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

Developed by the California Department of Education, November 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Beaumont Unified School District
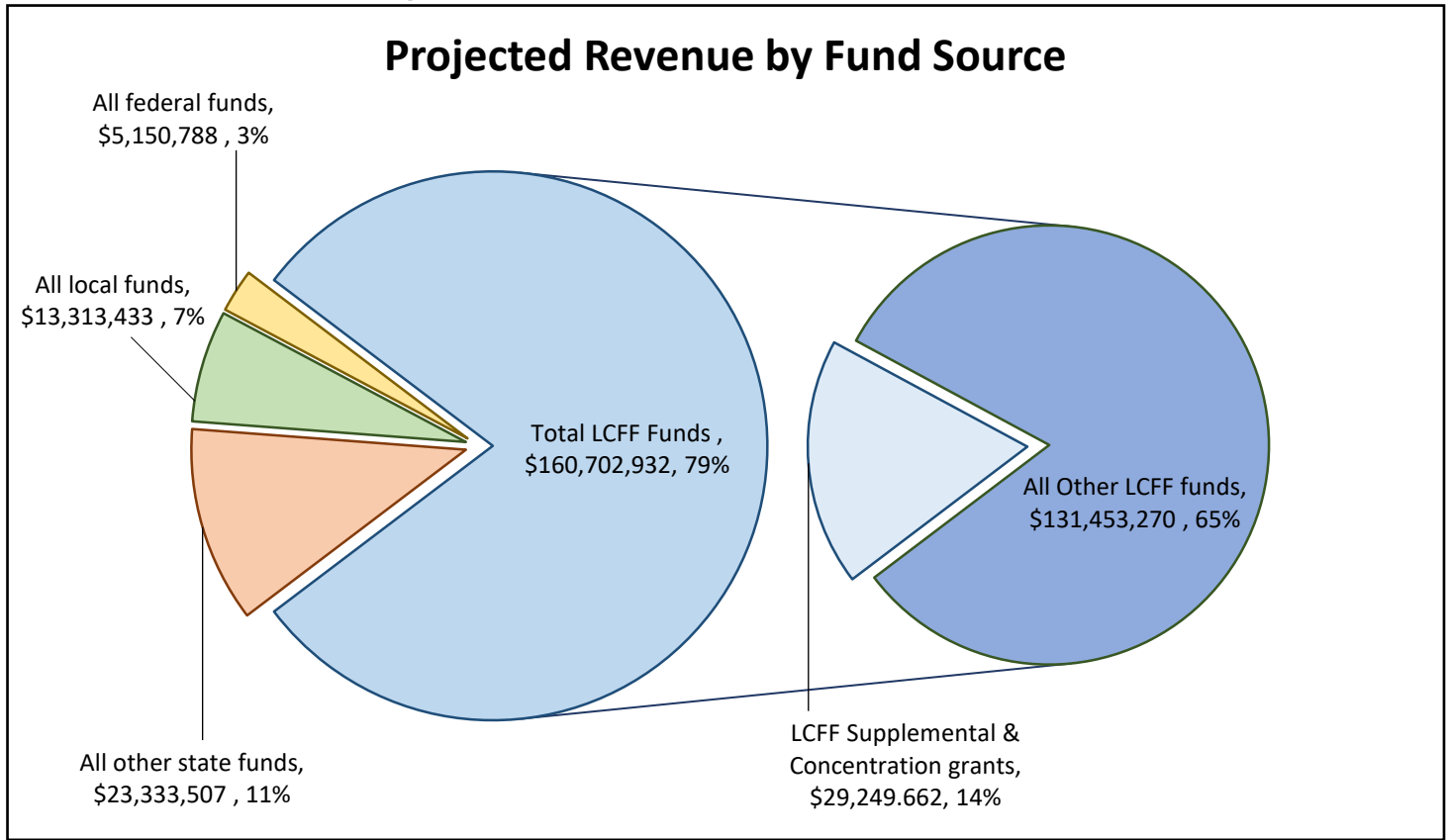
CDS Code: 33-66993-0000000

School Year: 2024-25

LEA contact information: Mina Blazy, 951-845-1631, mblazy@beaumontusd.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "Supplemental and Concentration" grants - to LEAs based on the enrollment of high-needs students (Foster Youth, English Learners (EL), and Low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

All federal funds, $5,150,788 , 3%

All local funds, $13,313,433 , 7%

Total LCFF Funds , $160,702,932, 79%

All Other LCFF funds, $131,453,270 , 65%

All other state funds, $23,333,507 , 11%

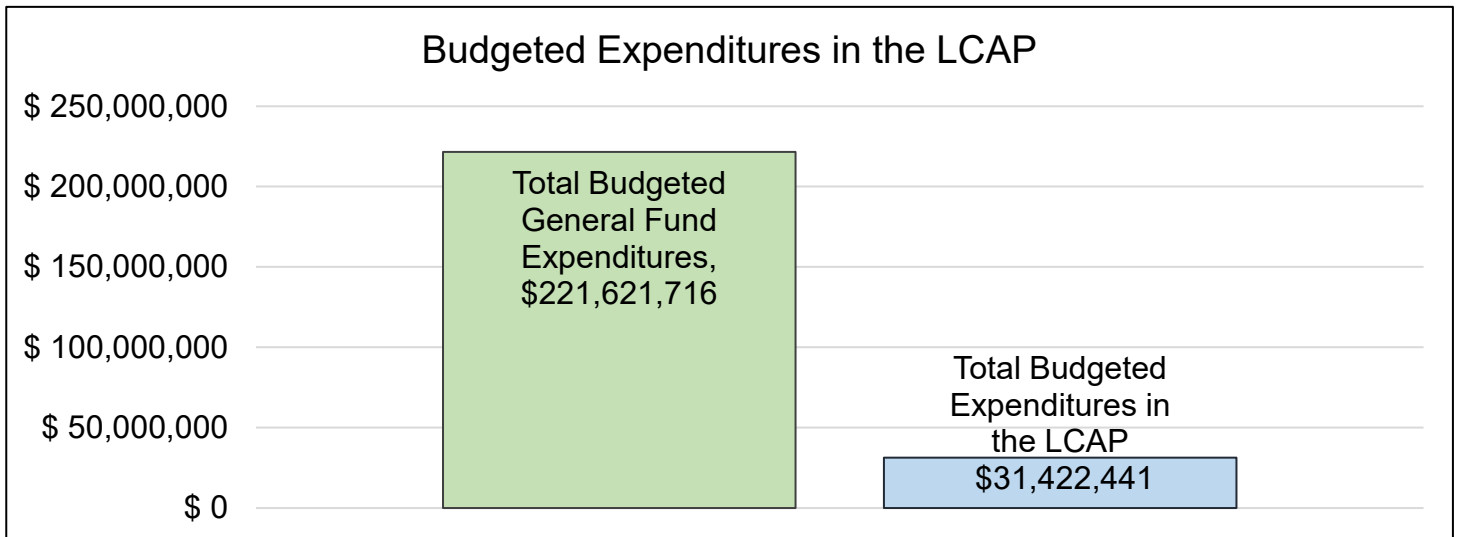LCFF Supplemental & Concentration grants, $29,249.662, 14%

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 $202,500,660.00, of which $160,702,932.00 is Local Control Funding Formula (LCFF), $23,333,507.00 is other state funds, $13,313,433.00 is local funds, and $5,150,788.00 is federal funds. Of the $160,702,932.00 in LCFF Funds, $29,249,662.00 is generated based on the enrollment of high-needs students (Foster Youth, English Learners (EL), 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.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $221,621,716 | |
| | Total Budgeted Expenditures in the LCAP $31,422,441 |

Y-axis values: $ 250,000,000 / $ 200,000,000 / $ 150,000,000 / $ 100,000,000 / $ 50,000,000 / $ 0

This chart provides a quick summary of how much Beaumont Unified School District plans to spend for 2024-25. 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 $221,621,716.00 for the 2024-25 school year. Of that amount, $31,422,441.00 is tied to actions/services in the LCAP and $190,199,275.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Beaumont Unfied School District, The total revenue for the Beaumont Unified School District for the 2024-25 school year is projected at $202,500,660. This includes $160,702,932 from Local Control Funding Formula (LCFF) funds, essential for the district's basic educational needs and additional support. The district will also receive $29,249,662 from LCFF supplemental and concentration grants to help improve education for high-needs students like Foster Youth, English Learners (EL), and Low-income students. Other sources are $23,333,507 from other state funds, $13,313,433 from local funds, and $5,150,788 from federal funds. These funds together support the district's education and operational needs. Approved textbooks and core curriculum materials are also not included in the LCAP. Transportation, facilities, maintenance, and operations costs account for the remaining general fund budget, including the adopted curriculum.
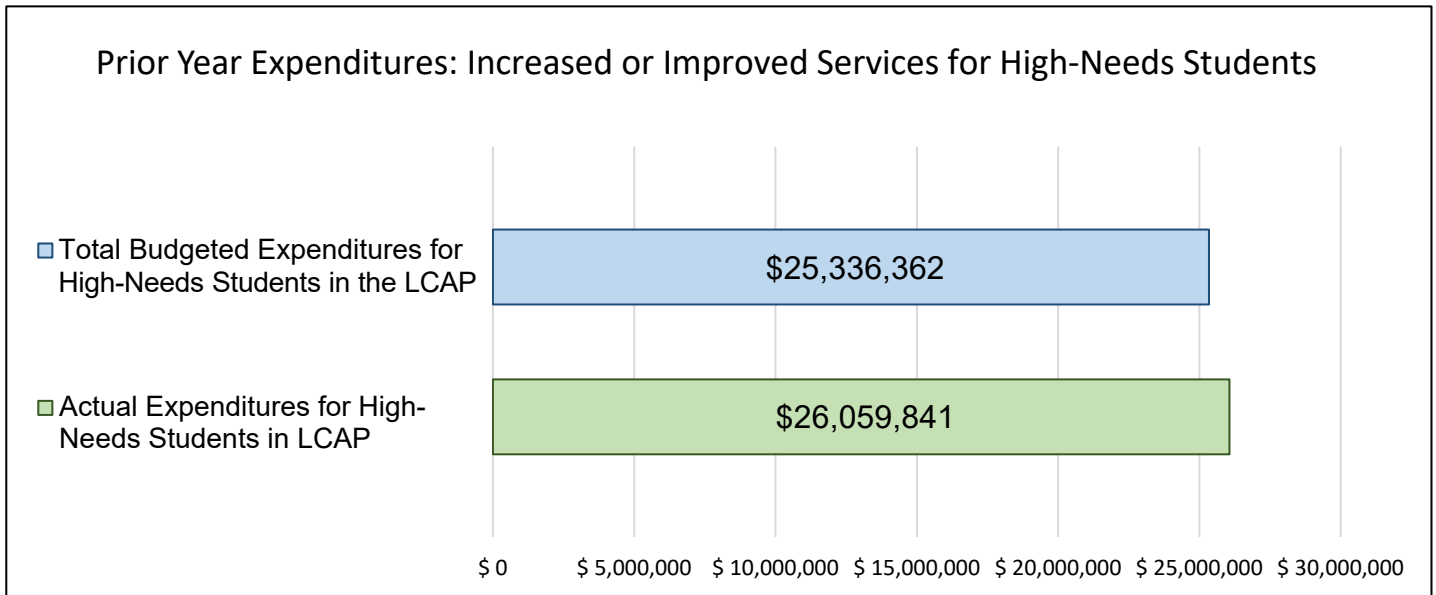
## Increased or Improved Services for High-Needs Students in the LCAP for the 2024-25 School Year

# LCFF Budget Overview for Parents

In 2024-25, Beaumont Unified School District is projecting it will receive $29,249,662.00 based on the enrollment of Foster Youth, English Learners (EL), 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 $29,996,689.00 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 2023-24

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

☐ Total Budgeted Expenditures for High-Needs Students in the LCAP — $25,336,362

☐ Actual Expenditures for High-Needs Students in LCAP — $26,059,841

$ 0   $ 5,000,000   $ 10,000,000   $ 15,000,000   $ 20,000,000   $ 25,000,000   $ 30,000,000

