Socioeconomically Disadvantaged (SED): -5.1% Students with Disabilities (SWD): -14.5%
2.5	English Learner (EL) Reclassification Rate - State Indicator from Dataquest (total reclass stu school year/total EL on census day)	2022-23 Reclassification Rate: 6.8%	2023-24 Reclassification Rate: 13.5% (126/937)	2024-25 Reclassification Rate: 15.3% (134/875)	2025-26 Reclassification Rate: 8.8%	+8.5%
2.6	English Learner (EL) Long-Term English Learner (LTEL) Rate - State Indicator Data from DataQuest	2022-23 LTEL Rate: 11.6%	2023-24 LTEL Rate: 17.0%	2024-25 LTEL Rate: 12.0%	2025-26 LTEL Rate: 9.6%	+0.4%
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) American Indian/Alaska Native: (No Performance Color) Asian: 92.6% (No Performance Color)	2023-24 California School Dashboard (Dashboard): Graduation Rate All Students: 94.5% (High - Green) African American/Black: 84.8% (Low - Orange) American Indian/Alaska Native: (No	2024-25 California School Dashboard (Dashboard): Graduation Rate All Students: 95% (Very High - Blue) African American/Black: 94.9% (High-Green) American Indian/Alaska Native: (No	2025-26 California School Dashboard (Dashboard): Graduation Rate All Students: 95% (Very High - Blue) African American/Black: 93.5% (Very High - Blue) American Indian/Alaska Native: (No	All Students: +2.4% African American/Black: +2.7% American Indian/Alaska Native: (No Performance Level) Asian: +7.4% Filipino: +2.2% Hispanic/Latino: +2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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) Two or More Races: 89.5% (Low - Orange) White: 95.3% (Very High - Blue) English Learners (ELs): 87.1% (High - Green) Long Term English Learners (LTEs): 91.1% (High - Green) Foster Youth: 58.3% (No Performance Color) Homeless: 86.7% (High - Green) Socioeconomically Disadvantaged (SED): 94.2% (High - Green)	Performance Color) Asian: 100% (No Performance Color) Filipino: 96.8% (No Performance Color) Hispanic/Latino: 95.2% (Very High - Blue) Pacific Islander: (No Performance Color) Two or More Races: 89.7% (Medium-Yellow) White: 95.1% (Very High - Blue) English Learners (ELs): 90.4% (Medium- Green) Long Term English Learners (LTEs): 88.3% (Medium-Orange) Foster Youth: (No Performance Color) Homeless: 89.5% (Medium- Green) Socioeconomically Disadvantaged (SED): 95% (Very High - Blue)	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): 80% (High - Green)	Pacific Islander: (No Performance Level) Two or More Races: -3.6% White: +3.2% English Learners (ELs): +9.8% Long Term English Learners (LTEs): * Foster Youth: (No Performance Level) Homeless: +3.8% Socioeconomically Disadvantaged (SED): +2.1% Students with Disabilities (SWD): +2.3% *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
			Students with Disabilities (SWD): 80.2% (High - Green) *LTEL is a new student group starting 2023-24.	Students with Disabilities (SWD): 80% (Medium-Yellow)		
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: (372/854) 43.56% African American/Black: (45/99) 45.45% American Indian/Alaska Native: (16/26) 61.54% Asian: (9/35) 25.71% Filipino: (12/50) 24% Hispanic/Latino: (242/484) 50% Pacific Islander: (3/7) 42.86% Two or More Races: (0) White: (272/615) 39.35% English Learners (ELs): (35/50) 70% Foster Youth: (12/16) 75% Homeless: (23/47) 48.94% Socioeconomically Disadvantaged	2023-24 Students in Grade 6 Receiving at Least One F or U: All Students: (197/849) 23.20% African American/Black: (24/88) 27.27% American Indian/Alaska Native: (16/35) 45.71% Asian: (10/35) 28.57% Filipino: (1/38) 2.63% Hispanic/Latino: (124/502) 24.70% Pacific Islander: (0/2) 0% Two or More Races: (0) White: (137/604) 22.68%	2024-25 Students in Grade 6 Receiving at Least one F: All Students: (258/953) 29.91% African American/Black: (29/120) 24.17% American Indian/Alaska Native: (17/28) 60.71% Asian: (9/47) 19.15% Filipino: (5/45) 11.11% Hispanic/Latino: (178/569) 31.28% Pacific Islander: (4/11) 36.36% Two or More Races: (0) White: (176/661) 26.63%	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: White: 30.35% English Learners (ELs): 61% Foster Youth: 66% Homeless: 39.94%	All Students: -13.65% African American/Black: -21.28% American Indian/Alaska Native: -0.83% Asian: -6.56% Filipino: -12.89% Hispanic/Latino: -18.72% Pacific Islander: -6.50% Two or More Races: (0) White: -12.72% English Learners (ELs): -21.35% Foster Youth: +2.78% Homeless: -6.39% Socioeconomically Disadvantaged (SED): -17.43% Students with Disabilities (SWD): -18.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(SED):(337/685) 49.20% Students with Disabilities (SWD): (62/113) 54.87%	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): (18/37) 48.65% Foster Youth: (14/18) 77.78% Homeless: (20/47) 42.55% Socioeconomically Disadvantaged (SED): (210/661) 31.77% Students with Disabilities (SWD): (78/213) 36.62%	Socioeconomically Disadvantaged (SED): 40.20% Students with Disabilities (SWD): 45.87%	
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) Filipino: 75.7% Prepared (Very High) Hispanic/Latino: 37.3% Prepared (Medium) Pacific Islander: (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) Asian: 58.3% (No Performance Color) Filipino: 80.8% (No Performance Color)	2024-25 College and Career Indicator All Students: 46% (Medium - Yellow) African American/Black: 36.2% (Medium - Yellow) American Indian/Alaska Native: (No Performance Level) Asian: 66.7% (No Performance Color) Filipino: 80.6% (No Performance Color)	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) Asian: 85.00% (No Performance Level) Filipino: 80.0% Hispanic/Latino: 42.00%	All Students: +3.5% African American/Black: +14.1% American Indian/Alaska Native: (No Performance Level) Asian: -14.8% Filipino: +4.9% Hispanic/Latino: +5.3% Pacific Islander: (No Performance Level) Two or More Races: +2.6% White: +5.2% English Learners (ELs): +11.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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): 10.0% (Low - Orange) *LTEL is a new student group starting 2023-24.	Hispanic/Latino: 42.6% (Medium-Yellow) Pacific Islander: (No Performance Level) Two or More Races: 35.9% (Medium-Orange) White: 54.9% (Medium-Green) English Learners (ELs): 18.1% (Low-Yellow) Long Term English Learners (LTELs): 20% (Low-Yellow) Foster Youth: (No Performance Color) Homeless: 18.7% (Low - Orange) Socioeconomically Disadvantaged (SED): 41.8% (Medium-Green) Students with Disabilities (SWD): 10.9% (Low - Orange) *LTEL is a new student group starting 2023-24.	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%	Long Term English Learners (LTELs): * Foster Youth: +18.3% Homeless: -14.6% Socioeconomically Disadvantaged (SED): +3.9% Students with Disabilities (SWD): -2.5% *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
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	2025-26 4 rating levels at Full Implementation and Sustainability 1 rating level at Full Implementation	2026-27 Full Implementation	All ratings increased one level
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 Geronio 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 Middle School (MVMS), and Beaumont High School (BHS) DLI: Palm Innovation	Courses offered: CTE: Mountain View Middle School (MVMS), Summerwind Trails School (STS), San Geronio Middle School (SGMS), Beaumont High School (BHS), Glen View High School (GVHS), and 21st Century Learning (21st CLI) STEM: Mountain View Middle School (MVMS), San Geronio Middle School (SGMS), and Beaumont High School (BHS) DLI: Palm Innovation	Courses offered: CTE: Mountain View Middle School (MVMS), Summerwind Trails School (STS), San Geronio Middle School (SGMS), Beaumont High School (BHS), Glen View High School (GVHS), and 21st Century Learning (21st CLI) STEM: Mountain View Middle School (MVMS), San Geronio Middle School (SGMS), and Beaumont High School (BHS) DLI: Palm Innovation	2026-27 Full Implementation	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Beaumont High School (BHS) DLI: Palm Innovation Academy (PIA), Starlight Elementary School (SLE), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS)	Academy (PIA), Starlight Elementary School (SLE), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS)	Academy (PIA), 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% Pacific Islander: (4/4) 100% Two or More Races: (0) 0% White: (256/429) 59.67%	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 African American/Black: (12/21) 57.14% American Indian/Alaska Native: (2/3) 66.67%	2024-25 Advanced Placement (AP) 401 students took at least one AP exam 323 students passed at least one AP exam 80.55% (323/401) pass rate by student 610 AP exams were taken 464 AP exams were passed 76.07% (464/610) pass rate by test African American/Black: (16/19) 84.21% American Indian/Alaska Native: (4/5) 80.00%	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% Two or More Races: 70% White: 70% English Learners (ELs): 100% Foster Youth: 45% Homeless: 60%	+17.89% pass rate by test

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	Asian: (18/24) 75.00% Filipino: (33/45) 73.33% Hispanic/Latino: (132/162) 81.48% Pacific Islander: (2/2) 100.00% Two or More Races: (0) 0% White: (192/230) 86.48% English Learners (ELs): (3/3) 100.00% Foster Youth: (0) 0% Homeless: (17/23) 73.91% Socioeconomically Disadvantaged (SED): (144/180) 80.00% Student with Disabilities (SWD): (14/18) 77.78%	Socioeconomically Disadvantaged (SED): 70% Students with Disabilities (SWD): 76%	
2.13	Drop Out Rate High School - State Indicator	2022-23 Dropout Rate - California DataQuest 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%	2023-24 Dropout Rate - California DataQuest All Students: (26/892) 2.9% African American/Black: (7/66) 10.6%	2024-25 Dropout Rate - California DataQuest All Students: (17/966) 1.8% African American/Black: (1/58) 1.7%	2025-26 Dropout Rate - California DataQuest All Students: 1% African American/Black: 1.3% American Indian/Alaska Native: *	All Students: -2.7% African American/Black: -3.6% American Indian/Alaska Native: * Asian: -7.4% Filipino: +3.2% Hispanic/Latino: -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: (21/500) 4.2% Pacific Islander: * Two or More Races: (2/31) 6.5% White: (9/197) 4.6% 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.	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% English Learners (ELs): (8/69) 11.6% Foster Youth: (4/12) 33.3% Homeless: (5/45) 11.1% Socioeconomically Disadvantaged (SED): (20/718) 2.8% Students with Disabilities (SWD): (7/110) 6.4% *Data is suppressed to protect student privacy.	American Indian/Alaska Native: * Asian: (0/21) 0% Filipino: (1/31) 3.2% Hispanic/Latino: (9/597) 1.5% Pacific Islander: * Two or More Races: (1/39) 2.6% White: (5/204) 2.5% English Learners (ELs): (4/83) 4.8% Foster Youth: * Homeless: (3/75) 4.0% Socioeconomically Disadvantaged (SED): (13/778) 1.7% Students with Disabilities (SWD): (1/130) 0.8% *Data is suppressed to protect student privacy.	Asian: 3.4% Filipino: 0% Hispanic/Latino: 1.2% Pacific Islander: * Two or More Races: 2.5% White: 1.6% English Learners (ELs): 10.5% Foster Youth: 15% Homeless: 10% Socioeconomically Disadvantaged (SED): 1.2% Students with Disabilities (SWD): 2.6% *Data is suppressed to protect student privacy.	Pacific Islander: * Two or More Races: -3.9% White: -2.1% English Learners (ELs): -9.7% Foster Youth: * Homeless: -10.3% Socioeconomically Disadvantaged (SED): -2.5% Students with Disabilities (SWD): -4.8% *Data is suppressed to protect student Privacy
2.14	Academic Local Indicator - English Language Arts (ELA) i-Ready and STAR	2023-24 ELA: at or above grade level	2024-25 ELA: at or above grade level	2025-26 ELA: at or above grade level	2026-27 ELA: at or above grade level (K-8)	ELA: at or above grade level (K-5/8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		i-Ready Diagnostic 2 (K-8) 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% English Learners (ELs): 8.7% Foster Youth: 25.0% Homeless: 24.3% Socioeconomically Disadvantaged (SED): 22.6% Students with Disabilities (SWD): 14.8% STAR Winter State Benchmark (9-12) All Students: 53.4% African American/Black: 52.3% American Indian/Alaska Native: 50.0% Asian: 59.4% Filipino: 81.7%	i-Ready Diagnostic 2 (K-7) 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% English Learners (ELs): 12.4% Foster Youth: 20.6% Homeless: 27.6% Socioeconomically Disadvantaged (SED): 33.8% Students with Disabilities (SWD): 14.5% STAR Winter State Benchmark (8-12)	i-Ready Diagnostic 2 (K-5) All Students: 38.45% African American/Black: 38.82% American Indian/Alaska Native: 25.81% Asian: 50.67% Filipino: 67.52% Hispanic/Latino: 34.14% Pacific Islander: 28.57% Two or More Races: 40.40% White: 44.15% English Learners (ELs): 14.06% Foster Youth: 9.52% Homeless: 24.39% Socioeconomically Disadvantaged (SED): 33.54% Students with Disabilities (SWD): 16.73% STAR Winter State Benchmark (6-12)	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% English Learners (ELs): 43.2% Foster Youth: 26.9% Homeless: 36.1% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 27.5% ELA: at or above grade level (9-12) All Students: 43.4%	All Students: +1.55% African American/Black: +2.92% American Indian/Alaska Native: +6.31% Asian: +0.37% Filipino: +2.12% Hispanic/Latino: +2.14% Pacific Islander: -23.83% Two or More Races: -3.3% White: -0.65% English Learners (ELs): +5.36% Foster Youth: -15.48% Homeless: +0.09% Socioeconomically Disadvantaged (SED): +10.94% Students with Disabilities (SWD): +1.93% ELA: at or above grade level (6/9-12) All Students: -3.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. (*)	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: White: 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% *Data is suppressed to protect student privacy. (*)	All Students: 49.50% African American/Black: 47.41% American Indian/Alaska Native: 24.00% Asian: 64.88% Filipino: 73.08% Hispanic/Latino: 43.96% Pacific Islander: 55.56% Two or More Races: 57.22% White: 59.72% English Learners (ELs): 6.36% Foster Youth: 21.43% Homeless: 45.67% Socioeconomically Disadvantaged (SED): 44.88% Students with Disabilities (SWD): 16.71%	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. (*)	African American/Black: -4.89% American Indian/Alaska Native: -26.00% Asian: +5.48% Filipino: -8.62% Hispanic/Latino: -3.34% Pacific Islander: +0.56% Two or More Races: White: +7.52% English Learners (ELs): -0.54% Foster Youth: -14.57% Homeless: +2.57% Socioeconomically Disadvantaged (SED): +14.78% Students with Disabilities (SWD): +4.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*8th graders took the STAR instead of i-Ready			
2.15	Academic Local Indicator - Mathematics i-Ready and STAR	2023-24 Mathematics: at or above grade level i-Ready Diagnostic 2 (K-8) All Students: 25.0% African American/Black: 21.5% American Indian/Alaska Native: 15.3% Asian: 41.1% Filipino: 54.0% Hispanic/Latino: 20.3% Pacific Islander: 40.9% Two or More Races: 30.9% White: 33.1% English Learners (ELs): 4.3% Foster Youth: 13.0% Homeless: 19.8% Socioeconomically Disadvantaged (SED): 19.3% Students with Disabilities (SWD): 11.0% STAR Winter State Benchmark (9-12) All Students: 23.5%	2024-25 Mathematics: at or above grade level i-Ready Diagnostic 2 (K-7) All Students: 27.4% African American/Black: 14.6% American Indian/Alaska Native: 11.1% Asian: 47.2% Filipino: 51.2% Hispanic/Latino: 23.0% Pacific Islander: 51.0% Two or More Races: 34% White: 35.3% English Learners (ELs): 9.9% Foster Youth: 2.9% Homeless: 30.5% Socioeconomically Disadvantaged (SED): 23.5%	2025-26 Mathematics: at or above grade level i-Ready Diagnostic 2 (K-5) All Students: 26.28% African American/Black: 23.37% American Indian/Alaska Native: 22.86% Asian: 42.59% Filipino: 55.91% Hispanic/Latino: 22.62% Pacific Islander: 28.57% Two or More Races: 28.54% White: 31.14% English Learners (ELs): 10.57% Foster Youth: 9.09% Homeless: 12.50% Socioeconomically Disadvantaged (SED): 22.31%	2026-27 Local Data Mathematics: at or above grade level (K-8) All Students: 43.9% African American/Black: 37.3% American Indian/Alaska Native: 45% Asian: 65.9% Filipino: 58.8% Hispanic/Latino: 39.5% Pacific Islander: 68.6% Two or More Races: 51.4% White: 52.6% English Learners (ELs): 40.2% Foster Youth: 18.6% Homeless: 37.7% Socioeconomically Disadvantaged (SED): *	Mathematics: at or above grade level (K-5/8) All Students: +1.28% African American/Black: +1.87% American Indian/Alaska Native: +7.53% Asian: +1.49% Filipino: +1.91% Hispanic/Latino: +2.32% Pacific Islander: -12.33% Two or More Races: -2.36% White: -1.96% English Learners (ELs): +6.27% Foster Youth: -3.91% Homeless: -7.3% Socioeconomically Disadvantaged (SED): +3.01% Students with Disabilities (SWD): +1.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 23.7% 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% *Data is suppressed to protect student privacy. (*)	Student with Disabilities (SWD): 11.6% STAR Winter State Benchmark (8-12) All Students: 25.4% African American/Black: 18.5% American Indian/Alaska Native: 24.9% Asian: 43.6% Filipino: 78.0% Hispanic/Latino: 21.8% Pacific Islander: 71.4% Two or More Races: 31.9% White: 31.9% English Learners (ELs): 23.5% Foster Youth: 26.7% Homeless: 56.9% Socioeconomically Disadvantaged (SED): 59.0% Students with Disabilities (SWD): 33.5%	Students with Disabilities (SWD): 12.70% STAR Winter State Benchmark (6-12) All Students: 25.01% African American/Black: 20.56% American Indian/Alaska Native: 10.00% Asian: 52.41% Filipino: 47.02% Hispanic/Latino: 20.27% Pacific Islander: 35.29% Two or More Races: 27.04% White: 30.99% English Learners (ELs): 7.39% Foster Youth: 6.90% Homeless: 14.42% Socioeconomically Disadvantaged (SED): 21.34% Students with Disabilities (SWD): 7.00%	Students with Disabilities (SWD): 25.1% Mathematics: at or above grade level (9-12) All Students: 28.6% 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): 26.3% Foster Youth: 5.0% Homeless: 20.7% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 13.0%	Mathematics: at or above grade level (6/9-12) All Students: +1.51% African American/Black: +4.36% American Indian/Alaska Native: -3.70% Asian: +18.51% Filipino: +8.32% Hispanic/Latino: +1.37% Pacific Islander: +5.29% Two or More Races: +7.29% English Learners (ELs): -0.71% Foster Youth: +2.70% Homeless: -0.68% Socioeconomically Disadvantaged (SED): +9.74% Students with Disabilities (SWD): -0.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*8th graders took the STAR instead of i-Ready		*Data is suppressed to protect student privacy. (*)	
2.16	TO BE DELETED 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	2024-25 ELPI Dashboard ELs: 45.9% making progress LTELs: 38.4% making progress	2025-26 ELPI Dashboard ELs: 55.0% LTELs: 45.0%	ELs: -3.1% 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% Two or More Races: (0) 0% White: (383/673) 56.91% English Learners (ELs): (48/64) 75% Foster Youth: (7/8) 87.5%	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% Hispanic/Latino: (235/559) 42.04% Pacific Islander: (1/1) 100% Two or More Races: (0) White: (259/682) 37.98%	2024-25 All Students: (342/1028) 33.27% African American/Black: (39/113) 34.51% American Indian/Alaska Native: (12/30) 40.00% Asian: (17/53) 32.08% Filipino: (8/34) 23.53% Hispanic/Latino: (216/602) 35.88% Pacific Islander: (4/7) 57.14% Two or More Races (0) White: (245/753) 32.54%	2025-26 All Students: 45% African American/Black: 55% American Indian/Alaska Native: 75% Asian: 30% Filipino: 20% Hispanic/Latino: 50% Pacific Islander: 55% Two or More Races: 0% White: 45% English Learners (ELs): 65% Foster Youth: 75% Homeless: 45%	All Students: -23.94% African American/Black: -32.16% American Indian/Alaska Native: -43.33% Asian: -9.86% Filipino: -5.74% Hispanic/Latino: -25.01% Pacific Islander: -9.53% Two or More Races: (0) White: -24.37% English Learners (ELs): -13.8% Foster Youth: -31.94% Homeless: -16.36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: (28/49) 57.14% Socioeconomically Disadvantaged (SED): (463/748) 61.89% Students with Disabilities (SWD): (88/116) 75.86%	English Learners (ELs): (40/59) 67.80% Foster Youth: (5/11) 45.45% Homeless: (43/104) 41.35% Socioeconomically Disadvantaged (SED): (505/985) 51.27% Students with Disabilities (SWD): (95/171) 55.56%	English Learners (ELs): 34/55) 61.82% Foster Youth: (5/9) 55.56% Homeless: (42/103) 40.78% Socioeconomically Disadvantaged (SED): 270/699) 38.63% Students with Disabilities (SWD): 96/198) 48.48%	Socioeconomically Disadvantaged (SED): 50% Students with Disabilities (SWD): 65%	Socioeconomically Disadvantaged (SED): -23.26% Students with Disabilities (SWD): -27.38%
2.18	CTE Completers - Local Indicator	Total students for 2022-23 school year that were eligible (Regular High School Diploma) 810 Total Completers All 144 17.78%	Total students for 2023-24 school year that were eligible: 843 Total Completers All: 145 17.20%	Total students for 2024-25 school year that were eligible: 917 Total Completers All: 164 17.88%	2025-26 CTE Completers 20.0%	+0.1%
2.19	Drop Out Rate for Middle School	2022-23 - Total Students: 2 (<1 %)	2023-24 - Total Students: 2 (<1%)	2024-25 - Total Students: 3 (<1%)	2025-26 - (<1 %)	Maintained
2.20	English Language Arts (ELA) - Early Assessment Program (EAP) Grade 11	2022-23 ELA 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%	2023-24 ELA Early Assessment Program (EAP) Grade 11 Level 4 CAASPP Scores All Students: 23.21% African American/Black: 18.87%	2024-25 ELA Early Assessment Program (EAP) Grade 11 Level 4 CAASPP Scores All Students: 31.07% African American/Black: 23.53%	2025-26 ELA Early Assessment Program (EAP) Grade 11 All Students: 30.0% African American/Black: 30.0% American Indian/Alaska Native: *	All Students: +6.9% African American/Black: -1.47% American Indian/Alaska Native: * Asian: +21.68% Filipino: +15.65% Hispanic/Latino: +4.62% Pacific Islander: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% *Data is suppressed to protect student privacy. (*)	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% *Data is suppressed to protect student privacy. (*)	American Indian/Alaska Native: * Asian: 48.00% Filipino: 67.50% Hispanic/Latino: 25.48% Pacific Islander: * Two or More Races: 51.06% White: 35.83% English Learners (ELs): 5.77% Foster Youth: * Homeless: 16.67% Socioeconomically Disadvantaged (SED): 26.31% Students with Disabilities (SWD): 10.42% *Data is suppressed to protect student privacy. (*)	Asian: 30.0% Filipino: 52.0% Hispanic/Latino: 26.0% Pacific Islander: * Two or More Races: 52.0% White: 32.0% English Learners (ELs): 5.0% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 28.0% Students with Disabilities (SWD): 8.0% *Data is suppressed to protect student privacy. (*)	Two or More Races: +4.55% White: +8.53% English Learners (ELs): +5.77% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): +3.41% Students with Disabilities (SWD): +7.48% *Data is suppressed to protect student privacy. (*)
2.21	Mathematics - Early Assessment Program (EAP) Grade 11	2022-23 Mathematics Early Assessment Program (EAP) Grade 11 All Students: 5.87% African American/Black: 1.82% American Indian/Alaska Native: *	2023-24 Mathematics Early Assessment Program (EAP) Grade 11 Level 4 CAASPP Scores All Students: 7.38%	2024-25 Mathematics Early Assessment Program (EAP) Grade 11 Level 4 CAASPP Scores All Students: 14.08%	2025-26 Mathematics Early Assessment Program (EAP) Grade 11 All Students: 11.0%	All Students: +8.21% African American/Black: +11.22% American Indian/Alaska Native: * Asian: +6.95% Filipino: -1.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 21.05% Filipino: 22.22% Hispanic/Latino: 3.50% Pacific Islander: * Two or More Races: 12.20% White: 8.09% English Learners (ELs): 0% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 5.10% Students with Disabilities (SWD): 3.08% *Data is suppressed to protect student privacy. (*)	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% English Learners (ELs): 1.82% Foster Youth: * Homeless: 5.00% Socioeconomically Disadvantaged (SED): 4.92% Students with Disabilities (SWD): 2.27% *Data is suppressed to protect student privacy. (*)	African American/Black: 13.04% American Indian/Alaska Native: * Asian: 28.00% Filipino: 20.51% Hispanic/Latino: 11.88% Pacific Islander: * Two or More Races: 25.00% White: 14.75% English Learners (ELs): 5.66% Foster Youth: * Homeless: 12.00% Socioeconomically Disadvantaged (SED): 13.76% Students with Disabilities (SWD): 3.13%	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% English Learners (ELs): 5% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): 10.0% Students with Disabilities (SWD): 8.0% *Data is suppressed to protect student privacy. (*)	Hispanic/Latino: +8.38% Pacific Islander: * Two or More Races: +12.80% White: +6.66% English Learners (ELs): +5.66% Foster Youth: * Homeless: * Socioeconomically Disadvantaged (SED): -5.1% Students with Disabilities (SWD): 6.21% *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 (Regular High School Diploma Graduates Who Completed Both A-G and Attended CTE Courses)	2023-24 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)	2024-25 A-G and CTE Completer Graduates - 917 Total 103 (11.23%)	2025-26 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)	-0.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduates - 810	Graduates - 843		15.0%	
		Total 93 (11.48%)	Total 79 (9.37%)			
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	2024-25 Current English Learners (ELs): 102.5 Points Below Standard Recently Reclassified English Learners: 7.9 Points Below Standard English Only: 0.6 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): +15.0 Points Recently Reclassified English Learners: -3.0 Points English Only: +15.4 Points
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	2024-25 Current English Learners (ELs): 126.8 Points Below Standard Recently Reclassified English Learners: 26.1 Points Below Standard English Only: 36.6 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): +9.5 Points Recently Reclassified English Learners: +18.3 Points English Only: +14.9 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 546/555 = 98.4%	2025 Spring Students: 318/319 = 99.7% Courses: 509/519 = 98.1% 2025 Fall Students: 356/358 = 99.4% Courses: 530/541 = 98.0%	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: +99 students; +2.4% Courses: +263 courses; +0.4% Fall Students: +130 students; +1.2% Courses: +260 courses; -0.4%
2.26	CTE Enrollment - Local Data Students enrolled in CTE/Total Students = %	(New metric; added in 2025) 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%	(New metric; added in 2025) 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%	2024-25 All Students: (1223/3377) 36.22% African American/Black: (125/345) 36.23% American Indian/Alaska Native: (17/89) 19.10% Asian: (62/154) 40.26% Filipino: (58/151) 38.41% Hispanic/Latino: (704/2008) 35.06% Pacific Islander: (9/26) 34.62%	2025-26 All Students: 37.19% African American/Black: 34.53% American Indian/Alaska Native: 44.16% Asian: 34.67% Filipino: 38.71% Hispanic/Latino: 35.98% Pacific Islander: 43.38% White: 37.19% English Learners (ELs): 31.35%	All Students: +1.03% African American/Black: +3.70% American Indian/Alaska Native: -23.06% Asian: +7.59% Filipino: +1.70% Hispanic/Latino: +1.08% Pacific Islander: -6.76% White: +1.71% English Learners (ELs): -7.70% Foster Youth: +12.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	White: (914/2477) 36.90% English Learners (ELs): (42/194) 21.65% Foster Youth: (6/37) 16.22% Homeless: (95/302) 31.46% Socioeconomically Disadvantaged (SED): (789/2180) 36.19% Students with Disabilities (SWD): (188/590) 31.86%	Foster Youth: 5.23% Homeless: 2.00% Socioeconomically Disadvantaged (SED): 11.67% Students with Disabilities (SWD): 8.27%	Homeless: +31.46% Socioeconomically Disadvantages (SED): +26.52% Students with Disabilities (SWD): +25.59%