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 2023-24, Beaumont Unified School District's LCAP budgeted $25,336,362.00 for planned actions to increase or improve services for high-needs students. Beaumont Unified School District actually spent $26,059,841.00 for actions to increase or improve services for high-needs students in 2023-24.
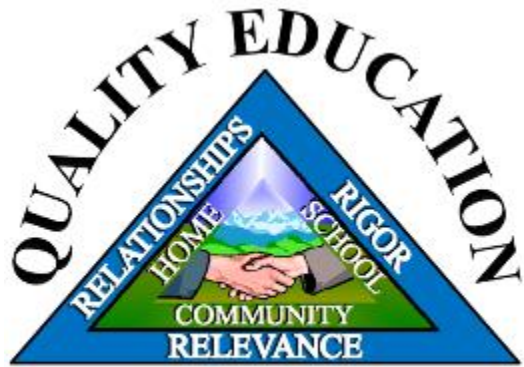
# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **1** | Beaumont USD will support the LCAP priority of engagement by ensuring a positive school climate and culture by engaging all staff, students, and families in support of students' academic, mental, and social-emotional well-being. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Suspension Rate State Indicator | 2018-19 California School Dashboard Suspension Rate<br><br>All Students (Green) 2.5%<br>African American (Yellow) 5.8%<br>American Indian (Red) 10.3%<br>Asian (Blue)  0.3%<br>Filipino (Blue) 0.6%<br>Hispanic (Yellow) 2.1%<br>Pacific Islander (Orange) 2.8%<br>Two or More Races (Orange) 2.9%<br>White (Green)  2.4%<br><br>English Learners (Yellow) 2.1%<br>Foster Youth (Yellow) 14.3% | 2020-21 California School Dashboard<br><br>Suspension Rate calculated at 0%<br><br>Use caution with this data. Students were not in-person during the 2020-21 school year.<br><br>All Students 0%<br>African American 0%<br>American Indian 0%<br>Asian 0%<br>Filipino 0%<br>Hispanic 0% | 2021-22 California School Dashboard Suspension Rate<br><br>Note: Performance level color indicators were not used this year.<br><br>Lowest Performance is one bar and High Performance is five bars. (California School Dashboard)<br><br>All Students: 2.5% (Low)<br>African American 5.7% (High)<br>American Indian 11.3% (Very High)<br>Asian 1.1% (Low)<br>Filipino 0.3% (Very Low)<br>Hispanic 2.2% (Low) | 2022-23 California School Dashboard Suspension Rate<br><br>All Students: 2.7% (Medium - Yellow)<br>African American: 5.7% (Low - Orange)<br>American Indian: 7.5% (Medium - Yellow)<br>Asian: 0% (Very High - Blue)<br>Filipino: 1.1% (Medium - Yellow)<br>Hispanic: 2.6% (Low - Orange)<br>Pacific Islander: 9.4% (No Performance Level)<br>Two or More Races: 3.6% (Low - Orange)<br>White: 2.3% (High - Green) | Suspension Rate for all student groups to be at level Green or Blue (<.5%) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Homeless (Orange) 3%<br>Socioeconomically Disadvantaged (Yellow) 3.3%<br>Students with Disabilities (Yellow) 4.8% | Pacific Islander 0%<br><br>Two or More Races 0%<br>White 0%<br><br>English Learners 0%<br>Foster Youth 0%<br>Homeless 0%<br>Socioeconomically Disadvantaged 0%<br>Students with Disabilities  0% | Pacific Islander 7.7% (No Performance Level)<br>Two or More Races 3.1% (Medium)<br>White 2.4% (Low)<br><br>English Learners 2% (Low)<br>Foster Youth 13.4% (Very High)<br>Homeless 7% (High)<br>Socioeconomically Disadvantaged 3.1% (Medium)<br>Students with Disabilities 4.6% (High) | English Learners: 2.7% (Low - Orange)<br>Foster Youth: 11.3% (Medium - Yellow)<br>Homeless: 6.9% (Low - Orange)<br>Socioeconomically Disadvantaged: 3.3% (Medium - Yellow)<br>Students with Disabilities: 5.4% (Low - Orange) | |
| Chronic Absenteeism State Indicator | 2018-19 California School Dashboard<br><br>All Students (Green) 9.8%<br>African American (Orange) 12.7%<br>American Indian (Yellow) 11.7%<br>Asian (Orange) 5.9%<br>Filipino (Green) 2.9%<br>Hispanic (Orange) 10.7%<br>Pacific Islander  (No Performance Color) 16.7% | 2020-21 California School Dashboard: Did not report Chronic Absenteeism as an indicator.<br><br>2020-21 California DataQuest: Reported Chronic Absenteeism<br><br>All Students 9.7%<br>African American 12.9%<br>American Indian 23.0% | 2021-22 California School Dashboard Chronic Absenteeism<br><br>The lowest performance is one bar, and the highest performance is five bars. (California School Dashboard)<br><br>All Students 32.1% (Very High)<br>African American 28.3% (Very High)<br>American Indian 61% (Very High) | 2022-23 California School Dashboard Chronic Absenteeism<br><br>All Students: 30.2% (Low - Orange)<br>African American: 25.9% (Low - Orange)<br>American Indian: 46.2% (Low - Orange)<br>Asian: 16.9% (Medium - Yellow)<br>Filipino: 15.5% (Medium - Yellow)<br>Hispanic: 33.5% (Low - Orange) | Chronic Absenteeism rate for all student groups to be at level Green or Blue (<2.5%)<br><br>Based on the local indicator - decrease by 2.5% (percentage points) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Two or More Races (Yellow) 9.5%<br>White (Green) 8.3%<br><br>English Learners (Yellow) 9.1%<br>Foster Youth (Green) 7.9%<br>Homeless (Red) 34.6%<br>Socioeconomically Disadvantaged (Yellow) 12.7%<br>Students with Disabilities (Orange) 16.6%<br><br>2020-21 During the pandemic, the Chronic - Local Indicator Absenteeism for all students is listed at 12.8%<br><br>English Learner 8%<br>Homeless 40.7%<br>Special Needs 15.4%<br>American Indian 28.4%<br>Asian 5.6%<br>African American 18.2%<br>Hispanic 12.5%<br>Two or More Races 12.2%<br>Pacific Islander 0% | Asian 1.9%<br>Filipino 2.6%<br>Hispanic 8.1%<br>Pacific Islander 5.1%<br>Two or More Races 5.4%<br>White 5.3%<br><br>English Learners 8.5%<br>Foster Youth 37.0%<br>Homeless 25.5%<br>Socioeconomically Disadvantaged 10.3%<br>Students With Disabilities 11.4%<br>White 8.9% | Asian 25.4% (Very High)<br>Filipino 16% (High)<br>Hispanic 34.7% (Very High)<br>Pacific Islander (No Performance Level) 50%<br>Two or More Races 33.9% (Very High)<br>White 27.8% (Very High)<br><br>English Learners 35% (Very High)<br>Foster Youth 44.8% (Very High)<br>Homeless 48.1% (Very High)<br>Socioeconomically Disadvantaged 37.2% (Very High)<br>Students with Disabilities 41.8% (Very High) | Pacific Islander: 48% (No Performance Level)<br>Two or More Races: 31.9% (Low - Orange)<br>White: 25.2% (Low - Orange)<br><br>English Learners: 30.4% (Medium - Yellow)<br>Foster Youth: 32.8% (Low - Orange)<br>Homeless: 53.1% (Very Low - Red)<br>Socioeconomically Disadvantaged: 34% (Medium - Yellow)<br>Students with Disabilities: 38.4% (Medium - Yellow) | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | White 12.5% | | | | |
| Social-Emotional Well-being California Healthy Kids Survey (CHKS) (Local Indicator - Climate Survey) | The California Healthy Kids Survey (CHKS): (2020-21)<br><br>Baseline:<br>The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 5) for Beaumont USD measured the following with the students who stated yes, unless otherwise stated, to these measures (2020-21):<br><br>Cyberbullying 11%<br>High Expectations Scale 89%<br>Parent Involvement Scale 73%<br><br>While the results are comparable to other school years, viewing the data in isolation is best based on the difference in learning environments (remote versus in-person). | The California Healthy Kids Survey (CHKS) reports on an average (2021-22):<br><br>Grade 5:<br>Cyberbullying - No Data<br>Anti-bullying Climate 70%<br>High Expectations Scale 84%<br>Parent Involvement Scale 79%<br>School Connectedness 71%<br><br>Grade 6:<br>Anti-bullying Climate 64%<br>High Expectations Scale 83%<br>Parent Involvement Scale 77%<br>School Connectedness 69%<br><br>Grade 7:<br>Cyberbullying - No Data<br>High Expectations Scale 71%<br>Promotion of Parent Involvement 46% | The California Healthy Kids Survey (CHKS) reports on an average (2022-23):<br><br>Grade 5:<br>Anti-bullying Climate 77%<br>High Expectations Scale 86%<br>Parent Involvement Scale 80%<br>School Connectedness 77%<br><br>Grade 6:<br>Not Reported<br><br>Grade 7:<br>High Expectations Scale 67%<br>Promotion of Parent Involvement 47%<br>School Connectedness 51%<br>Caring Adult 52%<br>Academic Motivation 56%<br><br>Grade 9:<br>High Expectations Scale 61%<br>Promotion of Parent Involvement 37% | The California Healthy Kids Survey (CHKS) reports on an average (2023-24):<br><br>Grade 5:<br>Anti-bullying Climate 72%<br>High Expectations Scale 95%<br>Parent Involvement Scale 75%<br>School Connectedness 71%<br><br>Grade 6:<br>Not Reported<br><br>Grade 7:<br>High Expectations Scale 70%<br>Promotion of Parent Involvement 49%<br>School Connectedness 51%<br>Caring Adult 56%<br>Academic Motivation 60%<br><br>Grade 9:<br>High Expectations Scale 83%<br>Promotion of Parent Involvement 70% | Decrease the Cyberbullying by a rate of 2 percentage points for the listed grade levels (5, 7, & 9) based on the students who take the survey.<br><br>Increase high expectations and parent involvement by 2 percentage points of the students who take the survey. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 7) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):<br><br>Cyberbullying 23%<br>High Expectations Scale 71%<br>Promotion of Parent Involvement 52%<br><br>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 9) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to | School Connectedness 57%<br><br>Grade 9:<br>Cyberbullying - No Data<br>High Expectations Scale 60%<br>Promotion of Parent Involvement 30%<br>School Connectedness 44%<br><br>Grade 11:<br>Cyberbullying - No Data<br>High Expectations Scale 64%<br>Promotion of Parent Involvement 30%<br>School Connectedness 41% | School Connectedness 47%<br>Caring Adult 49%<br>Academic Motivation 56%<br><br>Grade 11:<br>High Expectations Scale 63%<br>Promotion of Parent Involvement 29%<br>School Connectedness 37%<br>Caring Adult 53%<br>Academic Motivation 53% | School Connectedness 63%<br>Caring Adult 50%<br>Academic Motivation 63%<br><br>Grade 11:<br>High Expectations Scale 86%<br>Promotion of Parent Involvement 77%<br>School Connectedness 83%<br>Caring Adult 83%<br>Academic Motivation 84% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | these measures (February 2021):<br><br>Cyberbullying 22%<br>High Expectations Scale 63%<br>Promotion of Parent Involvement 41%<br><br>Baseline: The California Healthy Kids Survey (CHKS) reports on an average. The CHKS (grade 11) for Beaumont USD measured the following with the students who stated very much true, pretty much true, unless otherwise stated, to these measures (February 2021):<br><br>Cyberbullying 27%<br>High Expectations Scale 61%<br>Promotion of Parent Involvement 33% | | | | |
| P-2 Attendance Rate | 2019-20 Aeries Baseline: 92.80% or better rate | 2020-21 P-2 Attendance Rate Aeries 95.18% | 2021-22 P-2 Attendance Rate Aeries 90.40% | 2022-23 P-2 Attendance Rate Aeries 90.89% | Maintain 95% or better rate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| TK/K Attendance Rate | 2019-20 Aeries Baseline: 93% or better rate | 2020-21 TK/K Attendance Rate Aeries All 93.2% | 2021-22 TK/K Attendance Rate Aeries All 88.58% | 2022-23 TK/K Attendance Rate Aeries All 89.46% | Maintain 95% or better rate |
| Truancy Rate | Aeries and Schoolzilla Baseline: is 36.9% | 2020-21 Truancy Rate 29.60% | 2021-22 Truancy Rate 41.5% | 2022-23 Truancy Rate 57.8% | Decrease by at least 2% (percentage points) per year |
| Expulsion Rate | Expulsion Rate Dataquest Baseline: 0.0% | 2020-21 Expulsion Rate Dataquest All 0.0% | 2021-22 Expulsion Rate Dataquest All 0.1% | 2022-23 Expulsion Rate Dataquest All 0.1% | Maintain rate at 0.1% |
| Parent Participation in Programs for Unduplicated Pupils | Participation Rate 100% | Participation was offered to SED, Foster Youth, and EL families via ParentSquare and contact from the Communications Officer and the Students Services Coordinator.<br><br>Town hall was offered to DELAC, the Special Education Parent Committee, and other parent advisory committees to discuss the needs of their students.<br><br>The engagement via in-person needs improvement. | Participation with our educational partners was offered to SED, Foster Youth and EL families via ParentSquare and contact from the Communications Officer and the Students Services Coordinator.<br><br>Additionally, our Family and Community Engagement (F.A.C.E) committee works with Educational Partners and students to gain their input on District goals and initiatives. | Participation with our educational partners was offered to SED, Foster Youth, and EL families via ParentSquare and contact from the LCAP Committee, Research, Learning, and Data, and the Family and Community Engagement Coordinator.<br><br>Our Family and Community Engagement (F.A.C.E) committee also works with Educational Partners and students to gain | Maintain 100% Participation |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | their input on District goals and initiatives. | |
| Parent/Guardian Participation in Programs for Students with Exceptional Needs | Baseline:<br><br>In collaboration with the Riverside County SELPA, hold at least four Special Education Parent Advisory Committee meetings and/or parent education workshops each year. | Met with the Parent Advisory Committee four times this year. | Met with the Parent Advisory Committee. The Special Education Department meets at least four times a year. The committee offers their input on the District plan and LCAP | Met with the Parent Advisory Committee. The Special Education Department meets at least four times a year. The committee offers their input on the District plan and LCAP | In collaboration with the Riverside County SELPA, hold at least four Special Education Parent Advisory Committee meetings and/or parent/guardian education workshops each year. |
| Panorama Social-Emotional Tool | 2021-22 Overall Baseline Year<br><br>Grade 3-5:<br>Sense of Belonging<br>All Students 64%<br><br>Growth Mindset<br>All Students  59%<br><br>Self-Efficacy<br>All Students 53%<br><br>Emotion Regulation<br>All Students 43%<br><br>Grade 6-12:<br>Supportive Relationships<br>All Students 79% | 2021-22 Baseline Year with Demographics<br><br>Grade 3-5:<br>Sense of Belonging:<br>All Students 64%<br>Foster Youth 60%<br>Socioeconomically Disadvantaged 62%<br>English Learners 58%<br><br>Growth Mindset:<br>All Students 59%<br>Foster Youth 50%<br>Socioeconomically Disadvantaged 57%<br>English Learners 57%<br><br>Self-Efficacy: | 2022-23 Demographics (Emotional Well-Being)<br><br>Grade 3-5:<br>Sense of Belonging:<br>All Students 69%<br>Foster Youth 54%<br>Socioeconomically Disadvantaged 68%<br>English Learners 70%<br><br>Growth Mindset:<br>All Students 62%<br>Foster Youth 63%<br>Socioeconomically Disadvantaged 61.5%<br>English Learners 60% | 2023-24 Demographics (Emotional Well-Being)<br><br>Grade 3-5:<br>Sense of Belonging:<br>All Students 64%<br>Foster Youth 65%<br>Socioeconomically Disadvantaged 63.5%<br>English Learners 64%<br><br>Growth Mindset:<br>All Students 59%<br>Foster Youth 52%<br>Socioeconomically Disadvantaged 58.5%<br>English Learners 54% | Increase each topic area by a rate of 2 percentage points each year. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Positive Feelings All Students 55%<br><br>Emotion Regulation All Students 42%<br><br>Sense of Belonging All Students 37% | All Students 53% Foster Youth 53% Socioeconomically Disadvantaged 51% English Learners 54.5%<br><br>Emotion Regulation: All Students 43% Foster Youth 46% Socioeconomically Disadvantaged 44% English Learners 43.3%<br><br>Grade 6-12: Supportive Relationships All Students 79% Foster Youth 81% Socioeconomically Disadvantaged 78% English Learners 78.4%<br><br>Positive Feelings: All Students 55% Foster Youth 49% Socioeconomically Disadvantaged 54% English Learners 52.8%<br><br>Emotion Regulation: All Students 42% | Self-Efficacy: All Students 55% Foster Youth 50% Socioeconomically Disadvantaged 55% English Learners 48%<br><br>Emotion Regulation: All Students 43% Foster Youth 39% Socioeconomically Disadvantaged 42.5% English Learners 38%<br><br>Grade 6-12: Supportive Relationships All Students 79% Foster Youth 81% Socioeconomically Disadvantaged 78% English Learners 79%<br><br>Positive Feelings: All Students 55% Foster Youth 51% Socioeconomically Disadvantaged 54% English Learners 58%<br><br>Emotion Regulation: All Students 43% Foster Youth 43% Socioeconomically Disadvantaged 43% | Self-Efficacy: All Students 54% Foster Youth 44% Socioeconomically Disadvantaged 53% English Learners 44%<br><br>Emotion Regulation: All Students 44% Foster Youth 46% Socioeconomically Disadvantaged 44% English Learners 44%<br><br>Grade 6-12: Supportive Relationships: All Students 79% Foster Youth 78% Socioeconomically Disadvantaged 78.5% English Learners 76%<br><br>Positive Feelings: All Students 58% Foster Youth 55% Socioeconomically Disadvantaged 57.5% English Learners 61%<br><br>Emotion Regulation: All Students 47% Foster Youth 42% Socioeconomically Disadvantaged 45.5% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Foster Youth 43% Socioeconomically Disadvantaged 43% English Learners 43.3%<br><br>Sense of Belonging: All Students 37% Foster Youth 36% Socioeconomically Disadvantaged 38% English Learners 37% | English Learners 46%<br><br>Sense of Belonging: All Students 38% Foster Youth 37% Socioeconomically Disadvantaged 38% English Learners 43% | English Learners 43%<br><br>Sense of Belonging: All Students 39% Foster Youth 45% Socioeconomically Disadvantaged 38% English Learners 43% | |
| Parent Input on Decision Making Process | Baseline 2022-23 school year. 100% of school sites will maintain a School Site Council (SSC) formed of educational partners, including parents, to provide input in the decision-making process.<br><br>100% of schools are compliant in maintaining an SSC in order for parents to provide input in the decision-making process. | N/A | N/A | 100% of school sites maintain SSC. | 100% of school sites maintain SSC. |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Implementation Overview