Goal Analysis [2025-26]

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 substantially implemented the actions and services associated with Goal 2 to support academic achievement, instructional improvement, intervention, English Learner services, and college and career readiness. This included continued implementation of Professional Learning (Action 2.1), Implementation and Support of Dual Language Immersion Programs (Action 2.2), Foundational Literacy Support (Action 2.3), Early High School Intervention (Action 2.4), Instructional Coaches (Action 2.5), Instructional Technology Support (Action 2.6), College and Career Readiness (Action 2.7), and English Learner Support (Action 2.8). The Goal 2 materials also reflect continued implementation of specialized English Learner services through Actions 2.9 and 2.10, as well as Foster Youth transitional services through Action 2.20.

Implementation successes included sustaining districtwide professional learning and coaching through Actions 2.1 and 2.5, maintaining intervention and foundational literacy supports through Actions 2.3 and 2.4, and continuing English Learner services through Actions 2.8, 2.9, and 2.10. The District also continued to expand access to advanced coursework and postsecondary opportunities through Action 2.7, while

further developing Dual Language Immersion through Action 2.2. These implementation efforts indicate that the major components of Goal 2 were carried out and remained aligned to the District's academic priorities.

The District identified that while the Foster Youth transitional services effort (Action 2.20) was fully implemented, there were insufficient students enrolled in the support due to the transient nature of the students. The District also noted Action 2.8 was fully implemented, but not equitably implemented at all school sites. While there were no major substantive differences between planned and actual implementation, the District determined that a refined plan will strengthen implementation moving forward.

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 expenditure variance of 10% or more of the budgeted amount that is greater than \$50,000 as material difference. The following actions had material differences:

- 2.11: In order to support all staff professional learning, there was a need to increase work days for the classified staff and long term substitutes so that they can also support the unduplicated students. The cost to cover this was more than initially intended (additional \$114,663.10).
- 2.18: While the implementation occurred as intended, the cost for each substitute teacher increased leading to an additional \$115,795.
- 2.20: The rising cost in salaries and Health and Welfare costs contributed to the material difference.

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

Professional learning, instructional coaching, and Best, First Instruction:

The investment Beaumont Unified School District (District) made in professional learning (Action 2.11), instructional coaching (Action 2.5 and 2.6), and improvement of Tier 1 instruction (Actions 2.1) shows strong evidence of effectiveness in improving academic outcomes. In English Language Arts (ELA), Year 2 results improved from baseline for All Students, from 18.1 points below standard to 2.5 points below standard. In Mathematics, All Students improved from 55.1 points below standard to 39.6 points below standard. Positive movement was also evident for multiple student groups, including African American/Black students, Hispanic/Latino students, English Learners (ELs), Homeless students, and Socioeconomically Disadvantaged (SED) students. These results suggest that the District's focus on strengthening core instruction is contributing to improved academic performance across content areas. At the same time, some student groups remain substantially below standard, particularly in Mathematics, indicating that while the strategy is effective, continued refinement and targeted differentiation remain necessary for the students with the greatest academic needs.

Foundational literacy, intervention, and academic support systems:

The District's literacy (Action 2.3, 2.18, and 2.19), intervention (Action 2.4), and academic support strategies (Actions 2.13, 2.14, 2.15, and 2.17) appear to be effective, particularly in reducing D/F rates overall. Students in sixth grade receiving at least one F or U decreased by 13.65% from 2022-23 to 2024-25 school year. In addition, the percentage of grade 9 students receiving at least one D or F declined from 57.21% to 33.27% for All Students, while Students with Disabilities (SWD) improved from 75.86% to 48.48%. English Learners had the greatest growth with a decrease of 21.35%, but there was no positive impact for the Foster Youth who increased by 2.78%. Moreover, i-

Ready data which is being used at the elementary schools have seen a growth of 1.55% during this time and even greater growth of 5.36% for ELs and 10.94% for Low-Income students. There was a drop of 15.48% for Foster Youth which further shows that the partnership with Harmony Haven (Action 2.20) is not working and a need for a new targeted action will be needed to support Foster Youth.

English Learner (EL) services, bilingual support, designated English Language Development (ELD), and reclassification efforts:

The District's EL strategy shows mixed but mostly positive evidence of effectiveness. Reclassification improved from 6.8% to 15.3%, and the Long-Term English Learner (LTEL) rate improved from 11.6% to 12.0%, suggesting that the District's bilingual support (Actions 2.8, 2.9, and 2.10), designated English Language Development (ELD), and reclassification efforts are helping more students progress toward English proficiency and reclassification. ELA and Mathematics outcomes for ELs also improved from baseline, with ELA moving from 67.6 points below standard to 45.1 points below standard and Mathematics from 95.2 points below standard to 74.9 points below standard. These results indicate that ELs are benefiting from improved access to instruction and targeted academic support. However, the English Language Proficiency Indicator (ELPI) remained below baseline, moving from 49.0% to 45.9%, which suggests that academic access is improving more consistently than language acquisition outcomes. The District therefore finds this strategy to be productive, but in need of continued refinement to strengthen progress in ELD.

College and career pathways, Advanced Placement (AP), Career Technical Education (CTE), and dual enrollment:

The District's strategy (Action 2.7 and 2.12) to expand access to advanced coursework, CTE, and dual enrollment shows evidence of effectiveness, particularly in increasing participation and readiness opportunities. AP pass rate by test improved from 58.18% to 76.07%, and dual enrollment expanded substantially, with spring participation increasing from 214 students to 318 students and fall participation from 224 students to 356 students. The College and Career Indicator (CCI) also improved for All Students, from 41.5% to 46.0%, and for ELs, from 6.5% to 18.1%. These data suggest that the District's pathway strategy is increasing access to rigorous coursework and college-connected opportunities. At the same time, A-G completion remained below baseline for All Students, declining from 49.4% to 44.2%, and the A-G/CTE completer match remained near baseline. This pattern indicates that the District's pathway strategy is effectively expanding opportunity and participation, but it has not yet translated consistently into improved A-G completion. The District therefore finds the strategy effective in expanding access, with a continued need to strengthen alignment between pathways, counseling, and transcript completion.

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 2026–27 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). Additionally, targeted adjustments were made to better address the evolving needs of students:

Actions:

- 2.20: Foster Youth Partnership with Harmony Haven was ineffective due to the transient nature and low participation of the Foster Youth students in the support program. This action will discontinue and another action will be put in place (Action 2.22).

- 2.21: This is a new action created to provide TK-12 program support. As enrollment grows and additional programs are implemented, the District will provide staffing, materials, and training to support students' academic needs, so that students receive coordinated services to achieve improved engagement and outcomes on the state and local assessments.
- 2.22: This is a new action created to provide Foster Youth Support through staff, materials, and training. The District will target the academic, social-emotional, and attendance needs of Foster Youth, so that Foster Youth achieve improved attendance, engagement, and success.
- 2.23: This is a new action created to strengthen structured intervention. The District will provide targeted Multi-Tiered System of Supports (MTSS) academic, behavioral, and social-emotional supports for all students, especially unduplicated student groups with achievement gaps, so that students receive timely and responsive intervention to achieve improved outcomes.
- 2.24: This is a new action created to use Learning Recovery Emergency Block Grant (LREBG) funds in supporting coaching and training in math and ELA that were previously funded through expired grants, including the Educator Effectiveness Grant. The District will maintain professional learning and instructional support for staff, so that teachers continue to strengthen instructional practice to achieve improved student academic outcomes in math and ELA.

Metrics

- 2.11: Palm Innovation Academy (PIA) was added to baseline and year one outcome data.
- 2.16: This metric is a repeat of 2.3 and will discontinue.
- 2.18 & 2.22: Percentage changed in all years due to cohort number being updated.
- 2.25: Fall 2024 course data for Year 1 Outcome was updated.

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, climate, and assessment. Continue ongoing Professional Development (PD) for teachers and co-instructional staff focusing on Tier 1 - Best, First Instruction.	\$1,803,842.00	Yes
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.	\$582,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,172,023.00	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.	\$172,440.00	Yes
2.5	Instructional Coaches	Provide instructional coaches to enhance teaching practices in alignment with the California State Content Standards by supporting districtwide 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, ELs, and Low-Income students.	\$2,340,526.00	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 using emerging technologies, including Artificial Intelligence (AI) and esports.	\$253,334.00	Yes
2.7	College and 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 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).	\$790,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$834,704.00	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 Geronio Middle School (SGMS), and Beaumont High School (BHS).	\$55,565.00	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.	\$244,139.00	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.	\$817,959.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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.	\$1,301,382.00	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.	\$1,355,988.00	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.	\$268,703.00	Yes
2.17	Supplemental Materials	Provide supplemental instructional materials, supplies, clerical support, and training for Tier 1, 2, and 3 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.	\$495,000.00	Yes
2.18	Foundational Literacy Routines and Intervention	Provide districtwide Tier 3 literacy intervention programs with professional learning and materials to improve student outcomes in English Language Arts (ELA) among Foster Youth and Homeless students districtwide and	\$975,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities (SWD) at Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS).		
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) districtwide, 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	Discontinue-Foster Youth Partnership Program	Discontinue due to lack of student enrollment and effectiveness.	\$0.00	No
2.21	TK-12 Programs Support	Support the planning, implementation, coordination, monitoring, and evaluation of the District's TK–12th grade programs. Research shows that effective leaders have a high impact on student achievement. The Coordinator will work collaboratively with administrators, teachers, and staff to ensure effective delivery of curriculum, professional learning, and student support services aligned with District goals and California Content Standards to improve CAASPP ELA and Math (Metric 2.1 and 2.2) for ELs, Foster Youth, and Low Income Students.	\$328,066.00	Yes
2.22	Foster Youth Support	Provide Foster Youth Support by providing staff, materials, and training to target the academic, social-emotional, and attendance success of Foster Youth. Research shows that building relationships with students results in higher student engagement resulting in higher attendance (Metric 1.2), graduation rate (Metric 2.7), and academic (Metric 2.1 and 2.2) and social-emotional successes.	\$495,959.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.23	Multi-Tiered System of Supports (MTSS) Intervention	Provide Multi-Tiered System of Supports (MTSS) targeted academic, behavioral, and social-emotional support to all students, especially student groups with achievement gaps including the unduplicated students and the American Indian or Alaska Native students identified for differentiated assistance for ELA (Metric 2.1) and Chronic Absenteeism (Metric 1.2). Research shows that the intervention and targeted support through tiered support is effective in closing the gap.	\$54,859.00	Yes
2.24	Coaching and Training Support for Math and English Language Arts	Support coaching and training for math and ELA training using the Learning Recovery Educational Block Grant (LREBG). Research demonstrates that an effective teacher is the number one indicator of high-achieving students. The needs assessment revealed that not all students have access to the reading and math instruction aligned at the foundational level. Allowable use of evidence-based professional development providing coaching and training at the foundational level (i.e. Language Essentials for Teachers of Reading and Spelling [LETRS] training, Math coaching, etc.) aim to improve the pedagogical practices of teachers that will impact all students districtwide starting with the younger students to support foundational ELA and math skills. Implementation will be measured through teacher participation and completion rates. Effectiveness will be measured by the metrics 2.14 and 2.15 for i-Ready ELA and math. LREBG funds supporting this action is \$690,682.00.	\$690,682.00	No

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 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 satisfy the lower 10:1 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. The updated data reflects information from the 2024-25 school year unless a more recent data is available from the 2025-26 school year.

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.	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	All schools ranking Good or Better	Good or Better	Maintained
3.3	Multi-Tiered System of Supports (MTSS)	Continued training and revisit of Tier 1 in English Language Arts (ELA) and state standards	Continued training and revisit of Tier 1 in English Language Arts (ELA) and state standards.	Continued training and revisit of Tier 1 in English Language Arts (ELA) and state standards.	100%	Maintained
3.4	All Teachers Maintain Appropriate Credentials	All teachers maintain appropriate credentials	All teachers maintained	All teachers maintained	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and are Certified to Teach English Learners (ELs) - Local	and are certified to teach ELs.	appropriate credentials and are certified to teach ELs.	appropriate credentials and are certified to teach ELs.		
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.	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.	All staff (100%) had access to the Professional Development (PD) at the October Learning Day, during Winter Break, and during and throughout the school year.	100%	Maintained
3.7	Panorama Survey	2023-24 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: - All Students 64% Emotion Regulation: - All Students 44% Growth Mindset: - All Students 59%	2024-25 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: All Students 69% Emotion Regulation:	2025-26 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: All Students 65% Emotion Regulation:	2026-27 Demographics (Emotional Well-Being) Grade 3-5: Sense of Belonging: All Students 74% Emotion Regulation:	Grade 3-5: Sense of Belonging: - All Students +1% Emotion Regulation: - All Students +1% Growth Mindset:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self-Efficacy: - All Students 54% Grade 6-12: Sense of Belonging: - All Students 39% Emotion Regulation: - All Students 47% Supportive Relationships: - All Students 79% Positive Feelings: - All Students 58%	- All Students 53% Growth Mindset: - All Students 69% Self-Efficacy: - All Students 64% Grade 6-12: Sense of Belonging: - All Students 42% Emotion Regulation: - All Students 40% Supportive Relationships: - All Students 78% Positive Feelings: - All Students 55%	- All Students 45% Growth Mindset: - All Students 63% Self-Efficacy: - All Students 57% Grade 6-12: Sense of Belonging: - All Students 46% Emotion Regulation: - All Students 52% Supportive Relationships: - All Students 80% Positive Feelings: - All Students 62%	- All Students 54% Growth Mindset: - All Students 69% Self-Efficacy: - All Students 64% Grade 6-12: Sense of Belonging: - All Students 49% Emotion Regulation: - All Students 57% Supportive Relationships: - All Students 89% Positive Feelings: - All Students 68%	- All Students +4% Self-Efficacy: - All Students +3% Grade 6-12: Sense of Belonging: - All Students +7% Emotion Regulation: - All Students 5% Supportive Relationships: - All Students +1% Positive Feelings: - All Students +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Academic Data - Local Indicator (Aeries): D/F Rate for Unduplicated Students in Non-Accelerated Core Classes (English Language Arts/Math) in 7th - 10th Grade	2022-23 Semester 1: 40.8% Semester 2: 41.7%	2023-24 Semester 1: 35.5% Semester 2: 37.8%	2024-25 Semester 1: 18.2% Semester 2: 19.7%	Semester 1: 25.0% Semester 2: 27.0%	Semester 1: -22.6% Semester 2: -22.0%
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 = 115/2021 = 5.59%	2023-24 number of unduplicated students with assertive discipline/number of total unduplicated students = 79/2301 = 3.43%	2024-25 number of unduplicated students with assertive discipline/number of total unduplicated students = 68/2574 = 2.64%	2025-26 3.59%	- 2.95%
3.10	Teaching Assignment Monitoring Outcomes in Percentage - DataQuest State Source	2022-23 81.2%	2023-24 88.4%	2024-25 Data not yet available	Target 87.3% (County Rate)	Data not yet available
3.11	Chronic Absenteeism - California School Dashboard (Dashboard)	2022-23 Dashboard Chronic Absenteeism All Students: 30.2% (Low - Orange) African American/Black: 25.9% (Low - Orange) American Indian/Alaska Native: 46.2% (Low - Orange) Asian: 16.9% (Medium - Yellow) Filipino: 15.5% (Medium - Yellow)	2023-24 Dashboard Chronic Absenteeism All Students: 20.0% (Medium - Yellow) African American/Black: 16.8% (Medium - Yellow) American Indian/Alaska	2024-25 Dashboard Chronic Absenteeism All Students: 19.3% (Medium - Yellow) African American: 17.9% (Low - Orange) American Indian: 44.6 (Very Low - Red)	2025-26 Dashboard Chronic Absenteeism All Students: 10.0% (High - Green) African American/Black: 10.0% (Low - Orange) American Indian/Alaska	All Students: -10.9% African American: -8.0% American Indian: -1.6% Asian: -8.2% Filipino: -6.9% Hispanic: -12.7% Pacific Islander: -14.7% Two or More Races: -12.6% White: -7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 33.5% (Low - Orange) Pacific Islander: 48% (No Performance Color) Two or More Races: 31.9% (Low - Orange) White: 25.2% (Low - Orange) 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)	Native: 28.8% (Low - Orange) Asian: 8.3% (High - Green) Filipino: 7.8% (High - Green) 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):	Asian: 8.7% (Medium - Yellow) Filipino: 8.6% (Low - Orange) Hispanic: 20.8% (Low - Orange) Pacific Islander: 33.3% (No Performance Color) Two or More Races: 19.3% (Low - Orange) White: 17.5% (Medium - Yellow) English Learners (ELs): 19.6% (Low - Orange) Long Term English Learners (LTELs): 19.6% (Low - Orange) Foster Youth: 34.4% (Very Low - Red) Homeless: 32.5% (Medium - Yellow) Socioeconomically Disadvantaged (SED): 22.5% (Very Low - Red) Students with Disabilities (SWD): 26.7% (Very Low - Red)	Native: 20.0% (Medium - Yellow) Asian: 10.0% (High - Green) Filipino: 10.0% (High - Green) 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)	English Learning (ELs): -10.8% Long Term English Learners (LTELs): * Foster Youth: +1.6% Homeless: -20.6% Socioeconomically Disadvantaged (SED): -11.5% Students with Disabilities (SWD): -11.7% *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
			26.6% (Medium - Yellow) *LTEL is a new student group starting 2023-24.			
3.12	Principal Apportionment Average Daily Attendance (ADA)	2022-23 P-2 Attendance Rate 90.89%	2023-24 P-2 Attendance Rate 91.91%	2024-25 P-2 Attendance Rate 92.09%	2025-26 Attendance Rate 95.00%	+1.20%

Goal Analysis [2025-26]

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 (District) substantially implemented the actions and services associated with Goal 3 to maintain the foundational conditions necessary for learning, including instructional materials, facilities, staffing, teacher support, social-emotional learning access, technology, and safe learning environments. This included continued implementation of School Site Support (Action 3.1), Full-Day Transitional Kindergarten/Kindergarten (Action 3.2), Transitional Kindergarten/Kindergarten Support (Action 3.3), Secondary Class Size Reduction (Action 3.4), Teacher Induction (Action 3.5), Access to Technology (Action 3.6), Supplemental Software (Action 3.7), Emergency Preparation (Action 3.8), Home-to-School Transportation (Action 3.9), Learning Environment (Action 3.10), and LCAP Oversight (Action 3.11).

Implementation successes included maintaining the District's core operational and support systems through Actions 3.1, 3.5, 3.8, 3.10, and 3.11, including school site support, induction, emergency preparedness, learning environment supports, and oversight of implementation. The District also continued full-day early education and related staffing supports through Actions 3.2 and 3.3, secondary class size support through Action 3.4, technology access through Actions 3.6 and 3.7, and transportation for eligible unduplicated students through Action 3.9. These actions were carried out in alignment with the design of Goal 3 and supported the District's efforts to maintain strong foundational learning conditions.

The primary implementation challenge under Goal 3 involved staffing certain support positions connected to early education and transition support. This challenge was also influenced by a shift in the original purpose of the action. The action was initially designed to support students during the overlap between the morning and afternoon cohorts, however, that need no longer exists, and the action will be phased out over time. In addition, while Action 3.6 continued to provide students with access to technology, the device replacement cycle has not progressed as quickly as originally intended due to rising equipment costs. Overall, there were no broad substantive differences between planned and actual implementation, but the District identified staffing stability and technology access as areas for revision and strengthened implementation moving forward.

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 expenditure variance of 10% or more of the budgeted amount that is greater than \$50,000 as material difference. There is no material difference for goal 3.

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

Access, facilities, credentialing, induction, and core learning conditions:

The actions Beaumont Unified School District (District) took to maintain access to instructional materials, safe facilities, appropriately credentialed staff, and induction support (Actions 3.1, 3.2, 3.3, and 3.5) appear to be effective in sustaining the foundational conditions necessary for student learning. Year 2 data show that the District maintained full access to standards-aligned instructional materials, all school sites remained rated “Good or Better” on the Facility Inspection Tool, all teachers maintained appropriate credentials and English Learner authorization, and all participating year-two teachers completed induction requirements for a clear credential. These outcomes confirm consistent implementation of the systems that support instructional access, staff preparedness, and learning continuity. Because these measures are primarily maintenance and implementation indicators, they are best understood as evidence that the District is successfully sustaining core conditions rather than as direct evidence of accelerated student outcomes.