During the 2023-24 school year, the District executed all planned actions under Goal 1, focusing on supporting the Unduplicated Pupil Population (UPP), including Foster Youth, English Learners, Low-Income, and low-performing students. These efforts were highlighted at the Mid-Year board presentation in December 2023.

School Climate and Community Engagement
- Parent and Community Engagement Coordinator (Actions 1.5 and 1.6): Delayed start until late September 2023, initially reducing effectiveness in community outreach. Once operational, it significantly increased parent involvement.
- Assistant Principals' Outreach (Actions 1.2 and 1.4): Enhanced outreach efforts through assemblies and Educational Monitoring Teams, which were more engaging than the initially planned routine interventions.
- Anti-Bullying and Attendance Improvement (Action 1.9): Fully implemented as planned, improved attendance, and reduced bullying incidents across the District.
- Restorative Practices (Action 1.14): Fully implemented, although some professional development was delayed. These practices were integrated into daily school activities to improve the overall school climate.
- School Climate Initiatives (Action 1.15): Despite funding cuts, the school climate was successfully enhanced through additional online training for site administrators, teachers, and staff.

Health Support and Services
- Project KIND (Action 1.10): Provided targeted health services to UPP students, fully realized despite challenges in tracking referrals.
- Health Support Services (Action 1.13): Each school site maintained a Licensed Vocational Nurse, ensuring personalized care despite reduced funding.

Communications and Operational Support
- Communications Officer Transition (Action 1.12): An interim agency assisted with communication duties during the transition, aligning with the initial plan that anticipated an interim solution.

Yearly Reflections and Achievements
The 2023-24 school year brought challenges, such as the delayed start of the Parent and Community Engagement Coordinator and transitioning to a new Communications Officer. Despite these and budget cuts in health support, the District ensured personalized care at each school and quickly improved community engagement. The successful implementation of Goal 1 notably improved services for Foster Youth, English Learners, Low-Income students, and other low-performing groups. Key achievements included effective counseling placement, proactive Assistant Principals enhancing student engagement, and impactful Anti-Bullying and Attendance programs. The sports program expansion, especially in eSports, provided an inclusive and engaging environment, significantly benefiting low-income students and boosting their school involvement. These efforts highlight the District's resilience and commitment to enhancing student well-being and

educational outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1: Counseling Support
The Estimated Actual Expenditures for counseling support were lower than the Budgeted Expenditures by $72,959.00. The District was unable to fully utilize the allocated funds due to a few positions remaining unfilled. This action item was still able to be fully realized since each site had at least one counselor available.  These positions were additional counselors due to the increase in student population.

Goal 1, Action 2: School Resource Officer (SRO)
The Estimated Actual Expenditures for the School Resource Officer (SRO) were as planned, with no difference between the Budgeted and Estimated Actual Expenditures.

Goal 1, Action 3: Student Services Coordinators
The Estimated Actual Expenditures for student services coordinators exceeded the Budgeted Expenditures by $7,245.00. The increase was due to a recent salary raise for all administrators.

Goal 1, Action 4: Assistant Principals (APs)
The Estimated Actual Expenditures for assistant principals (APs) were lower than the Budgeted Expenditures by $55,093.00. One school site was temporarily without an assistant principal. A designated site-level representative was periodically available to support the school site during this interim period.

Goal 1, Action 5: Parent and Community Outreach
The Estimated Actual Expenditures for parent and community outreach were lower than the Budgeted Expenditures by $20,561.00. At the start of the school year, the absence of a Parent Engagement Coordinator in the District led to a pause in engagement activities scheduled for August and September. Consequently, the funds allocated for these events remained unspent.

Goal 1, Action 6: Parent Engagement Coordinator
The Estimated Actual Expenditures for the parent engagement coordinator exceeded the Budgeted Expenditures by $43,752.00. The increase was due to a recent salary raise for all administrators.

Goal 1, Action 7: College and Career Symposium and Signing Day
The Estimated Actual Expenditures for the College and Career Symposium and Signing Day were as planned, with no difference between the Budgeted and Estimated Actual Expenditures.

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

The Estimated Actual Expenditures for the School Resource Officers (SROs) were as planned, with no difference between the Budgeted and Estimated Actual Expenditures.

Goal 1, Action 9: Anti-Bullying and Attendance Improvement
The Estimated Actual Expenditures for anti-bullying and attendance improvement exceeded the Budgeted Expenditures by $339.00. As the District successfully boosted attendance and reduced bullying over time, it became clear that further incentives were needed to sustain and enhance these positive outcomes, given the effectiveness of the new strategies

Goal 1, Action 10: Project KIND - Medical
The Estimated Actual Expenditures for Project KIND - Medical were as planned, with no difference between the Budgeted and Estimated Actual Expenditures.

Goal 1, Action 11: Sports Program at GVHS and Middle Schools
The Estimated Actual Expenditures for the sports program at GVHS and middle schools exceeded the Budgeted Expenditures by $30,258.00. The eSports category increased substantially at the middle school level this school year. The initial budget for sports did not account for the increased interest in eSports.

Goal 1, Action 12: District Communications Officer
The Estimated Actual Expenditures for the District communications officer exceeded the Budgeted Expenditures by $18,572.00. The Budgeted expenditures were exceeded as the District hired an external agency for interim support while searching for a new District Communications Officer. After hiring a permanent Communications Officer, the agency continued to provide assistance, aiding in the new officer's onboarding process.

Goal 1, Action 13: Health Support
The Estimated Actual Expenditures for health support were lower than the Budgeted Expenditures by $35,345.00. This was because our health support services were not fully operational at the beginning of the school year. The impact was minimal as support services started early in the school year, just not in the first month. The health support services were still implemented by the current support specialist. The increase in support needs is due to the rise in population.

Goal 1, Action 14: Restorative Practices
The Estimated Actual Expenditures for restorative practices were lower than the Budgeted Expenditures by $5,394.00. The estimated expenditures were not fully utilized because several restorative practices events and trainings were scheduled for later in the school year.

Goal 1, Action 15: School Climate
The Estimated Actual Expenditures for school climate were lower than the Budgeted Expenditures by $4,062.00. The allocated funds remain largely unspent because some of the scheduled events and strategies are slated for the later part of the school year.

Goal 1, Action 16: School Safety and Security

The Estimated Actual Expenditures for school safety were lower than the Budgeted Expenditures by 1,225,899.00. Most of the allocated funds have not yet been utilized, as numerous planned events and strategies are scheduled for the latter part of the school year. The action has been fully executed in accordance with the timing of these planned activities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1's initiatives have demonstrated progress toward enhancing school connectedness, fostering a sense of belonging, and establishing restorative relationships across the District. Despite the successes, there are opportunities for refinement and expansion of services, which will be addressed in the forthcoming LCAP revision. Here's a brief evaluation of the efficacy of each action over the past year:

Goal 1, Action 1: Counseling Support
The Counseling Support action has proven effective in reducing Chronic Absenteeism for several student groups, illustrating strides in student engagement and support. However, the persistent high absenteeism among Homeless students signals a need for intensified support strategies.

Goal 1, Action 2, and Action 8: School Resource Officer
School Resource Officers have positively impacted the reduction of Suspension and Chronic Absenteeism Rates. They have established constructive community relationships and contributed significantly to enhancing peer-to-peer interactions among students. SROs have participated in equity-focused professional development programs in collaboration with teachers, support staff, administrators, and parents. This training has bolstered a shared commitment to prioritizing student academics, safety, well-being, and self-discipline. These collaborative efforts demonstrate the integral role of SROs in promoting a supportive and equitable school environment.

Goal 1, Action 3: Student Services Coordinators
Throughout the LCAP cycle, deploying Student Services Coordinators effectively advanced the District's goal by reducing Chronic Absenteeism and Suspension Rates. Yet, effectiveness among homeless students did not meet expectations, highlighting a need for targeted intervention. The District commits to enhancing strategies specifically for homeless students, aiming for equitable outcomes across all student groups.

Goal 1, Action 4: Assistant Principals (APs)
The Assistant Principals have effectively supported Foster Youth, Socioeconomically Disadvantaged (SED) students, and English Learners (ELs), significantly reducing Chronic Absenteeism and improving key performance metrics. They have achieved notable outcomes through initiatives like attendance incentives, the Alternative to Suspension (ATS) program, and enhanced family engagement via Positive Behavioral Interventions and Supports (PBIS). Positive results are evident in reduced Suspension Rates, higher graduation rates, and improved academic performance in specific subjects for the majority of student groups. Nevertheless, areas of challenge remain, such as absenteeism and lower performance in English Language Arts and mathematics among particular student populations, which are being targeted with ongoing, strategic improvements.

Goal 1, Actions 5 & 6: Parent and Community Outreach and Parent Engagement Coordinator
The initiatives under Parent and Community Outreach have been effective in forging stronger bonds between schools, families, and the community, as evidenced by improvements in the sense of belonging, parent engagement, and connectedness at various school sites. Additionally, the role of the Parent Engagement Coordinator has effectively increased parent engagement and attendance, mainly through meetings with the Unduplicated Pupil Population (UPP) during Family and Community Engagement (F.A.C.E.) sessions, as well as other District parent engagement advisory committees. Increased participation in F.A.C.E., LCAP team meetings, District Advisory Committee for English Learners (DELAC), and District African American Parent Advisory Committee (DAAPAC) signifies this success. However, community survey feedback indicates that while school safety and climate are viewed favorably, areas still need improvement, particularly in family engagement. Addressing these areas of need, the District is committed to enhancing family engagement strategies as a key focus for service improvement.

Goal 1, Action 7: College and Career Symposium
Over the three-year Local Control and Accountability Plan (LCAP) cycle, this initiative has proven effective in engaging Socioeconomically Disadvantaged (SED) students, Foster youth, and English Learner (EL) families, ensuring their participation in the annual fall fair. The increased student attendance at these events indicates the success of the action in broadening access to college and career opportunities for these student groups.

Goal 1, Action 9: Anti-Bullying and Attendance Improvement
Attendance improvement initiatives have continued to demonstrate positive trends, reducing Chronic Absenteeism among several student demographics. The effectiveness of the anti-bullying efforts is evidenced by the decline in Suspension Rates, indicating successful outcomes. Strategies targeted at the Homeless student population have yet to show desired effectiveness. Efforts in this area will be increased to ensure equitable impact across all student groups.

Goal 1, Action 10: Project KIND
Project KIND has effectively expanded student access to medical services, particularly targeting low-income and foster youth groups. Schools consistently refer families in need to Project KIND. However, persistent issues in providing universal access to the growing UPP population highlight the necessity for improved strategies.

Goal 1, Action 11: The Sports Program at GVHS and Middle Schools
The sports program has effectively increased participation and enhanced school connectedness, signifying its continued success in the District's extracurricular offerings.

Goal 1, Action 12: District Communications Officer
The District Communications Officer position has continued to be effective in enhancing public relations with parents, guardians, and the community. Outreach strategies have effectively engaged families, particularly those with UPP (Unduplicated Pupil Population) students, through communication platforms such as ParentSquare and social media, ensuring that information about involvement opportunities is disseminated effectively.

Goal 1, Action 13: Health Support

Expanding the District's health services by adding four Licensed Vocational Nurses (LVNs) and continuing funding for 1.5 LVNs has proven effective. These professionals are pivotal in crafting, monitoring, and updating health care plans and providing essential training to staff. With an LVN dedicated to each school site, the health needs of all students, including SED and Foster youth, are being addressed more effectively than ever before.

Goal 1, Actions 1, 14 & 15: Counseling Support, Restorative Practices and School Climate
The District's initiatives in implementing Restorative Practices through the Alternative to Suspension (ATS) program and enhancing school climate by adopting the HourZero protocols have been effective. These actions have significantly bolstered school connectedness, fostered a sense of belonging, and facilitated the mending of relationships within the school community, as evidenced by Panorama survey outcomes and educator insights. Elementary grades have notably improved the 'Sense of Belonging' metric. In contrast, secondary grades require additional focus to elevate this sense of belonging, particularly among students from disadvantaged backgrounds. The District plans to introduce more targeted interventions and student-driven activities to improve inclusivity and strengthen school culture at the secondary level.

Though the 'Emotion Regulation' metric did not show a significant shift, a marginal improvement is observed at both elementary and secondary levels. The District will capitalize on this progress by persistently providing counseling support and Restorative Practices to enhance emotional regulation skills. Additionally, the introduction of 'Thriving Schools, Everyday Behavioral Tools' is anticipated to further teach emotional regulation skills District-wide. These actions align with the LCAP three-year cycle's objectives, aiming to sustain and amplify the effectiveness in these key developmental areas.

Goal 1, Action 16: School Safety and Security - The District's comprehensive safety and security plan, encompassing technological enhancements and physical safety measures like upgraded camera systems, access control, and improved fencing, has provided effective means to protect students and staff. Amidst the evolving dynamics of school safety, the community and educational partners have expressed appreciation for this proactive plan and its implementation. The project's ongoing investment and development through the 2024-25 school year reaffirm the District's commitment to maintaining a secure and safe learning environment.

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

In response to a comprehensive analysis of past practices and data review, including insights from the California School Dashboard and other pertinent local metrics, Beaumont Unified School District has initiated strategic adjustments to Goal 1 of the Local Control Accountability Plan (LCAP) for the 2024-25 academic year. These modifications are designed to reinforce our commitment to state-priority engagement, focusing specifically on enhancing the school climate, increasing parent involvement, and promoting student engagement across all levels. Through these focused efforts, we aim to significantly enhance and improve services, fostering a more inclusive, supportive, and responsive educational environment that meets the needs and aspirations of all students, particularly focusing on the unduplicated pupil population and the lowest-performing student groups. Changes to goal 1 actions that are new, increased or improved will strengthen the District's approach to making progress toward the goal are discussed above in prompt 3.

Changes to Actions and Strategies

In alignment with its commitment to continuous improvement and responding to the priorities outlined in the Local Control Funding Formula (LCFF), Beaumont Unified School District has meticulously refined its strategic goals and corresponding actions. This refinement directly addresses Priority 3 (Family Involvement), Priority 5 (Pupil Engagement), and Priority 6 (School Climate), reflecting a comprehensive approach to enhancing the educational experience and outcomes for all students within the district.

The revised strategic goal underscores the importance of fostering a positive school climate and culture by actively engaging families, the community, and staff in supporting student learning and social-emotional wellness. This updated goal emphasizes a broader, more inclusive strategy for engagement beyond the school premises, highlighting the critical role of family and community participation in the educational journey of students, including those with disabilities. It also focuses on critical areas such as improving school attendance, reducing chronic absenteeism and dropout rates, and enhancing the sense of safety and connectedness within the school environment.

To ensure the effectiveness of this strategic pivot, the district has reevaluated and reorganized its action items for clarity and increased impact. Actions 1.1 through 1.16 have been meticulously reviewed and structured to facilitate easier comprehension and engagement by the community. Notably, actions 1.15 and 1.16 have been specifically introduced to address the most pressing challenges faced by the lowest-performing student groups in terms of chronic absenteeism and suspensions.

This reorganization and introduction of targeted actions demonstrate the district's proactive approach to addressing areas of need through a refined lens. By focusing on enhanced strategies for family engagement, targeted interventions to curb absenteeism and dropout rates, and initiatives aimed at uplifting the overall school climate, Beaumont Unified School District is poised to achieve a more impactful and inclusive educational environment.

Through this iterative process of reflection, analysis, and strategic adjustment, the district affirms its dedication to employing evidence-based strategies and best practices. The ultimate goal remains to significantly enhance the educational experience and well-being of all students, ensuring that efforts are aligned with current research and the specific needs of the district's diverse student body.

Metrics and Expected Outcomes:
In reflecting on prior practices and analyzing data from the Dashboard and other local sources, the District has decided to maintain the core set of metrics with specific enhancements to better address the needs of its student population. Metrics such as Suspension Rate, Chronic Absenteeism, TK/K Attendance Rate, Expulsion Rate, Parent Participation in Programs for Unduplicated Pupils, and Parent/Guardian Participation in Programs for Students with Exceptional Needs will remain unchanged. These metrics continue to serve as critical indicators of the overall health and effectiveness of the school environment, focusing on reducing suspension and truancy rates, improving attendance, and fostering strong parental engagement.

Significant changes will be made to the social-emotional well-being metric by removing demographic groups and instead, analyzing all student groups in the Panorama Social-Emotional Tool. This adjustment provides greater accuracy in reporting student results based on how the system calculates and groups the student's responses. This allows more accurate data for counselors and administrators to target individual students that are in need in order to provide additional services.  Additionally, the P-2 Attendance Rate metric will be accompanied

by a detailed explanation of the goal's importance, emphasizing the critical role of regular attendance in students' academic success and the District's commitment to maintaining high attendance rates and Truancy will be removed as a metric since it is not a required measure under LCFF Priority 5: Pupil Engagement.