Class size support, instructional access, and secondary learning conditions:

The District’s efforts to improve class size conditions (Action 3.4) and strengthen instructional access show evidence of effectiveness in supporting student performance and behavior. The percentage of unduplicated students in grades 7-10 receiving D/F marks in non-accelerated core classes declined from 40.8% to 18.2% in Semester 1 and from 41.7% to 19.7% in Semester 2. The percentage of unduplicated students with assertive discipline referrals declined from 5.59% to 2.64%. These outcomes suggest that improved classroom conditions, staffing support, and access to instructional resources (Action 3.6 and 3.7) are contributing to stronger academic engagement and fewer behavioral concerns. The District notes, however, that some staffing vacancies remained during implementation, which may have limited the full impact of this strategy. Even so, the available evidence indicates that the strategy is contributing positively to student outcomes. Dropout data also improved notably, with All Students declining from 4.5% to 1.8%, English Learners from 14.5% to 4.8%, and Students with Disabilities from 5.6% to 0.8%. These outcomes suggest that academic intervention, progress monitoring, and targeted support systems are helping more students remain on track and successfully access coursework. While these results are encouraging, the District recognizes that some student groups continue to experience high levels of course failure risk, indicating that continued intervention remains warranted.

Student well-being and social-emotional supports embedded in the learning environment:

The District’s efforts to strengthen student well-being through Social-Emotional Learning (SEL), Multi-Tiered System of Supports (MTSS), and supportive learning environments (Action 3.8-3.11) show positive evidence of effectiveness, particularly in student perception data. In grades 3-5, Growth Mindset improved from 59% to 63% and Self-Efficacy from 54% to 57%. In grades 6-12, Sense of Belonging improved from 39% to 46%, Emotion Regulation from 47% to 52%, and Positive Feelings from 58% to 62%. These data suggest that the District’s

student support and SEL-related actions are contributing to stronger student connection, emotional well-being, and school experience. When considered alongside the decline in discipline referrals, the results indicate that the District's emphasis on supportive learning conditions is contributing to a more positive and productive school environment. While the magnitude of improvement varies across measures, the District finds this strategy to be contributing positively to local student experience outcomes.

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 2026–27 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).

Actions

- 3.2: This action has been revised to discontinue "full-day Kindergarten" due to limited facilities needed to accommodate growing enrollment. The District will continue to staff 11 Kindergarten teachers to maintain early learning opportunities through the AM and PM cohort model, so that students continue to receive a strong foundation in early education to achieve school readiness and long-term academic success.
- 3.3: This was an action put in place when there was overlap time between the AM and PM cohorts in Transitional Kindergarten (TK) and Kindergarten classes. Since there is no more overlap time, this action will phase out. The staff support who were hired to support the transition time will support TK programs to satisfy the lower 10:1 ratio requirement, funded by a different resource.
- 3.6: There is an increase to the budgetet amount of this action to shorten the student device refresh cycle. The students will have more timely access to updated and reliable technology, so that they can fully engage in digital learning and instruction to achieve improved access, participation, and academic success.

Metrics

- 3.9: This metric was updated with correct number of unduplicated students.
- 3.11 & 3.12: Chronic Absenteeism and Average Daily Attendance metrics were added to provide data to determine effectiveness of Action 3.9.

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	\$1,465,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Pupil Percentage (UPP) students at each school site to improve unduplicated student outcomes.		
3.2	Kindergarten (K) Teachers	Provide 11 Kindergarten teachers at the elementary schools, ensuring early access to educational opportunities for students.	\$1,717,489.00	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.	\$96,481.00	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.	\$1,379,717.00	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.	\$159,020.00	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.	\$1,500,000.00	Yes
3.7	Supplemental Software	Provide supplemental software to maximize Foster Youth, English Learners (ELs), and Low-Income students' academic success.	\$1,225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Emergency Preparation	Provide a safe and orderly school environment by supplementing the current disaster and emergency preparedness protocols districtwide to create a safe place for Foster Youth, English Learners (ELs), and Low-Income students to learn.	\$63,526.00	Yes
3.9	Home-to-School Transportation	Provide Home-to-School Transportation for eligible unduplicated students.	\$1,078,285.00	Yes
3.10	Learning Environment	Supplement to improve the physically safe learning environment for all students to enhance clean, well-maintained facilities, collaborative furniture, adequate learning spaces, sufficient materials, supplies, and equipment.	\$471,248.00	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.	\$2,285,407.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	21st Century Learning Institute will decrease Chronic Absenteeism by 3% for All Students including Low-Income and Hispanic students by 2026-27. Although 68.2% of the teachers are "Out of Field," 31.7% of them are "Clear" in the the 2023-24 Teacher Assignment Monitoring Outcome (TAMO), and all of them are fully credentialed because 21st CLI is an online independent study program using an online platform to provide instruction through Edgenuity.	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 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 for All Students, including Socioeconomically Disadvantaged and Hispanic students were in the Red according to the California School Dashboard (Dashboard) data in the 2023-24 school year. Even though this has improved, it remains in the Orange and is an area for growth opportunities. Because 21st CLI is an online independent study program, students engage in asynchronous online instruction through Edgenuity. 21st CLI teachers provide support to students in a synchronous environment, including support that extends beyond specific course content. Although 21st CLI has teachers working out of field, they are fully credentialed and are working as part of the local assignent option at an alternative education site.

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) Hispanic/Latino: 42.1% (Very Low - Red) Socioeconomically Disadvantaged (SED): 41.7% (Very Low - Red)	NA - This is the year of setting the baseline.	2024-25 All Students: 23.1% (Low - Orange) Hispanic/Latino: 22.9% (Low - Orange) Socioeconomically Disadvantaged	Decrease 6% All students: 35.9% (Yellow)	All Students: - 18.8% Hispanic/Latino: - 19.2% Socioeconomically Disadvantaged (SED): -15.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(SED): 26.1% (Low - Orange)		
4.2	Clear Full Time Equivalent (FTE)-TAMO from DataQuest	2023-24 31.7% Clear FTE	NA	NA	2024-25 33.7% Clear FTE	NA

Goal Analysis [2025-26]

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 Student Attendance Support was fully implemented successfully. One attendance support staff was hired.

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 expenditure variance of 10% or more of the budgeted amount that is greater than \$50,000 as material difference. There was no material difference.

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

Action 4.1 was highly effective as the data supports:

-Target Exceeded: Chronic Absenteeism declined by 18.7%, far surpassing the 3% goal.

-Dashboard Improvement: Student groups (All Students, SED, Hispanic) moved from Red to Orange on the California Dashboard.

While there was huge improvement, 21st CLI will continue to focus on decreasing Chronic Absenteeism Rate so that students can engage in their learning.

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 2026–27 school year after reflecting on the current year.

- Action 4.1: This action has an increase in funding to account for increased wages, payroll costs, and health and welfare costs. 21st CLI will provide an additional staff member and professional development to train, monitor, and support students, families, and staff in improving attendance, so that student attendance increases and chronic absenteeism decreases to achieve stronger student engagement and access to instruction.

- Action 4.2: This is a new action that will provide additional staff to reduce the teacher-student ratio to strengthen student and family engagement. It will increase support and connection, so that students and families receive more responsive attention to achieve improved attendance, engagement and stronger school-home partnerships.

Metric 4.1: Student groups were removed if there was no data available due to the small n size.

Metric 4.2: TAMO data was added

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.	\$121,729.00	No
4.2	Lower Class Size (HS)	Provide additional staff to decrease teacher-student ratio to improve student and family engagement.	\$176,466.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Glen View High School (GVHS) will increase performance on the College and Career Indicator by 4% for All Students including Low-Income students and Hispanic students by 2026-27. In 2025, GVHS performed at Orange for the Graduation Rate for All Students including Low-Income students and Hispanic students. Maintaining this status will improve the achievement to a Yellow and therefore is not an area with the greatest need for GVHS. Although GVHS has teachers working out of field, 95.3% of them are "Clear" in the the 2023-24 Teacher Assignment Monitoring Outcome (TAMO), and they are fully credentialed and working as part of the local assignment option at an alternative education site.	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.

Beaumont Unified School District (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 (CCI) (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 distadvantaged student rate of 76.7% which qualifies GVHS to receive the Equity Multiplier funds to 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. While there was improvement and the target was met, 2024-25 Dashboard shows that CCI (Orange) for the All Students, Low-Income students, and Hispanic students are at 5.5%, 5.8%, and 4%, respectively. Also, the Dashboard shows that Graduation Rate (Orange) for the All Students, Low-Income students, and Hispanic students are at 87.5%, 87.7%, and 89.5%, respectively. While Graduation Rate is in the Orange, it is not going to be the priority because maintaing the Medium status will change the indicator to Yellow. CCI, on the other had has a Very Low status and requires greater effort to improve to a Yellow achievement level. Teacher credentialing is not an area of concern because 95.3% (6.7) of the teachers have a clear credential and less than 1 teacher is out of field due to supporting students in a credit recovery class where students receive content instruction through Edgenuity, an online instructional program.

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) Hispanic/Latino: 1.4% (Very Low - Red) Socioeconomically Disadvantaged (SED): 0% (Very Low - Red)	NA - This is the year of setting the baseline.	2024-25 All Students: 5.5% (Low - Orange) Hispanic/Latino: 4.0% (Low - Orange) White: 4.5% (No Performance Color) Socioeconomically Disadvantaged (SED): 5.8% (Low - Orange)	2026-27 All students: 10% (Yellow) Hispanic/Latino: 9.4% (Orange) Socioeconomically Disadvantaged (SED): 8% (Orange)	All Students: +3.5% Hispanic/Latino: +2.6% Socioeconomically Disadvantaged (SED): +5.8%
5.2	Clear Full Time Equivalent (FTE)-TAMO from DataQuest	2023-24 95.3% Clear FTE	NA	NA	2024-25 96.3% Clear FTE	NA

Goal Analysis [2025-26]

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.

Overall implementation centered on expanding college and career readiness through stronger systems for student access, staff capacity, instructional support, and targeted preparation. Administrative processes for training, student identification, and registration were fully implemented as planned. These systems helped increase student access to college and career readiness opportunities; however, implementation challenges remained, including student follow-through with course commitments, scheduling conflicts, transportation barriers, and varying levels of academic readiness (Action 5.1).

Implementation also focused on building staff capacity to better support students' postsecondary preparation. Funding for conferences and professional learning was implemented as planned and supported improved instructional practices aligned to college and career readiness. These efforts contributed to stronger College and Career Indicator (CCI) outcomes and reinforced the value of continued professional learning in this area (Action 5.2).

Targeted support for dual language learners was implemented through materials and training aligned to Seal of Biliteracy preparation. While these supports were provided, evidence indicates a need to further refine the selection of high-quality resources and professional development to better support student readiness and improve assessment outcomes (Action 5.3).

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 expenditure variance of 10% or more of the budgeted amount that is greater than \$50,000 as material difference. There was no material difference.

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

The actions 5.1, 5.2, and 5.3 contributed to CCI. The CCI improved by 3.5% and met the target goal indicating additional college and career opportunities, staff capacity building, and support of dual language learners were effective.

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 2026-27 school year after reflecting on the current year.