To facilitate easy reference within the Local Control Accountability Plan (LCAP) and the increased and improved services section, each metric will be numbered. This reorganization reflects the District's ongoing efforts to refine its strategies based on comprehensive data analysis and a commitment to meeting the diverse needs of its student body through evidence-based interventions and inclusive practices.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Beaumont USD will support the LCAP priority of improving student outcomes by providing a standards aligned comprehensive course of study which will increase academic and Social-Emotional Learning (SEL) for all students. Staff will use student performance data to improve academic achievement, increase College and/or Career Readiness, and support all students including those who have traditionally faced barriers in Pre-K to 12th grade and when transitioning from elementary to middle school, middle to high school, high school to postsecondary and/or specialty programs (Dual Language Immersion [DLI], Middle College, Science, Technology, Engineering and Mathematics [STEM], Career Technical Education [CTE], trade schools, apprenticeships, etc.). |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Academic State Indicator: ELA | 2018-2019 CAASPP and California School Dashboard: English Language Arts (ELA)<br><br>Baseline:<br><br>All Students (Yellow) 4.7 points below standard<br><br>African American (Yellow) 24 points below standard<br><br>American Indian (Yellow) 43.9 points below standard | SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most recently available state and local data.<br><br>The California School Dashboard did not report the Mathematics indicator. CAASPP results were | 2021-22 CAASPP and California School Dashboard: ELA<br><br>All Students (Low) 13.3 points below standard<br><br>African American (Low) 34.4 points below standard<br><br>American Indian (No Performance Level) 53 points below standard<br><br>Asian (High) 28.2 points above standard | 2022-23 CAASPP and California School Dashboard: ELA<br><br>All Students 18.1 Points Below Standard (Low - Orange)<br>African American 32.3 Points Below Standard (Low - Orange)<br>American Indian 80.3 Points Below Standard (No Performance Color)<br>Asian 30.3 Points Above Standard (High - Green) | All student groups in Blue and Green will "maintain" with an increase by 9 pts.<br><br>All students in the Yellow and Orange groups will "increase" by 9 pts. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Asian (Green) 39 points above standard<br><br>Filipino (Green) 61.1 points above standard<br><br>Hispanic (Orange) 16.4 points below standard<br><br>Pacific Islander (No performance Color) 3.8 points above standard<br><br>Two or More Race (Green) 15.6 points above standard<br><br>White (Green) 13.4 points above standard<br><br>English Learners (Yellow) 30.4 points below standard<br><br>Foster Youth (Orange) 76.2 points below standard<br><br>Homeless (Yellow) 44.9 points below standard<br><br>Socioeconomically Disadvantaged | reported. The District grade 11 students assessed were students that were able to access the test.<br><br>PLEASE NOTE: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. | Filipino (Very High) 57.5 points above standard<br><br>Hispanic (Low) 24.6 points below standard<br><br>Pacific Islander (No performance Color) 4.4 points below standard<br><br>Two or More Races (Medium) 2.3 points below standard<br><br>White (Medium) 4.6 points above standard<br><br>English Learners (Low) 57.6 points below standard<br><br>Foster Youth (Very Low) 92 points below standard<br><br>Homeless (Low) 19.4 points below standard<br><br>Socioeconomically Disadvantaged (Low) 30.2 points below standard | Filipino 49.5 Points Above Standard (High - Green)<br>Hispanic 29.4 Points Below Standard (Low - Orange)<br>Pacific Islander 5.5 Points Above Standard (No Performance Color)<br>Two or More Races 1.0 Point Above Standard (High - Green)<br>White 2.5 Points Below Standard (Low - Orange)<br><br>English Learners 67.6 points Below Standard (Low - Orange)<br>Foster Youth 108.4 Points Below Standard (Very Low - Red)<br>Homeless 71.6 Points Below Standard (Very Low - Red)<br>Socioeconomically Disadvantaged 32.7 Points (Low - Orange)<br>Students with Disabilities 92.0 Points Below Standard (Low - Orange) | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | (Yellow) 23.1 points below standard<br><br>Students with Disabilities (Orange) 89.4 points below standard | | Students with Disabilities (Very Low) 98.7 points below standard | | |
| Academic State Indicator: Math | 2018-2019 CAASPP and California School Dashboard: Mathematics<br><br>Baseline:<br>All Students (Yellow) 39.1 points below standard<br><br>African American (Yellow) 66.6 points below standard<br><br>American Indian (Orange) 87 points below standard<br><br>Asian (Blue) 24.6 points above standard<br><br>Filipino (Green) 29.2 points above standard<br><br>Hispanic (Yellow) 52.7 points below standard | SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most current state and local data available.<br><br>The California School Dashboard did not report the Mathematics indicator. The CAASPP Results were reported. The District grade 11 students assessed were students that were able to access the test. | 2021-22 CAASPP and California School Dashboard: Mathematics<br><br>All Students (Low) 55.3 points below standard<br><br>African American (Low) 89.3 points below standard<br><br>American Indian (No Performance Level) 108.9 points below standard<br><br>Asian (High) 3.1 points above standard<br><br>Filipino (High) 7.8 points above standard<br><br>Hispanic (Low) 67.2 points below standard | 2022-23 CAASPP and California School Dashboard: Mathematics<br><br>All Students 55.5 Points Below Standard (Low - Orange)<br>African American 76.8 Points Below Standard (Medium - Yellow)<br>American Indian 149.1 Points Below Standard (No Performance Color)<br>Asian 9.1 Points Above Standard (High - Green)<br>Filipino 14.4 Points Above Standard (High - Green)<br>Hispanic 67.9 Points Below Standard (Low - Orange)<br>Pacific Islander 50.9 Points Below | All student Groups in Blue and Green will "maintain" with an increase of 9 points above standard on the California School Dashboard.<br><br>All students in the Yellow and Orange groups will "increase" by 9 points above standard on the Dashboard. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Two or More Races (Yellow) 26.2 points below standard<br><br>White (Green) 15.6 points below standard<br><br>English Learners (Yellow) 59.1 points below standard<br><br>Foster Youth (Orange) 101.4 points below standard<br><br>Homeless (Orange) 64.7 points below standard<br><br>Socioeconomically Disadvantaged (Yellow) 58 points below standard<br><br>Students with Disabilities (Red) 119.4 points below standard | PLEASE NOTE: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. | Pacific Islander (No performance Level) 35.8 points below standard<br><br>Two or More Races (Low) 45 points below standard<br><br>White (Low) 33.9 points below standard<br><br>English Learners (Very Low) 96.3 points below standard<br><br>Foster Youth (Very Low) 116.9 points below standard<br><br>Homeless (Low) 79.1 points below standard<br><br>Socioeconomically Disadvantaged (Low) 71 points below standard<br><br>Students with Disabilities (Very Low) 128.3 points below standard | Standard (No Performance Color) Two or More Races 40.0 Point Below Standard (Medium - Yellow)<br>White 33.4 Points Below Standard (Low - Orange)<br><br>English Learners 95.2 points Below Standard (Very Low - Red)<br>Foster Youth 107.3 Points Below Standard (Low - Orange)<br>Homeless 85.8 Points Below Standard (Low - Orange)<br>Socioeconomically Disadvantaged 67.6 Points (Medium - Yellow)<br>Students with Disabilities 115.0 Points Below Standard (Low - Orange) | |
| English Learner (EL) Progress State Indicator | 2018-19 Baseline: | There is no state data for the CAASPP for 2020-21. | 2021-22 English Learner Progress State Indicator | 2022-23 English Learner Progress State Indicator - | Increase by 2% to at least 50% overall |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 48.4% of English Language Students Proficiency | Baseline:<br>Well Developed (Level 4) 14.23%<br>Moderately Developed (Level 3) 38.16%<br>Somewhat Developed (Level 2) 31.95%<br>Minimally Developed (Level 1) 15.65% | Well Developed (Level 4) 13.15%<br>Moderately Developed (Level 3) 40.60%<br>Somewhat Developed (Level 2) 32.64%<br>Minimally Developed (Level 1) 13.61% | ELPAC and California School Dashboard<br><br>Well Developed (Level 4) 16.43%<br>Moderately Developed (Level 3) 34.80%<br>Somewhat Developed (Level 2) 31.90%<br>Minimally Developed (Level 1) 16.86%<br><br>All Students: 49% Making Progress Towards English Language Proficiency (Medium - Yellow) | |
| A-G Requirements Met for Graduation by Cohort | Baseline:<br>Students that met the A-G Requirements. 2019-20 (Ed-Data)<br><br>All Students 47%<br>African American 44.1%<br>Asian 77.8%<br>Filipino 65.2%<br>Hispanic 44.4%<br>Two or More Races 39.1%<br>White 49%<br><br>English Learners 30%<br>Homeless 32.4%<br>Foster Youth 21.4% | Students that met the A-G Requirement. 2020-21 (Ed-Data)<br><br>All Students 52.5%<br>African American 40%<br>Asian 92%<br>Filipino 83.3%<br>Hispanic 50%<br>Two or More Races 52.6%<br>White 50.5% (corrected)<br><br>English Learners 42.6%<br>Homeless 42.9%<br>Foster Youth 33.3% | Students that met the A-G Requirement. 2021-22 (Ed-Data)<br><br>All Students 37.8%<br>African American 22%<br>Asian 70.4%<br>Filipino 78.9%<br>Hispanic 33.9%<br>Two or More Races 44.1%<br>White 41.7%<br><br>English Learners 25.5%<br>Homeless 5.9%<br>Foster Youth (redacted) | Students that met the A-G Requirement. 2022-23 (Ed-Data)<br><br>All Students: 47.7%<br>African American: 29.3%<br>American Indian: Redacted<br>Asian: 80.8%<br>Filipino: 84.2%<br>Hispanic: 45.2%<br>Pacific Islander: Redacted<br>Two or More Races: 40%<br>White: 50.8% | Increase by 2% (percentage points) or better overall<br><br>All students 49%<br>African American 46.1%<br>Asian 79.8%<br>Filipino 67.2%<br>Hispanic 46.4%<br>White 51%<br>Two or more races 41.1%<br>Homeless 34.4%<br>Foster Youth 23.4%<br>Socioeconomically Disadvantaged 43.9%<br>English Learners 32% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Socioeconomically Disadvantaged 41.9% Students with Disabilities 9.3% | Socioeconomically Disadvantaged 47.4% Students with Disabilities 12% | Socioeconomically Disadvantaged 32.3% Students with Disabilities 9.1% | English Learners: 20% Foster Youth: 15.4% Homeless: 40.9% Socioeconomically Disadvantaged: 44.2% Students with Disabilities: 24.8% | Students with Disabilities 14% |
| English Learner (EL) Reclassification Rate | Baseline: 2020-21 Reclassified Rate 6.4% | 2021-22 Reclassified Rate - 6.9% Students that are reclassified have met Level 4 (Well Developed) and local criteria (Lexile scores and i-Ready reading proficiency) to be reclassified. The qualification is discussed at the DELAC meetings. Lexile scores can be viewed for all grade 3-8 and grade 11 students that take the State assessment this school year. Both i-Ready and STAR reading calculate the current Lexile score and can be given by the classroom teacher | 2022-23 Reclassification Rate 7.0% | 2023-24 Reclassification Rate 8.70% | Increase by 1% (percentage points) or better each school year (updated language) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | or site leaders.<br><br>The state English Language Proficiency Assessment for California (ELPAC) District and site average scores can be viewed at https://caaspp-elpac.cde.ca.gov/elpac/ | | | |