- Actions 5.1, 5.2, & 5.3: Increase budget to adjust for increased wages, payroll costs, and health and welfare costs to provide an additional staff member and professional development to train, monitor, and support students, families, and staff that will have a positive impact on College and Career Indicator.
- Action 5.4: This is a new action to support Career Technical Education (CTE) pathways through staffing, materials, equipment, supplies, resources, and training. GVHS will strengthen high-quality CTE opportunities for students, so that students gain relevant skills and experiences to achieve greater college and career readiness.
- Metric 5.1: Student groups were removed if there was no data available due to the small n size.
- Metric 5.2: TAMO data was added

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	College and Career Readiness Support	Increase support for college and career readiness by providing extra hours, supplemental materials, and events to engage students and families such as hosting College Fair and dual enrollment opportunities.	\$20,317.00	No
5.2	College and Career Readiness Professional Development	Provide funds to increase staff capacity for College and Career readiness, such as, but not limited to, conferences and trainings such as California Continuation Education Association Plus Conference.	\$22,275.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Seal of Biliteracy Support	Provide funds for materials and trainings to support dual language students to prepare for the Seal of Biliteracy assessment such as practice assessments and high-quality resources.	\$72,366.00	No
5.4	Career Technical Education (CTE) Support	Provide funds to support CTE Pathway including staff, materials, equipment, supplies, resources, and trainings. This action will fund the development of the new Graphic Production Technologies Pathway under the Manufacturing and Product Development Industry Sector.	\$152,886.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$35,582,071	\$3,457,774

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
24.050%	0.256%	\$356,370.00	24.306%

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	Action: Counseling Support 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	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 Local Indicator: Average Daily Attendance (ADA)

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
	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. 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%). Scope: LEA-wide	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.	
1.2	Action: School Resource Officers (SROs) 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-efficacy, and emotional regulation. The	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 Youth, English Learners (ELs), and Low-Income	California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicator: Panorama, Average Daily Attendance (ADA)

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
	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%). Scope: LEA-wide	students, disproportionately affected by Suspension Rates and Chronic Absenteeism, as highlighted in the California School Dashboard data. 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. 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.	
1.3	Action: Student Support Services Coordinators 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 the Low (Orange) category. The Homeless student group's Chronic Absenteeism Rate	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. Offering these services on a districtwide or schoolwide basis ensures that all students facing	California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicator: Panorama, Average Daily Attendance (ADA)

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
	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. Scope: LEA-wide	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.	
1.4	Action: Assistant Principals 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. 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, similar challenges are observed, with Foster	Assistant Principals (APs) 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.	California School Dashboard Indicators: English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate Local Indicator: Panorama, Average Daily Attendance (ADA)

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
	Youth and Homeless students being 107.3 and 85.8 points below standard, respectively. 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. Scope: LEA-wide		
1.5	Action: Engagement and Outreach 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 Youth, and 2.7% of ELs suspended at least once. Additionally, only 53% of students report	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. 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. These engagement activities are designed to foster a stronger sense of belonging and community among students, enhance self-efficacy,	California School Dashboard Indicators: English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate Local Indicator: Panorama, Average Daily Attendance (ADA)

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
	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. Scope: LEA-wide	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. The staff such as the attendance technicians make concerted efforts to support Foster Youth, Low-Income students, 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.	
1.6	Action: College and Career Readiness Support 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 and learning outcomes as it relates to student interest. Scope:	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 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	California School Dashboard Indicators: College and Career Indicator Local Indicator: Panorama

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	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. This effort is done districtwide to capture the unduplicated students at all the school sites.	
1.7	Action: Attendance Improvement Through Districtwide Incentives 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. Scope: LEA-wide	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. This approach is designed to support the unduplicated students, including English Learners, Foster Youth, Low-Income students. Examples of actions include schoolwide incentives, award ceremonies, continuous progress monitoring, and individual and class incentives. This effort is done districtwide to support the unduplicated students at all the school sites.	California School Dashboard Indicator: Chronic Absenteeism Local Indicator: Average Daily Attendance (ADA)
1.8	Action: Health Support Services	The District's initiative to provide health services, support, and resources through Registered Nurses (RN), Licensed Vocational Nurses (LVN), and	California School Dashboard Indicator: Chronic Absenteeism

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
	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 for 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. Scope: LEA-wide	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.	Local Indicator: Panorama, Average Daily Attendance (ADA)
1.9	Action: Sports Program Support Need: 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	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 have priority. This action will build greater school connectedness that help remove barriers to school attendance. This effort is done schoolwide to support the unduplicated students at all the school sites.	California School Dashboard Indicator: Chronic Absenteeism Local Indicator: Panorama, Average Daily Attendance (ADA)

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
	because students expressed a desire for greater connectivity and connection to their schools. 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. 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%), 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.		

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
	Scope: Schoolwide		
1.10	Action: District Communication 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. 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	In order for Foster Youth, English Learners (ELs), and Low-Income students to receive information regarding District services, districtwide events, and 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 an increase in student attendance for the unduplicated students. This effort is done districtwide to support the unduplicated students at all the school sites.	California School Dashboard Indicators: Chronic Absenteeism Local Indicator: Average Daily Attendance (ADA)

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
	partnership leading to improved student attendance districtwide. Scope: LEA-wide		
1.11	Action: Alternative to Suspension (ATS) 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. 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 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%.	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 schoolwide 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 Geronio Middle School (SGMS), and Summerwind Trails School (STS). This program includes ATS teachers, Campus Aides at each site, and one ATS counselor. 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 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 emotional skills, ensuring a comprehensive approach to student well-being and success. This strategy is essential in creating an inclusive environment that	California School Dashboard Indicator: Suspension Rate Local Indicator: Panorama

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
	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. 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. Scope: Schoolwide	supports all students, particularly those most at risk. This effort is done schoolwide to support the unduplicated students at all the school sites.	
1.12	Action: Restorative Practices	The District will continue to provide Professional Development (PD) for all site support staff, teachers, and administrators on the integrated	Local Indicators: Panorama

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
	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%. 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 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.	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.	

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
	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. Scope: LEA-wide		
1.13	Action: Climate and Culture 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. Similarly, 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 students to understand and address bullying and to make positive decisions, which is essential for their development as responsible citizens.	The 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. Extending these enhanced services across the District, will bolster emotional 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. This effort is done districtwide to support the unduplicated students at all the school sites.	California School Dashboard Indicator: Suspension Rate Local Indicator: Panorama

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
	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. Furthermore, Suspension Rates from the California School Dashboard highlight 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-		

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
	being, ensuring a supportive and inclusive educational environment for all students. Scope: LEA-wide		
1.14	Action: Mental Health, Social-Emotional Support, and Classroom Climate Improvement 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 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.	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. 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. 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.	California School Dashboard Indicators: Chronic Absenteeism and Suspension Rate Local Indicators: Panorama, Average Daily Attendance (ADA), and Educational Partner Feedback

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
	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. 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%. 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, addressing the identified needs and disparities to promote emotional regulation, a sense of belonging, and overall student well-being. Scope: LEA-wide		
2.1	Action: Professional Learning	The District is improving Professional Development (PD) to address the academic needs	California School Dashboard Indicators:

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	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. 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.	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.	English Language Arts (ELA) and Mathematics Local Data: i-Ready and STAR

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
	Scope: LEA-wide		
2.2	Action: Implementation and Support of Dual Language Immersion (DLI) Programs 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 (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. Scope: Schoolwide	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 Geronio 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. 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 i-Ready and STAR.	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Data: i-Ready and STAR

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
2.3	Action: Foundational Literacy Support 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 (ELs), 21.9% of Foster Youth, and 31.1% of Homeless students meet the standard, highlighting the critical need for literacy intervention support. Scope: LEA-wide	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. 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.	Local Indicator: i-Ready Reading, STAR
2.4	Action: Early High School Intervention 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.	To address these academic challenges, the District has implemented the Building Assets and Reducing Risks (BARR) program to intervene on 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.	Local indicator: Students Receiving at Least One D or F in 9th Grade

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
	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. Scope: Schoolwide		
2.5	Action: Instructional Coaches 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 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.	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.	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Indicator: i-Ready

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
	Scope: LEA-wide		
2.6	Action: Instructional Technology Support 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. 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	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. To address these needs, the District will implement PD aimed at enhancing teachers' ability to effectively integrate technology and advanced 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.	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Indicator: i-Ready, STAR

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
	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 i-Ready 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. Scope: LEA-wide		
2.7	Action: College and Career Readiness 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 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	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 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.	California School Dashboard: College and Career Indicator (CCI) Local Measure: Career Technical Education (CTE), A-G Completion, Dual Enrollment Data

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
	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. Scope: LEA-wide	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.	
2.11	Action: Districtwide Professional Learning Day 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 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. California School Dashboard (Dashboard) data reveals significant performance disparities among unduplicated student groups	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. 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.	California School Dashboard Indicator: English Language Arts (ELA), Mathematics, College and Career, and Graduation Rate Local Indicator: Career Technical Education (CTE), A-G Completion, Reading and Mathematics

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
	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. Scope: LEA-wide		
2.12	Action: Increase Post-Secondary Access and Support 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 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. Scope:	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. 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.	Local Indicator: Advanced Placement Pass Rate, Dual Enrollment Data

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
	Schoolwide		
2.13	Action: Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12 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. California School Dashboard (Dashboard) data indicates significant performance disparities among English Learners (ELs), 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	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 Youth, and Low-Income students have access to quality STEM education across the district, laying a consistent groundwork for student advancement.	California School Dashboard Indicators: English Language Arts (ELA) and Mathematics Local Data: i-Ready and STAR

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
	below standard, and Low-Income students are 67.6 points below standard. Local data from i-Ready 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. 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. Scope: LEA-wide		
2.14	Action: Mathematics Specialist and Intervention Teachers Need:	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	California School Dashboard Indicator: Mathematics Local Indicator: i-Ready and STAR mathematics

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
	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. Scope: LEA-wide	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.	
2.15	Action: Elementary Math Support Need: 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	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-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.	California School Dashboard Indicator: Mathematics Local Indicator: i-Ready Mathematics

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
	a districtwide strategy to strengthen Tier 1 mathematics instruction. Scope: LEA-wide		
2.16	Action: Advancement Via Individual Determination (AVID) 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% "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. Scope:	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.	California School Dashboard (Dashboard): College and Career Indicator (CCI) Local Indicator: Career Technical Education (CTE) completion rates, Advanced Placement (AP) passing rates, and A-G completion rates

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		
2.17	Action: Supplemental Materials 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. i-Ready 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. Scope: LEA-wide	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. 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.	Local Indicator: i-Ready
2.21	Action: TK-12 Programs Support Need: 2025 California School Dashboard (Dashboard) data reveals significant performance disparities among unduplicated	The Coordinator will work collaboratively with administrators, teachers, and staff to ensure effective delivery of curriculum, professional learning, and student support services by identifying gaps and providing support aligned with District goals and California Content Standards to	California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics

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
	student groups in English Language Arts (ELA) and Mathematics. English Learners (ELs), Foster Youth, and Low-Income students are particularly affected. ELs are about 40 points lower than All Students in ELA and Mathematics. Foster Youth are about 80 points lower than All Students in ELA and about 60 points lower in Mathematics. Low-Income students are about 12 points lower than All Students in ELA and Mathematics. According to the Dashboard data for Chronic Absenteeism and Suspension rate, Foster Youth have a 3.7% higher suspension rate and about 20% higher chronic absenteeism rate than All Students. The Low income students have about 7 % higher Chronic Absenteeism than All Students. Scope: LEA-wide	improve CAASPP ELA and Math for ELs, Foster Youth, and Low-Income Students. Providing these collaborative support districtwide ensures a consistent and comprehensive support, especially those from the identified student groups with the greatest needs. This districtwide approach is critical to systematically addressing the ELA and math needs of the ELs, Foster Youth, and Low-Income Students.	
2.23	Action: Multi-Tiered System of Supports (MTSS) Intervention Need: 2025 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 about 40 points lower than All Students in ELA and Mathematics. Foster Youth are about 80 points lower than All Students in ELA and	The MTSS addresses the academic, behavioral, and attendance needs of unduplicated student groups. The support ensures that every unduplicated student is supported by teams meeting to discuss their individual needs. The team members can be trained to better support the students and determine how to intervene in a data supported manner setting goals for the needs of the individual unduplicated student, but also any student who can potentially need higher tiered support such as the AI/AN students. This districtwide approach is critical to systematically addressing the ELA, math, attendance, graduation, and behavioral needs of	California School Dashboard Indicator: English Language Arts (ELA), Mathematics, Chronic Absenteeism, Graduation Rate, & Suspension Local Indicator: i-Ready/Star Reading and Math, Average Daily Attendance (ADA)

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
	about 60 points lower in Mathematics. Low-Income students are about 12 points lower than All Students in ELA and Mathematics. In addition, the District is in Differentiated Assistance for the American Indian or Alaska Native (AI/AN) for ELA and Chronic Absenteeism. For ELA, AI/AN are 89.4 points below standard and for Chronic Absenteeism, they are at 44.6% and in Red for both indicators. According to the Dashboard data for Chronic Absenteeism and Suspension rate, Foster Youth have a 3.7% higher suspension rate and about 20% higher chronic absenteeism rate than All Students. The Low-Income students have about 7 % higher Chronic Absenteeism than All Students. Scope: LEA-wide	the ELs, Foster Youth, and Low-Income Students through a tiered support system.	
3.1	Action: School Site Support 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.	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 schoolwide 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.	California School Dashboard; English Language Arts (ELA) and Mathematics Academic Indicator Local Indicator: Panorama Local Indicator: i-Ready, STAR

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	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. 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. 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. Scope: LEA-wide	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.	