| Graduation Rate State Indicator 2018-19 Dashboard and Dataquest 2019-20 | 2018-19 California School Dashboard: Graduation Rate. Dashboard indicators measured in Performance Color.<br><br>All Students (Green) 93.6%<br><br>African American (Orange) 86.3%<br><br>American Indian (No Performance Color) - The sample size is too small to calculate a percentage.<br><br>Asian (No Performance Color) 95% | 2020-21<br><br>The California School Dashboard did not report data.<br><br>SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. The District will base reflections on successes and areas of need on the most recently available state and local data.<br><br>2020-21 DataQuest was used as the indicator. No | 2021-22 California School Dashboard: Graduation Rate. Dashboard indicators changed from Performance Color to Performance Level.<br><br>All Students (High) 91.9%<br><br>African American (Very High) 96.2%<br><br>American Indian (No performance level) less than 11 students, no data displayed for privacy<br><br>Asian (No Performance Level) 96.4% | 2022-23 California School Dashboard: Graduation Rate. Performance Color Reinstated<br><br>All Students: 92.6% (High - Green) African American: 92.2% (Medium - Yellow) American Indian: (No Performance Color) Asian: 92.6% (No Performance Color) Filipino: 94.6% (No Performance Color) Hispanic: 92.9% (High - Green) Pacific Islander: (No Performance Color) Two or More Races: 93.3% (Medium - Yellow) | Increase by 2.0% (percentage points) or better<br><br>All Students (Green) 95.6%<br><br>African American (Orange) 88.3%<br><br>American Indian increase by 2% [(No performance level) less than 11 students no data displayed for privacy]<br><br>Asian English Learners (Green) 90.4% Hispanic (Yellow) 94.2% Homeless (Green) 93.7% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Filipino (No Performance Color) 100%<br><br>Hispanic (Yellow) 92.2%<br><br>Pacific Islander (No Performance Color) - The sample size is too small to calculate a percentage.<br><br>Two or More (No Performance Color) 94.7%<br><br>White (Blue) 96.8%<br><br>English Learners (Green) 88.4%<br><br>Foster Youth (No Performance Color) 63.6%<br><br>Homeless (Green) 91.7%<br><br>Socioeconomically Disadvantaged (Green) 92.5%<br><br>Students with Disabilities (Red) 66.7% | Performance Color indicators used by this dashboard.<br><br>All Students 91.4%<br><br>African American 92.6%<br><br>American Indian: The cohort size is too small to calculate a percentage.<br><br>Asian 96.2%<br><br>Filipino 100%<br><br>Hispanic 90.1%<br><br>Pacific Islander: The cohort size is too small to calculate a percentage.<br><br>Two or More Races 92.7%<br><br>White 91.1%<br><br>English Learner 83.9%<br><br>Foster Youth 50%<br><br>Homeless 87.5% | Filipino (No Performance Level) 95%<br><br>Hispanic (High) 90.6%<br><br>Pacific Islander: Not reported<br><br>Two or More Races (Very High) 97.3%<br><br>White (High) 92.7%<br><br>English Learners (Low) 79.1%<br><br>Foster Youth (No performance level) less than 11 students, no data displayed for privacy<br><br>Homeless (Low) 77.3%<br><br>Socioeconomically Disadvantaged (High) 90.7%<br><br>Students with Disabilities (Low) 73.8% | White: 91.9% (High - Green)<br><br>English Learners: 80.6% (High - Green) Foster Youth: 80% (No Performance Color) Homeless: 85.7% (High - Green) Socioeconomically Disadvantaged: 92.9% (High - Green) Students with Disabilities: 77.7% (Medium - Yellow) | Socioeconomically Disadvantaged (Green) 94.5% Students with Disabilities (Red) 68.7% White (Blue) 98.8%<br><br>DataQuest percentage of students in 2019-20 Graduation rate. No Performance Color indicators used by this dashboard.<br><br>All Students 95.8%<br><br>African American 95.2%<br><br>American Indian: The cohort size is too small to calculate a percentage.<br><br>Asian 100%<br><br>Filipino 100%<br><br>Hispanic 95.9%<br><br>Pacific Islander: Not reported |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Percentage of Students: In 2019-20 Graduation rate - Met at 95.8% Ed-Data was used as the indicator<br><br>All Students 95.8%<br>African American 95.2%<br>American Indian - No Data<br>Asian 100%<br>Filipino 100%<br>Hispanic 95.9%<br>White 94.3%<br>Two or More Races 100%<br>Pacific Islander - No Data | Socioeconomically Disadvantaged 90.1%<br><br>Students with Disabilities 78.1% | | | Two or More Races 100%<br><br>White 94.3%<br><br>English Learner 93.8%<br><br>Foster Youth 93.3%<br><br>Homeless 91.9%<br><br>Socioeconomically Disadvantage 96.1%<br><br>Students with Disabilities 88.2% |
| Students Receiving at Least One F or U in 6th Grade. | 2019-20 Students in Grade 6 that Received an F or U:<br><br>Baseline:<br>All Students 31% (256/834)<br>English Learners 37% (69/186)<br>Socioeconomically Disadvantaged 40% (195/491) | 2020-21 Students in Grade 6 that received an F or U:<br><br>All Students 59.72% (473/792)<br>English Learners 63.48% (113/178)<br>Socioeconomically Disadvantaged 68.89%(299/434)<br>Students with Disabilities 59.72% (85/125) | 2021-22 Students in Grade 6 that received an F or U:<br><br>All Students 26.88% (296/1101)<br>English Learners 42.55% (40/94)<br>Socioeconomically Disadvantaged 37.01% (228/616)<br>Students with Disabilities 40.26% (60/149) | 2022-23 Students in Grade 6 Receiving at Least One F or U:<br><br>All Students: 43.56% (372/854)<br>African American: 45.45% (45/99)<br>American Indian: 61.54% (16/26)<br>Asian: 25.71% (9/35)<br>Filipino: 24% (12/50)<br>Hispanic: 50% (242/484) | Decrease by 2% for all student groups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Students with Disabilities 45% (71/158) African American 37% (28/75) Asian 16% (4/25) Hispanic 36% (167/470) Two or More Races 14% (6/42) White 31% (199/642) | African American 60.53% (46/76) Asian 45% (12/25) Hispanic 63.62% (303/481) Two or More Races 60% (27/45) White 61% (374/613) | African American 24.57% (29/118) Asian 14.54% (8/55) Hispanic 31.33% (193/616) Two or More Races 0.00% (0/58) White 28.10% (233/829) Foster Youth 25.00% (7/28) | Pacific Islander: 42.86% (3/7) Two or More Races: (0) White: 39.35% (272/615) <br><br> English Learners: 70% (35/50) Foster Youth: 75% (12/16) Homeless: 48.94% (23/47) Socioeconomically Disadvantaged: 49.20% (337/685) Students with Disabilities: 54.87% (62/113) | |
| College and/or Career State Indicator | All Students (Green) 49% African American (Orange) 33.3% English Learners (Yellow) 23.2% Hispanic (Green) 43.4% Homeless (Green) 47.2% Socioeconomically Disadvantaged (Green) 44.6% Students with Disabilities (Orange) 13.8% | SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively. | SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively. | 2022-23 California School Dashboard: College and Career <br><br> All Students: 41.5% Prepared (Medium) African American: 22.1% Prepared (Low) American Indian: (No Performance Level) Asian: 81.5% Prepared (No Performance Level) Filipino: 75.7% Prepared (Very High) | Increase by 2% (percentage points) All students - 51% African American (Orange) 32.3% English Learners (Yellow) 25.2% Hispanic (Green) 45.4% Homeless (Green) 49.2% Socioeconomically Disadvantaged (Green) 46.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | White (Green) 58.9% | | | Hispanic: 37.3% Prepared (Medium) Pacific Islander: (No Performance Level) Two or More Races: 33.3% Prepared (Low) White: 49.7% Prepared (Medium)<br><br>English Learners: 6.5% Prepared (Very Low) Foster Youth: 6.7% Prepared (Very Low) Homeless: 33.3% Prepared (Low) Socioeconomically Disadvantaged: 37.9% Prepared (Medium) Students with Disabilities: 13.4% Prepared (Low) | Students with Disabilities (Orange) 15.8% White (Green) 61.9% |
| Implementation of California State Standards | To maintain 2018-19 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool. | 2020-21 Full Implementation Year correction from 2021-22 to 2020-21 | 2021-22 Full Implementation | 2022-23 Full Implementation | To maintain 2018-19 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Course Offerings - Broad Course of Study | Baseline: Maintain a broad course of study, including courses described under sections 51210 and 51220 (a)-(i) as applicable, and ensure the broad course of study access for UPP students and students with exceptional needs.<br><br>Courses offered:<br><br>CTE: Mountain View Middle School, Summerwind Trails School, San Gorgonio Middle School, Beaumont High School, Glen View High School, and 21st Century Learning<br><br>STEM: Palm Innovation Academy, Mountain View Middle School, and Beaumont High School<br><br>DLI: Starlight Elementary School, | Maintained | Maintained | Maintained | Maintain a broad course of study, including courses described under sections 51210 and 51220 (a)-(i) as applicable, and ensure the broad course of study access for UPP students and students with exceptional needs. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | San Gorgonio Middle School and Beaumont High School | | | | |
| Advanced Placement Pass Rate 2019-20 | Baseline:<br>64% pass rate overall<br><br>2019-20, 33% of students were enrolled in AP courses<br><br>In 2018-19, 295 students took at least one AP exam. The AP exams are scored on a 1 to 5 scale with 5 being the highest score.<br><br>Scores by number of students:<br><br>Score # of Students<br>1           92<br>2       134<br>3       110<br>4        60<br>5        29<br><br>Total of 682 students out of 2,958 (23%) of all students take AP courses.<br><br>Out of the 23% taking AP courses the | SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2019-20 and 2020-21, respectively. Data should be viewed with caution.<br><br>256 students took AP exams.<br><br>2020-21 52.5% pass rate overall<br><br>English Learner 56.3%<br>Foster Youth 54.3%<br>Students with Disabilities 50%<br>Socioeconomically Disadvantaged 9.9%<br>Asian 85.7%<br>African American 57.1%<br>Filipino 42.3%<br>Hispanic 51.9%<br>Multiple 68.8%<br>White 49.3% | 2021-22 Advanced Placement<br><br>344 students took AP exams.<br><br>59.0% pass rate overall<br><br>English Learner 63.6%<br>Foster Youth No data<br>Students with Disabilities no data<br>Socioeconomically Disadvantaged 9.2%<br>Asian 33.3%<br>African American 25%<br>Filipino 51.5%<br>Hispanic 63.9%<br>Multiple 53.3%<br>Pacific Islander 50%<br>White 58.5% | 2022-23 Advanced Placement<br><br>370 students took AP exams.<br><br>65.95% pass rate overall<br><br>All Students: (244/370) 65.95%<br>African American: (10/19) 52.63%<br>American Indian: (1/2) 50%<br>Asian: (12/26) 46.15%<br>Filipino: (24/37) 64.86%<br>Hispanic: (132/199) 66.33%<br>Pacific Islander: (4/4) 100%<br>Two or More Races: (0)<br>White: (193/282) 68.44%<br><br>English Learners: (2/2) 100%<br>Foster Youth: (1/2) 50% | Decrease the number of students receiving a 1 or 2 and increase students receiving a 3, 4 or 5 on the AP exam.<br><br>Increase the number of students that take AP courses in all student groups<br><br>Increase pass points by 2% (percentage points)<br><br>79% pass rate overall |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | number of students by demographic are:<br><br>African American - 49 students (7%)<br>Filipino - 54 students (8%)<br>Hispanic - 331 students (49%)<br>White - 174 students (25%)<br><br>2019-20<br>Overall 66.3%<br>English Learners 77.8%<br>Asian 100%<br>African American 33.3%<br>Filipino 75%<br>Hispanic 61.1%<br>Multiple 87.5%<br>White 66.7% | | | Homeless: (5/13) 38.46%<br>Socioeconomically Disadvantaged: (168/256) 65.63%<br>Students with Disabilities: (2/3) 66.67% | |
| Dropout Rate High School | 2019-20 The Dropout Rate<br>State listing is by cohort 2019-20 Data Quest<br><br>All Students 23/756 (3.0%)<br>African American 3/62 (4.8%)<br>American Indian: Unavailable | 2020-21 Dropout Rate California Data Quest<br><br>All Students 39/777 (5.0%)<br>African American 2/54 (3.7%)<br>American Indian: Unavailable<br>Asian 1/26 (3.8%)<br>Filipino 0/30 (0.0%) | 2021-22 Dropout Rate California Data Quest<br><br>All Students 34/793 (4.3%)<br>African American 2/52 (3.8%)<br>American Indian: Unavailable<br>Asian 0/28 (0.0%)<br>Filipino 0/20 (0.0%) | 2022-23 Dropout Rate California Data Quest<br><br>All Students: 4.5% (39/876)<br>African American: 5.3% (4/76)<br>American Indian: *<br>Asian: 7.4% (2/27)<br>Filipino: 0% (0/37)<br>Hispanic: 4.2% (21/500) | Decrease the Dropout Rate by student groups and overall by 1% (percentage points) based on the cohort of students.<br><br>Hispanic 411 (1.9%)<br>African American 62 (3.8%)<br>English Learners 64 (3.7%) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Asian 0/18 (0.0%) Filipino 0/23 (0.0%) Hispanic 12/411 (2.9%) Pacific Islander: Unavailable Two or More Races 0/23 (0.0%) White 8/209 (3.8%) English Learners 3/64 (4.7%) Foster Youth 1/15 (6.7%) Homeless 3/37 (8.1%) Socioeconomically Disadvantaged 16/517 (3.1%) Students with Disabilities 7/85 (8.2%) | Hispanic 21/395 (3.25%) Pacific Islander: Unavailable Two or More Races 0/41 (0.0%) White 15/224 (6.7%) English Learners 4/56 (7.01%) Foster Youth 5/12 (41.7%) Homeless 2/24 (8.3%) Socioeconomically Disadvantaged 34/574 (5.9%) Students with Disabilities 9/96 (9.4%) | Hispanic 21/463 (4.5%) Pacific Islander: Unavailable Two or More Races 0/35 (0.0%) White 10/189 (5.3%) English Learners 8/65 (12.3%) Foster Youth: Unavailable Homeless 4/22 (18.2%) Students with Disabilities 6/105 (5.7%) Socioeconomically Disadvantaged 30/574 (5.2%) | Pacific Islander: * Two or More Races: 6.5% (2/31) White: 4.6% (9/197)  English Learners: 14.5% (9/62) Foster Youth: 25% (4/16) Homeless: 14.3% (3/21) Socioeconomically Disadvantaged: 4.2% (28/672) Students with Disabilities: 5.6% (7/126)  ***Data is suppressed to protect student privacy. (*) | Foster Youth 15 (5.7%) Homeless 37 (7.1%) Students with Disabilities 85 (7.2%) Socioeconomically Disadvantaged 517 (2.1%) |
| Academic Local Indicator ELA | i-Ready 2020-21 Benchmark - Universal Screener Window 3 (K-5) ELA  2020-21, 2019-20 Tier I  - 51% 40% Tier II - 33% 31% Tier III -17% 28% | 2021-22 Local Data ELA: at or above grade level (K-8)  All Students 48% English Learner 35.8% Non-English Language 48.5% Foster Youth 26% Homeless 15.6% Special Education 25% Asian 66.2% | 2022-23 Local Data ELA: at or above grade level (K-8)  All Students 46.3% English Learner 37.5% Foster Youth 15.7% Homeless 28.6% Special Education 23.8% Asian 63.4% African American 44.6% | 2023-24 Local Data ELA: at or above grade level (K-8)  All Students 47.8% English Learner 37.5% Foster Youth 22.9% Homeless 32.8% Special Education 23.5% Asian 61.4% African American 44.1% | Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in student groups for at or above grade level.  (percentage points)  2020-21 Tier I 56% Tier III 12% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  | ELA: at or above grade level: K-8<br>All Students 52%<br>English Learner 43%<br>Non-English Language 54.5%<br>Foster Youth 29.8%<br>Homeless 34.4%<br>Special Education 30.4%<br>Asian 70.2%<br>African American 49.4%<br>Hispanic 48%<br>Two or More Races 60.2%<br>White 59.1% | African American 42.8%<br>Hispanic 42.6%<br>Two or More Races 61%<br>White 54.1%<br>Pacific Islander 81.8% | Hispanic 41.1%<br>Two or More Races 56.0%<br>Filipino 66.2%<br>Native American 21.9%<br>Pacific Islander 80.0%<br>White 53.0% | Hispanic 43.4%<br>Two or More Races 54.9%<br>Filipino 61.3%<br>Native American 18.2%<br>Pacific Islander 50.0%<br>White 57.6% | English Learner 44%<br>Non-English Language 56.5%<br>Foster Youth 31.8%<br>Homeless 36.4%<br>Special Education 32.4%<br>Asian 72.2%<br>African American 51.4%<br>Hispanic 50%<br>Multiple Ethnic Group 62.2%<br>White 61.1% |
| Academic Local Indicator Mathematics | i-Ready<br><br>Benchmark - Universal Screener Window 3 (K-5) Mathematics<br>Tier I 42%<br>Tier II 43%<br>Tier III 15%<br><br>Mathematics: at or above grade level (K-8)<br><br>All Students 44.8%<br>English Learner 36%<br>Non-English Language 42.5% | 2021-22 Local Data Mathematics: at or above grade level: K-8<br><br>Mathematics: at or above grade level: K-8<br><br>All 39.7<br>English Learner 33.2%<br>Non-English Language 39.6%<br>Foster Youth 28%<br>Homeless 17.6%<br>Special Education 21.3%<br>Asian 56.9% | 2022-23 Local Data Mathematics: at or above grade level: K-8<br><br>At or Above Grade Level: K-8<br>All Students 36.8%<br>English Learner 30.1%<br>Foster Youth 11.1%<br>Homeless 24.0%<br>Special Education 18.3%<br>Asian 57.7%<br>African American 32.2%<br>Filipino 57.8%<br>Hispanic 31.1% | 2023-24 Local Data Mathematics: at or above grade level: K-8<br><br>At or Above Grade Level: K-8<br>All Students 40.6%<br>English Learner 36.8%<br>Foster Youth 16.3%<br>Homeless 33.6%<br>Special Education 22.5%<br>Asian 58.1%<br>African American 34.7%<br>Filipino 56.1%<br>Hispanic 36.0% | Increase Tier I by 5% and decrease Tier III by 5% - local indicator (percentage points) and increase by 2% in student groups for at or above grade level.<br><br>Tier I 44%<br>Tier III 13%<br><br>English Learner 38%<br>Non-English Language 44.5%<br>Foster Youth 18.5%<br>Homeless 24.9%<br>Special Education 23.9% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Foster Youth 16.5%<br>Homeless 22.9%<br>Special Education 21.9%<br>Asian 61.7%<br>African American 33.6%<br>Hispanic 36.6%<br>Two or More Races 48.6%<br>White 48.4% | African American 30.9%<br>Hispanic 33.7%<br>Two or More Races 48.1%<br>White 49.6%<br>Pacific Islander 54.5% | Two or More Races 43.4%<br>Native American 19.4%<br>Pacific Islander 63.6%<br>White 45.5% | Two or More Races 46.9%<br>Native American 43.5%<br>Pacific Islander 57.1%<br>White 49.6% | Asian 63.7%<br>African American 35.6%<br>Hispanic 37.6%<br>Multiple Ethnic Group 50.6%<br>White 50.4% |
| English Learner Progress Local Indicator | 2020-21<br>i-Ready<br><br>Mathematics: English Learner 36%<br>ELA: English Learner 43% | 2021-22 i-Ready<br>Mathematics: English Learner 33.2%<br>ELA: English Learner 35.8% | 2022-23 i-Ready<br>Mathematics: English Learner 30.2%<br>ELA: English Learner 37.5% | 2023-24 i-Ready<br>Mathematics: English Learner 36.8%<br>ELA: English Learner 37.5% | Increase by 2% (percentage points)<br><br>Mathematics English Learner 38%<br>ELA: English Learner 45% |
| The College and/or Career Going Rate | 2019-20 Data Quest<br><br>African American:<br>56.1% Total<br>48.8% In-State<br>7.3% Out-Of-State<br><br>Asian:<br>68.4% Total<br>68.4% In-State only<br><br>Hispanic:<br>52.4% Total<br>51.1% In-State<br>1.3%Out-Of-State | 2020-2021 California School Dashboard<br><br>Due to the continuation of the COVID-19 Pandemic, the College and Career Indicator was not reported. | 2021-22 California School Dashboard<br><br>Not reported on the 2022 California School Dashboard. | 2022-23 California School Dashboard<br><br>Performance Level All Students 41.5% (Medium)<br>African American 22.1% (Low)<br>American Indian (No Performance Level)<br>Asian 81.5% (No Performance Level)<br>Filipino 75.7% (Very High) | Increase by 2% (percentage points)<br>In-State<br><br>African American 58.1%<br>Asian 70%<br>Hispanic 54.4%<br>Filipino 59.9%<br>Two or More Races70.8%<br>White 60.2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Filipino:<br>57.9% Total<br>57.9% In-State Only<br><br>Two or More Races:<br>68.8% Total<br>56.3% In-State<br>12.5% Out-Of-State<br><br>White:<br>58.2% Total<br>51.1% In-State<br>7.1% Out-Of-State | | | Hispanic 37.3% (Medium)<br>Pacific Islander (No Performance Level)<br>Two or More Races 33.3% (Low)<br>White 49.7% (Medium)<br><br>English Learners 6.5% (Very Low)<br>Foster Youth 6.7% (Very Low)<br>Homeless 33.3% (Low)<br>Socioeconomically Disadvantaged 37.9% (Medium)<br>Students with Disabilities 13.4% (Low) | |
| 2020-21 Total for the District Rate for FAFSA | Baseline 43% of Students | 2021-22<br>FAFSA Rate 44% | 2022-23<br>FAFSA Rate 42.27% | 2023-24<br>FAFSA Rate 21.88% | FAFSA 100% completion rate |
| Students Receiving at Least One D or F in 9th Grade | 2019-20<br><br>Baseline:<br>All Students 29% (260/889)<br>English Learners 22% (77/234)<br>Socioeconomically Disadvantaged 32% (146/457) | 2020-21<br><br>English Learners 51.92% (108/208)<br>Socioeconomically Disadvantaged (SED) 54.32%<br>Students with Disabilities 43.05% (65/151) | 2021-22<br><br>All Students 43.18%(469/1086)<br>English Learners 61.11% 44/72)<br>Socioeconomically Disadvantaged 39.51% (228/577 | 2022-23<br><br>All Students 57.21% (524/916)<br>English Learners 75% (48/64)<br>Socioeconomically Disadvantaged 61.89% (463/748) | Decrease by 2% (percentage points) Grade 9<br><br>All Students 27%<br><br>English Learners 20%<br>Socioeconomically Disadvantaged 30% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Students with Disabilities - 32% (53/165) African American 35% (29/83) Asian 17% (7/41) Hispanic 33% (165/501) Two or More Races 26% (12/46) White 30% (204/673) Foster Youth 56% (5/9) | African American 33.33% (21/63) Asian 18.37% (9/49) Hispanic 47.47% (244/514) Two or More Races 31.58% (12/38) White 35.91% (79/220) Foster Youth 60% (6/10) | Students with Disabilities 59.55% (81/136) African American 47.74% (53/111) Asian 24.39% (20/82) Hispanic 48.13% (309/642) Two or More Races 0.00% (0/1086) White 43.85% (357/814) Foster Youth 66.66% (2/3) | Students with Disabilities 75.86% (88/116) African American 66.67% (66/99) Asian 41.94% (13/31) Filipino 29.27% (12/41) Pacific Islander 66.67% (6/9) Hispanic 60.89% (313/514) Two or More Races 0% (0) White 56.91% (383/673) Foster Youth 87.5% (7/8) Homeless 57.14% (28/49) | Students with Disabilities 30% African American 30% Asian 15% Hispanic 31% Two or More Races 24% White 28% Foster Youth 54% |
| CTE Completers  The number of students and percentage of students that are prepared or approaching prepared for CTE | 2019-20  Cohort 756 Baseline: Total Completers All 104 (14%) | Total students for 2020-21 school year that were eligible 777  Data pulled from the California Longitudinal Pupil Achievement Data System (CALPADS)  Total Completers All 121 (15.6%) | Total students for 2021-22 school year that were eligible 794  Total Completers all 129 (16.0%) | Total students for 2022-23 school year that were eligible 876  Total Completers all 147 (16.78%) | Increase the completers by 2 percent (percentage points) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Dropout for Middle School 2019-20 | Baseline: Total - 4 Students (<1%) | 2020-21 Total - 8 Students (<1%) | 2021-22 Total - 7 Students (<1%) | 2022-23 - Total Students: 2 (<1 %) | Maintain or Decrease |
| 2019-20 ELA Early Assessment Program (EAP) Grade 11 | All Students - 17.71% Students with Disabilities 3.64% English Learner 0% African American 22.41% Asian 46.67% Filipino 33.33% Hispanic 12.30% White 21.54% | 2020-21 ELA Early Assessment Program (EAP) Grade 11<br><br>All Students 24.46% Students with Disabilities 3.70% English Learner 0% African American 13.04% Asian 31.82% Filipino 46.15% Hispanic 20.00% White 29.17% Socioeconomically Disadvantaged 20.29% | 2021-22 ELA Early Assessment Program (EAP) Grade 11<br><br>All Students 24.97% Students with Disabilities 3.49% English Learner 0% African American 11.29% Asian 53.85% Filipino 62.50% Hispanic 20.26% White 31.67% Socioeconomically Disadvantaged 20.58% | 2022-23 ELA Early Assessment Program (EAP) Grade 11<br><br>All Students: 24.88% African American: 25.00% American Indian: * Asian: 26.32% Filipino: 51.85% Hispanic: 20.86% Pacific Islander: * Two or More Races: 46.51% White: 27.33%<br><br>English Learners: 0% Foster Youth: * Homeless: * Socioeconomically Disadvantaged: 22.90% Students with Disabilities: 2.94%<br><br>***Data is suppressed to protect student privacy. (*) | Increase by 2% by all students and increase by 2% in student groups (percentage points) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2019-20 Mathematics Early Assessment Program (EAP) Grade 11 | 2019-20 Mathematics Early Assessment Program<br><br>All Students 4.14%<br>Students with Disabilities 0%<br>English Learner 0%<br>African American 3.45%<br>Asian 33.33%<br>Filipino 19.05%<br>Hispanic 1.31%<br>White 6.63% | 2020-21 Mathematics Early Assessment Program Grade 11<br><br>All Students 9.37%<br>Students with Disabilities 0%<br>English Learner 0%<br>African American 3.45%<br>Asian 16.67%<br>Filipino 16.67%<br>Hispanic 5.80%<br>White 11.24%<br>Socioeconomically Disadvantaged 7.39% | 2021-22 Mathematics Early Assessment Program Grade 11<br><br>All Students 6.48%<br>Students with Disabilities 0%<br>English Learner 0%<br>African American 1.61%<br>Asian 19.23%<br>Filipino 28.13%<br>Hispanic 3.89%<br>White 9.34%<br>Socioeconomically Disadvantaged 3.61% | 2022-23 Mathematics Early Assessment Program (EAP) Grade 11<br><br>All Students: 5.87%<br>African American: 1.82%<br>American Indian: *<br>Asian: 21.05%<br>Filipino: 22.22%<br>Hispanic: 3.50%<br>Pacific Islander: *<br>Two or More Races: 12.20%<br>White: 8.09%<br><br>English Learners: 0%<br>Foster Youth: *<br>Homeless: *<br>Socioeconomically Disadvantaged: 5.10%<br>Students with Disabilities: 3.08%<br><br>***Data is suppressed to protect student privacy. (*) | Increase by 2% by all students and increase by 2% in student groups (percentage points) |
| 2019-2020 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) | 2019-20 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) | 2020-21 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 777 | 2021-22 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 794 | 2022-23 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) Cohort 876 | Increase by 2% (percentage points) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Cohort 756 Baseline<br><br>Total 55 (7.2%) | Total 75 (9.70%) | Total 61 (7.6%) | Total 93 (10.62%) | |