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
3.2	Action: Kindergarten (K) Teachers Need: The District has recognized a significant need to expand early educational opportunities specifically for its unduplicated student groups, including Foster Youth, 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. A comprehensive needs assessment conducted by the District, which included an analysis of student achievement data and feedback from educational partners, indicated 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. The community has expressed a strong desire to continue kindergarten programs, particularly to better support the unduplicated student groups who benefit most from increased instructional time and resources. Scope: LEA-wide	The District is enhancing its educational offerings by providing a kindergarten option. This program aims to address the specific needs of Foster Youth, 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. By offering 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.	Local Indicator: i-Ready Local Indicator: Panorama

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
3.3	Action: Transitional Kindergarten/Kindergarten (TK/K) Support 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. 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. Scope: LEA-wide	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.	Local Indicator: i-Ready
3.4	Action: Secondary Class Size Reduction	District plans to implement a class size reduction initiative specifically for core content areas with a	California School Dashboard English

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
	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 1, 2, and 3 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. 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). 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	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. This initiative is provided on a districtwide basis to ensure all secondary schools benefit from improved teaching and learning conditions.	Language Arts (ELA) and Mathematics Academic Indicator, Suspension Rate Local Indicator: D/F rate, STAR, Panorama, Behavioral Data

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	and 0% of Foster Youth are at or above grade level in Mathematics. Scope: Schoolwide		
3.5	Action: Teacher Induction 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 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). 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	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 become mentors thus strengthening the overall teaching framework within the District. 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.	California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics

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	(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). Scope: LEA-wide		
3.6	Action: Access to Technology 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. 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.	In response to this identified need, the District will provide equitable wireless Internet access and personal devices such as laptops or 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. 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.	Local Indicator: Appropriately Assigned Teachers, Access to 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)

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
	Scope: LEA-wide		
3.7	Action: Supplemental Software 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 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. 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. 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	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 foundational academic skills of Foster Youth, Low-Income students, and ELs. 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.	California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Academic Indicator Local Indicator: i-Ready, STAR

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	grades 9-12, on average, performed at a Lexile level of 1215L which is equivalent to the middle of the 9th grade year. 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 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). Scope: LEA-wide		
3.8	Action: Emergency Preparation 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	The District will supplement the current 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.	Local Indicator: Panorama; Parent and Family Engagement (Local Control Funding Formula [LCFF] Priority 3); School Climate (LCFF Priority 6)

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
	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. 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 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. 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. These data sets indicate a need to provide a safer learning environment, especially in the areas of Growth Mindset which is 0.5%, 3.5%, and 15% lower than All Students for Low-Income, Foster Youth, and ELs, respectively. Scope:	The training will help support school staff in conducting schoolwide drills to ensure student, staff, and parent safety. 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 Low-Income, Foster Youth and ELs who require more support in feeling safe. 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.	

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	LEA-wide		
3.9	Action: Home-to-School Transportation 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. Scope: LEA-wide	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. 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.	California School Dashboard: Chronic Absenteeism Local Indicator: Access to a Broad Course of Study, Average Daily Attendance (ADA)
3.10	Action: Learning Environment 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	Through the School Accountability Report Card (SARC) and Williams Compliance Review processes, the District will ensure that every school site and classroom provides a safe and secure learning environment for all students. This action will supplement the unduplicated students to enhance their learning environment and support their success. This action supports improving learning environments for the unduplicated students by providing equipment and supplies to create spaces such as calming corners that help meet their specific needs.	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) Panorama

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	most successful path for the unduplicated students. For students in grades 3-5, Growth Mindset is at 58.5% for Low-Income, 55.5% for Foster Youth, and 54% for ELs, while the All Student group is at 59% indicating a gap of 0.5%, 3.5%, and 15% for Low-Income, Foster Youth, and ELs, respectively. Self-Efficacy is 53% for Low-Income, 44% for Foster Youth, and 44% for ELs while All Students are at 54% indicating a gap of 1%, 10%, and 10% for Low-Income, Foster Youth, and ELs, respectively. Scope: LEA-wide	This effort is done districtwide to support the unduplicated students at all the school sites.	
3.11	Action: LCAP Oversight 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 groups are used effectively and align with the strategic goals set out in the LCAP. District data from the California School Dashboard (Dashboard) reveals that the District is 18.1 points below standard in	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. 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. The team assists with making adjustments to ensure growth of the	California School Dashboard: English Language Arts (ELA) and Mathematics Academic Indicator Local Indicator: i-Ready; STAR; Appropriately Assigned Teachers, Access to 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); Parent and Family

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
	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. 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. Scope: LEA-wide	unduplicated students and is part of building capacity. 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.	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	Action: English Learner (EL) Support 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. Scope: Limited to Unduplicated Student Group(s)	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. 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. 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	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	Action: Specialized Training and Increased Services for English Learners (ELs) 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 Geronio 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. Scope: Limited to Unduplicated Student Group(s)	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 Geronio 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. 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 access the English Language Arts (ELA) and Mathematics standards.	California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI)
2.10	Action:	In response to the profound needs of LTELs, the District is set to provide additional resources and	California School Dashboard (Dashboard):

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Provide Additional Supports and Resources for Long-Term English Learners (LTELs) 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. 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. Scope: Limited to Unduplicated Student Group(s)	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. 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.	English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI) California DataQuest: Long-Term English Learners (LTELs)
2.22	Action: Foster Youth Support Need: 2025 California School Dashboard (Dashboard) reveals significant gap in Pupil Achievement and Pupil Engagement for Foster Youth. This group has a high rate of Chronic Absenteeism at 31.4%, with an increase of 9.5% over the previous year. Academically, Foster Youth are 80.4 points below the	To address the identified Pupil Achievement and Pupil Engagement, the District will provide support staff, training, and materials to coordinate the needs of Foster Youth such as doing check-ins, setting goals, reviewing data, providing materials, building relationships and acting as liaison to the Foster Youths and their families.	California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics, and Science, Chronic Absenteeism, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard in English Language Arts (ELA) even with the increase of 46.4 points from 2024. Despite a recent improvement of 43 points in Mathematics, they remain 101.6 points below the standard. These statistics underscore the urgency of addressing the specific needs of Foster Youth. While there is not enough students to have Dashboard data for Graduation Rate, Chronic Absenteeism which is about 12% higher than the All Students group indicates that Pupil Engagement is an area of need throughout all grade spans. Scope: Limited to Unduplicated Student Group(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.

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 Support (Action 2.22) 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 no schools that have a student concentration of less than 55% unduplicated students in the 2025-26 school year.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Elementary: 1:23 Middle: 1:37 High: 1:45 Multi-level: 1:40
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary: 1:15 Middle: 1:17 High: 1:18 Multi-level: 1:18

2026-27 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	\$ 147,948,221	35,582,071	24.050%	0.256%	24.306%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$37,086,859.00	\$1,929,271.00	\$0.00	\$975,000.00	\$39,991,130.00	\$28,319,809.43	\$11,671,320.57

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	2026-27	\$2,906,057.00	\$60,793.00	\$2,966,850.00				\$2,966,850.00	
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	2026-27	\$0.00	\$577,927.00	\$577,927.00				\$577,927.00	
1	1.3	Student Support Services Coordinators	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$237,381.00	\$3,000.00	\$240,381.00				\$240,381.00	
1	1.4	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$2,299,918.00	\$0.00	\$2,299,918.00				\$2,299,918.00	
1	1.5	Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$792,590.00	\$42,869.00	\$835,459.00				\$835,459.00	
1	1.6	College and Career Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS, GVHS, BMCHS, and 21st CLI	2026-27	\$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	2026-27	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.8	Health Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$736,466.00	\$14,000.00	\$750,466.00				\$750,466.00	

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	1.9	Sports Program Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12	2026-27	\$152,270.00	\$66,021.00	\$218,291.00				\$218,291.00	
1	1.10	District Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$181,877.00	\$183,148.00	\$365,025.00				\$365,025.00	
1	1.11	Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, BHS, and STS	2026-27	\$1,128,731.00	\$510.00	\$1,129,241.00				\$1,129,241.00	
1	1.12	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$15,328.00	\$25,000.00	\$40,328.00				\$40,328.00	
1	1.13	Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$17,740.00	\$380,000.00	\$397,740.00				\$397,740.00	
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	2026-27	\$2,189,855.00	\$108,000.00	\$2,297,855.00				\$2,297,855.00	
1	1.15	Targeted Attendance Support	All Students with Disabilities Homeless, African American/Black, Hispanic/Latino, White, and Two or More Races	No			Specific Schools: TRR, THE, SGMS, STS, MVMS, and 21st CLI.	2026-27	\$0.00	\$182,550.00		\$182,550.00			\$182,550.00	
1	1.16	Positive Behavioral Interventions and Supports (PBIS)	Students with Disabilities Socioeconomically Disadvantaged (SED), African American/Black, Hispanic/Latino, White, and Two or More Races	No			Specific Schools: STS and TRR	2026-27	\$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	All Schools	2026-27	\$344,896.00	\$1,458,946.00	\$1,803,842.00				\$1,803,842.00	

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										
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	\$554,481.00	\$28,007.00	\$582,488.00				\$582,488.00	
2	2.3	Foundational Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$1,172,023.00	\$0.00	\$1,172,023.00				\$1,172,023.00	
2	2.4	Early High School Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS 9th grade	2026-27	\$172,440.00	\$0.00	\$172,440.00				\$172,440.00	
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$2,308,526.00	\$32,000.00	\$2,340,526.00				\$2,340,526.00	
2	2.6	Instructional Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$115,521.00	\$137,813.00	\$253,334.00				\$253,334.00	
2	2.7	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$770,297.00	\$20,000.00	\$790,297.00				\$790,297.00	
2	2.8	English Learner (EL) Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-27	\$783,404.00	\$51,300.00	\$834,704.00				\$834,704.00	
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	2026-27	\$55,565.00	\$0.00	\$55,565.00				\$55,565.00	
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	2026-27	\$244,139.00	\$0.00	\$244,139.00				\$244,139.00	
2	2.11	Districtwide Professional Learning Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$785,662.00	\$32,297.00	\$817,959.00				\$817,959.00	

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
2	2.12	Increase Post-Secondary Access and Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GVHS, BMCHS, BHS, MVMS, and SGMS	2026-27	\$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	2026-27	\$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	2026-27	\$1,301,382.00	\$0.00	\$1,301,382.00				\$1,301,382.00	
2	2.15	Elementary Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, STS, TRR, THE	2026-27	\$1,355,988.00	\$0.00	\$1,355,988.00				\$1,355,988.00	
2	2.16	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$83,703.00	\$185,000.00	\$268,703.00				\$268,703.00	
2	2.17	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$0.00	\$495,000.00	\$495,000.00				\$495,000.00	
2	2.18	Foundational Literacy Routines and Intervention	Students with Disabilities Foster Youth and Homeless	No			Specific Schools: STS, SGMS, and BHS TK-12	2026-27	\$975,000.00	\$0.00				\$975,000.00	\$975,000.00	
2	2.19	Targeted Mathematics Support	Students with Disabilities African American/Black, ELs, SWD, White, and Two or More Races	No			Specific Schools: STS, SGMS, BHS, and 21st CLI	2026-27	\$0.00	\$480,000.00		\$480,000.00			\$480,000.00	
2	2.20	Discontinue-Foster Youth Partnership Program	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.21	TK-12 Programs Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$328,066.00	\$0.00	\$328,066.00				\$328,066.00	

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
2	2.22	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-27	\$473,959.00	\$22,000.00	\$495,959.00				\$495,959.00	
2	2.23	Multi-Tiered System of Supports (MTSS) Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$9,859.00	\$45,000.00	\$54,859.00				\$54,859.00	
2	2.24	Coaching and Training Support for Math and English Language Arts	All	No			All Schools	2026-27	\$297,877.43	\$392,804.57		\$690,682.00			\$690,682.00	
3	3.1	School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$237,640.00	\$1,228,291.00	\$1,465,931.00				\$1,465,931.00	
3	3.2	Kindergarten (K) Teachers	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	2026-27	\$1,717,489.00	\$0.00	\$1,717,489.00				\$1,717,489.00	
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, TRR, THE, and STS Kindergarten	2026-27	\$96,481.00	\$0.00	\$96,481.00				\$96,481.00	
3	3.4	Secondary Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th	2026-27	\$1,379,717.00	\$0.00	\$1,379,717.00				\$1,379,717.00	
3	3.5	Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$16,020.00	\$143,000.00	\$159,020.00				\$159,020.00	
3	3.6	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$0.00	\$1,500,000.00	\$1,500,000.00				\$1,500,000.00	

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
3	3.7	Supplemental Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$0.00	\$1,225,000.00	\$1,225,000.00				\$1,225,000.00	
3	3.8	Emergency Preparation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$0.00	\$63,526.00	\$63,526.00				\$63,526.00	
3	3.9	Home-to-School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$1,078,285.00	\$0.00	\$1,078,285.00				\$1,078,285.00	
3	3.10	Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$221,248.00	\$250,000.00	\$471,248.00				\$471,248.00	
3	3.11	LCAP Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$394,889.00	\$1,890,518.00	\$2,285,407.00				\$2,285,407.00	
4	4.1	Student Attendance Support	All	No			Specific Schools: 21st CLI	2026-27	\$96,729.00	\$25,000.00		\$121,729.00			\$121,729.00	
4	4.2	Lower Class Size (HS)	All	No			Specific Schools: GVHS	2026-27	\$176,466.00	\$0.00		\$176,466.00			\$176,466.00	
5	5.1	College and Career Readiness Support	All	No			Specific Schools: GVHS	2026-27	\$6,317.00	\$14,000.00		\$20,317.00			\$20,317.00	
5	5.2	College and Career Readiness Professional Development	All	No			Specific Schools: GVHS	2026-27	\$2,275.00	\$20,000.00		\$22,275.00			\$22,275.00	
5	5.3	Seal of Biliteracy Support	All	No			Specific Schools: GVHS	2026-27	\$2,366.00	\$70,000.00		\$72,366.00			\$72,366.00	
5	5.4	Career Technical Education (CTE) Support	All	No			Specific Schools: GVHS	2026-27	\$92,886.00	\$60,000.00		\$152,886.00			\$152,886.00	

2026-27 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
\$ 147,948,221	35,582,071	24.050%	0.256%	24.306%	\$37,086,859.00	0.000%	25.067 %	Total:	\$37,086,859.00
								LEA-wide Total:	\$31,939,315.00
								Limited Total:	\$1,630,367.00
								Schoolwide Total:	\$3,517,177.00

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	\$2,966,850.00	
1	1.2	School Resource Officers (SROs)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS, MVMS, SGMS, and STS	\$577,927.00	
1	1.3	Student Support Services Coordinators	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$240,381.00	
1	1.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,299,918.00	
1	1.5	Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$835,459.00	
1	1.6	College and Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	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	\$750,466.00	
1	1.9	Sports Program Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12	\$218,291.00	
1	1.10	District Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,025.00	
1	1.11	Alternative to Suspension (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVMS, SGMS, BHS, and STS	\$1,129,241.00	
1	1.12	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,328.00	
1	1.13	Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$397,740.00	
1	1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,297,855.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,803,842.00	
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$582,488.00	
2	2.3	Foundational Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,172,023.00	
2	2.4	Early High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS 9th grade	\$172,440.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,340,526.00	
2	2.6	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,334.00	
2	2.7	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$790,297.00	
2	2.8	English Learner (EL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$834,704.00	
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	\$55,565.00	
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	\$244,139.00	
2	2.11	Districtwide Professional Learning Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$817,959.00	
2	2.12	Increase Post-Secondary Access and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	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	\$1,301,382.00	
2	2.15	Elementary Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, STS, TRR, THE	\$1,355,988.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.16	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,703.00	
2	2.17	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$495,000.00	
2	2.21	TK-12 Programs Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,066.00	
2	2.22	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$495,959.00	
2	2.23	Multi-Tiered System of Supports (MTSS) Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,859.00	
3	3.1	School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,465,931.00	
3	3.2	Kindergarten (K) Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten	\$1,717,489.00	
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	\$96,481.00	
3	3.4	Secondary Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th	\$1,379,717.00	
3	3.5	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,020.00	
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
3	3.7	Supplemental Software	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,225,000.00	

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 (%)
					Low Income			
3	3.8	Emergency Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,526.00	
3	3.9	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,078,285.00	
3	3.10	Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$471,248.00	
3	3.11	LCAP Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,285,407.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$34,243,234.00	\$34,475,217.06

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	\$2,913,313.00	\$2,793,931.00
1	1.2	School Resource Officers (SROs)	Yes	\$450,000.00	\$433,165.00
1	1.3	Student Support Services Coordinators	Yes	\$477,831.00	\$477,647.00
1	1.4	Assistant Principals	Yes	\$2,205,467.00	\$2,249,273.00
1	1.5	Engagement and Outreach	Yes	\$739,928.00	\$761,255.00
1	1.6	College and Career Readiness Support	Yes	\$33,000.00	\$9,871.00
1	1.7	Attendance Improvement Through Districtwide Incentives	Yes	\$15,000.00	\$15,000.00
1	1.8	Health Support Services	Yes	\$684,523.00	\$672,551.00
1	1.9	Sports Program Support	Yes	\$189,409.00	\$197,922.00
1	1.10	District Communication	Yes	\$310,377.00	\$335,177.00
1	1.11	Alternative to Suspension (ATS)	Yes	\$1,059,643.00	\$1,081,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Restorative Practices	Yes	\$15,310.00	\$42,227.00
1	1.13	Climate and Culture	Yes	\$268,000.00	\$227,161.00
1	1.14	Mental Health, Social-Emotional Support, and Classroom Climate Improvement	Yes	\$1,777,825.00	\$1,714,481.00
1	1.15	Targeted Attendance Support	No	\$180,000.00	\$182,550.00
1	1.16	Positive Behavioral Interventions and Supports (PBIS)	No	\$10,000.00	\$450.00
2	2.1	Professional Learning	Yes	\$1,311,651.00	\$1,346,449.00
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	\$557,131.00	\$580,213.00
2	2.3	Foundational Literacy Support	Yes	\$934,753.00	\$940,178.00
2	2.4	Early High School Intervention	Yes	\$173,132.00	\$177,313.00
2	2.5	Instructional Coaches	Yes	\$2,188,721.00	\$2,272,240.00
2	2.6	Instructional Technology Support	Yes	\$76,205.00	\$55,129.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	College and/or Career Readiness	Yes	\$691,855.00	\$737,700.00
2	2.8	English Learner (EL) Support	Yes	\$640,075.00	\$619,744.00
2	2.9	Specialized Training and Increased Services for English Learners (ELs)	Yes	\$55,500.00	\$44,062.00
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Yes	\$141,722.00	\$141,133.00
2	2.11	Districtwide Professional Learning Day	Yes	\$659,339.00	\$774,002.00
2	2.12	Increase Post-Secondary Access and Support	Yes	\$35,000.00	\$29,016.00
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12	Yes	\$75,000.00	\$69,768.00
2	2.14	Mathematics Specialist and Intervention Teachers	Yes	\$1,331,497.00	\$1,174,136.00
2	2.15	Elementary Math Support	Yes	\$1,219,486.00	\$1,289,088.00
2	2.16	Advancement Via Individual Determination (AVID)	Yes	\$182,839.00	\$214,254.00
2	2.17	Supplemental Materials	Yes	\$591,410.00	\$552,996.00
2	2.18	Foundational Literacy Routines and Intervention	No	\$975,000.00	\$1,090,795.00
2	2.19	Targeted Mathematics Support	No	\$480,000.00	\$482,243.06

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	\$376,255.00	\$432,026.00
3	3.1	School Site Support	Yes	\$937,500.00	\$850,486.00
3	3.2	Full-Day Transitional Kindergarten/Kindergarten	Yes	\$1,678,443.00	\$1,672,750.00
3	3.3	Transitional Kindergarten/Kindergarten (TK/K) Support	Yes	\$106,009.00	\$116,473.00
3	3.4	Secondary Class Size Reduction	Yes	\$1,283,466.00	\$1,336,794.00
3	3.5	Teacher Induction	Yes	\$263,490.00	\$246,215.00
3	3.6	Access to Technology	Yes	\$1,122,000.00	\$1,333,441.00
3	3.7	Supplemental Software	Yes	\$1,125,000.00	\$1,024,622.00
3	3.8	Emergency Preparation	Yes	\$63,834.00	\$63,910.00
3	3.9	Home-to-School Transportation	Yes	\$968,151.00	\$968,151.00
3	3.10	Learning Environment	Yes	\$324,754.00	\$278,517.00
3	3.11	LCAP Oversight	Yes	\$2,189,803.00	\$2,200,222.00
4	4.1	Student Attendance Support	No	\$101,187.00	\$113,334.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Dual/Concurrent Enrollment opportunities	No	\$32,400.00	\$ 31,167.00
5	5.2	Professional Development	No	\$20,000.00	\$ 21,174.00
5	5.3	Seal of Biliteracy Support	No	\$1,000.00	\$ 1,059.00

2025-26 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)
\$32,908,815	\$32,443,647.00	\$32,552,445.00	(\$108,798.00)	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	\$2,913,313.00	\$2,793,931.00		
1	1.2	School Resource Officers (SROs)	Yes	\$450,000.00	\$433,165.00		
1	1.3	Student Support Services Coordinators	Yes	\$477,831.00	\$477,647.00		
1	1.4	Assistant Principals	Yes	\$2,205,467.00	\$2,249,273.00		
1	1.5	Engagement and Outreach	Yes	\$739,928.00	\$761,255.00		
1	1.6	College and Career Readiness Support	Yes	\$33,000.00	\$9,871.00		
1	1.7	Attendance Improvement Through Districtwide Incentives	Yes	\$15,000.00	\$15,000.00		
1	1.8	Health Support Services	Yes	\$684,523.00	\$672,551.00		
1	1.9	Sports Program Support	Yes	\$189,409.00	\$197,922.00		
1	1.10	District Communication	Yes	\$310,377.00	\$335,177.00		
1	1.11	Alternative to Suspension (ATS)	Yes	\$1,059,643.00	\$1,081,756.00		
1	1.12	Restorative Practices	Yes	\$15,310.00	\$42,227.00		
1	1.13	Climate and Culture	Yes	\$268,000.00	\$227,161.00		

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	\$1,777,825.00	\$1,714,481.00		
2	2.1	Professional Learning	Yes	\$1,311,651.00	\$1,346,449.00		
2	2.2	Implementation and Support of Dual Language Immersion (DLI) Programs	Yes	\$557,131.00	\$580,213.00		
2	2.3	Foundational Literacy Support	Yes	\$934,753.00	\$940,178.00		
2	2.4	Early High School Intervention	Yes	\$173,132.00	\$177,313.00		
2	2.5	Instructional Coaches	Yes	\$2,188,721.00	\$2,272,240.00		
2	2.6	Instructional Technology Support	Yes	\$76,205.00	\$55,129.00		
2	2.7	College and/or Career Readiness	Yes	\$691,855.00	\$737,700.00		
2	2.8	English Learner (EL) Support	Yes	\$640,075.00	\$619,744.00		
2	2.9	Specialized Training and Increased Services for English Learners (ELs)	Yes	\$55,500.00	\$44,062.00		
2	2.10	Provide Additional Supports and Resources for Long-Term English Learners (LTELs)	Yes	\$141,722.00	\$141,133.00		
2	2.11	Districtwide Professional Learning Day	Yes	\$659,339.00	\$774,002.00		
2	2.12	Increase Post-Secondary Access and Support	Yes	\$35,000.00	\$29,016.00		
2	2.13	Science, Technology, Engineering, and Mathematics (STEM) Implementation Transitional Kindergarten (TK)-12	Yes	\$75,000.00	\$69,768.00		
2	2.14	Mathematics Specialist and Intervention Teachers	Yes	\$1,331,497.00	\$1,174,136.00		

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)
2	2.15	Elementary Math Support	Yes	\$1,219,486.00	\$1,289,088.00		
2	2.16	Advancement Via Individual Determination (AVID)	Yes	\$182,839.00	\$214,254.00		
2	2.17	Supplemental Materials	Yes	\$591,410.00	\$552,996.00		
2	2.20	Foster Youth Partnership Program	Yes	\$376,255.00	\$432,026.00		
3	3.1	School Site Support	Yes	\$937,500.00	\$850,486.00		
3	3.2	Full-Day Transitional Kindergarten/Kindergarten	Yes	\$1,678,443.00	\$1,672,750.00		
3	3.3	Transitional Kindergarten/Kindergarten (TK/K) Support	Yes	\$106,009.00	\$116,473.00		
3	3.4	Secondary Class Size Reduction	Yes	\$1,283,466.00	\$1,336,794.00		
3	3.5	Teacher Induction	Yes	\$263,490.00	\$246,215.00		
3	3.6	Access to Technology	Yes	\$1,122,000.00	\$1,333,441.00		
3	3.7	Supplemental Software	Yes	\$1,125,000.00	\$1,024,622.00		
3	3.8	Emergency Preparation	Yes	\$63,834.00	\$63,910.00		
3	3.9	Home-to-School Transportation	Yes	\$968,151.00	\$968,151.00		
3	3.10	Learning Environment	Yes	\$324,754.00	\$278,517.00		
3	3.11	LCAP Oversight	Yes	\$2,189,803.00	\$2,200,222.00		

2025-26 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)
\$139,130,144	\$32,908,815	0	23.653%	\$32,552,445.00	0.000%	23.397%	\$356,370.00	0.256%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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