## *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Implementation Overview

During the 2023-24 school year, the District diligently implemented all planned actions under Goal 2, focusing on supporting the Unduplicated Pupil Population (UPP), including Foster Youth, English Learners, Low-Income, and low-performing students. These efforts were prominently reviewed at the Mid-Year Board presentation in December 2023.

Professional Development
- Professional Learning (Action 2.1): Additional professional development sessions were necessary, leading to higher expenditures than planned due to increased costs for substitute teachers. Despite the financial deviations, the District successfully enhanced its professional development offerings.

Resource Management
- Provide Additional Teachers, Support Programs, and Student Needs (Action 2.2): Slightly exceeding the budget due to District-wide salary increases. This adjustment was necessary to manage class sizes and effectively support the growing number of students.
- Early Literacy Intervention Program (Action 2.3): Faced higher actual expenditures due to increased staffing costs, driven by the District-wide salary increase. The program was fully implemented, significantly enhancing literacy with targeted interventions.
- School Site Support in UPP and Student Groups (Action 2.4): Expenditures were lower as some activities or strategies from the SPSA were not completed. This may impact the program's intended outcomes and requires attention in future planning.

Student Support
- Instructional Coaches and Teachers (Action 2.5): Costs exceeded plans due to the District salary increase but were effectively managed to enhance instructional quality through coaching.

Program Implementation
- Supplemental Software (Action 2.6): Details on implementation and expenditure impacts are still to be specified, but it is assumed to be implemented as planned. The District continues to prioritize integrating digital resources to enhance the learning environment.

Additional Learning Opportunities
Expanded Learning Opportunity Program (ELO-P) (Action 2.10): Implemented fully without needing LCAP funding thanks to external grant funding, showcasing effective resource utilization and program support.
The school year faced challenges like unexpected salary increases affecting expenditures, yet the District executed all planned actions with some necessary cost adjustments. Notable achievements included the successful implementation of enhanced professional development sessions requiring more substitutes, effective class size management, and the robust integration of technology across educational programs. These efforts collectively supported educational equity and quality, benefiting historically underserved student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2

Goal 2, Action 1: Professional Learning
The Estimated Actual Expenditures for Professional Learning exceeded the Budgeted Expenditures by $105,157.00. The number of substitute teachers increased this year due to the amount of Professional Development (PD) offered during the school day.

Goal 2, Action 2: Provide Additional Teachers, Support Programs, and Student Needs
The Estimated Actual Expenditures for providing additional teachers, support programs, and student needs slightly exceeded the Budgeted Expenditures by $6,663.00 due to salary increases.

Goal 2, Action 3: Early Literacy Intervention Program
The Estimated Actual Expenditures for the Early Literacy Intervention Program exceeded the Budgeted Expenditures by $230,045.00 due to salary increases.

Goal 2, Action 4: School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups
The Estimated Actual Expenditures for School Site Support in UPP and Student Groups were lower than the Budgeted Expenditures by $40,409.00. School sites have not completed all their activities and expenditures in their School Plan for Student Achievement (SPSA).

Goal 2, Action 5: Instructional Coaches and Teachers
The Estimated Actual Expenditures for Instructional Coaches and Teachers exceeded the Budgeted Expenditures by $29,869.00 due to salary increases.

Goal 2, Action 6: Supplemental Software
The Estimated Actual Expenditures for Supplemental Software significantly exceeded the Budgeted Expenditures by $450,000.00. This was due to additional software providing supplemental English Language Arts (ELA) support.

Goal 2, Action 7: College and/or Career Readiness
The estimated actual expenditures for College and/or Career Readiness were slightly lower than the budgeted expenditures by $1,905.00. Despite this underspending, the action was fully implemented. The lower expenditure was due to a few colleges, universities, and local companies being unable to attend the fall college event.

Goal 2, Action 8: English Learner Support
The Estimated Actual Expenditures for English Learner Support were lower than the Budgeted Expenditures by $38,724.00 due to vacancies in additional support staff (Bilingual Instructional Aides). The increased service for English Learner Support was successfully managed and supported by our current staff, ensuring no disruption.

Goal 2, Action 9: Counseling
The Estimated Actual Expenditures for Counseling were $19,154.00 lower than the Budgeted Expenditures due to variations in individual pay scales and some counselors starting later in the school year. Despite this, services were unaffected as the current staff ensured continuous support for students.

Goal 2, Action 10: Additional Learning Opportunities
The Estimated Actual Expenditures for Additional Learning Opportunities were significantly lower than the Budgeted Expenditures by $287,357.00. The Expanded Learning Opportunity Program (ELO-P) directed funding for this item (summer school).

Goal 2, Action 11: Ongoing Professional Development (PD)
The Estimated Actual Expenditures for Ongoing Professional Development were marginally lower than the Budgeted Expenditures by $339.00. This action was fully implemented.

Goal 2, Action 12: Advancement Via Individual Determination (AVID)
The Estimated Actual Expenditures for Advancement Via Individual Determination (AVID) slightly exceeded the Budgeted Expenditures by $150.00. This action was fully implemented.

Goal 2, Action 13: PSAT and SAT
The estimated actual expenditures for the PSAT and SAT were substantially lower than the budgeted expenditures by $28,832.00. These assessments were offered to interested students in grades 7 and 11. The action was fully implemented, although there was not full participation from students in taking these assessments.

Goal 2, Action 14: STEM Implementation K-5
The Estimated Actual Expenditures for STEM Implementation K-5 were as planned, with no difference from the Budgeted Expenditures.

Goal 2, Action 15: Mathematics Intervention Teachers and Specialists
The Estimated Actual Expenditures for Mathematics Intervention Teachers and Specialists were lower than the Budgeted Expenditures by $113,356.00 due to vacancies.

Goal 2, Action 16: Clerical Support TK-12 Programs
The Estimated Actual Expenditures for Clerical Support TK-12 Programs were lower than the Budgeted Expenditures by $9,869.00. This action item was implemented as planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2, Action 1: Professional Learning
Despite the California School Dashboard data indicating that the District's performance in ELA did not meet the targeted 9-point increase, with 42.62% of students meeting or exceeding the standard, the implementation of Best, First Instruction strategies is in its nascent stages. Principals and school site observations report effective classroom application of these methods. While this initial progress in professional development hasn't yet translated into the desired Dashboard metric, continuous professional development is anticipated to bolster academic achievement in the longer term. The District recognizes that sustained effort in professional learning is essential for the incremental growth needed to meet our LCAP goals.

Goal 2, Action 2: Provide Additional Teachers, Support Programs, and Student Needs
For the 2023-24 school year, adding more teacher support to make classes smaller and improve teaching in middle and high schools has had good results for specific student groups. Specifically, students who learned English as an additional language and reached a certain proficiency level (RFEPs) in the District did really well. About 59.62m met or exceeded the English Language Arts (ELA) standards, and 31.41% did the same in math. This shows they're doing well with language skills after reaching this level of English proficiency. It also indicates that the strategies used, like smaller class sizes, are effective for these students.

On the other hand, while the Socioeconomically Disadvantaged (SED) group has shown promise with the maintenance of performance levels, the Foster Youth group's performance, as indicated by the California School Dashboard, is notably lower, with scores of 108.4 points below the standard and a decline of 15.1 points. This underscores the need for more targeted supports to address the unique challenges faced by Foster Youth. In response, the next LCAP will focus on providing specific interventions and resources to support this group and improve their academic outcomes.

Goal 2, Action 3: Early Literacy Intervention Teachers
During the three-year LCAP cycle, Early Literacy Intervention Teachers have been instrumental in enhancing foundational reading skills for students in TK-2, focusing on tier II and III reading support. This targeted action has proven effective, particularly in building foundational literacy skills, as observed in the growth of i-Ready scores. However, an identified need remained to bolster comprehension and vocabulary to meet the established goals fully.

The effectiveness of this initiative is further reflected in the performance of schools like Anna Hause Elementary, Brookside Elementary, Palm Innovation Academy, Starlight Elementary, Sundance Elementary, and Tournament Hills Elementary, which range from low to high performance in ELA and Mathematics. This varied performance across the schools indicates that while the approach works, there is a

spectrum of implementation success.

For the schools not yet reaching the medium or high-performance categories, the District is committed to providing targeted support to enhance their ELA and Mathematics outcomes. The ongoing growth in iReady scores across all grade levels in reading and the concepts and procedures claims for mathematics validates the continued investment in early literacy interventions. As we approach the development of the 2024–25 LCAP, these efforts will be reviewed and adjusted as necessary to ensure that they align with our evolving educational strategies and continue to support our student's academic development effectively.

Goal 2, Action 4: School Site Support
The strategic investment in additional funding for school sites to tailor their School Plans for Student Achievement has proven effective within the three-year LCAP cycle. It allowed for targeted interventions and support systems that directly addressed the needs of Unduplicated Pupil Populations (UPP) and the lowest-performing student groups. The ability of schools to utilize these funds specifically for interventions meant that resources could be allocated where they were most needed, contributing to the reported academic improvements. This targeted approach has facilitated a more effective use of funds and resources, ensuring that the actions taken directly contribute to the goal of elevating student achievement across all metrics. As we continue to see growth in these areas, we can affirm the success of this initiative and consider its continuation and expansion in future planning.

Goal 2, Action 5: Instructional Coaches
In the recent LCAP cycle, the action of employing instructional coaches to bolster teacher effectiveness has proven to be quite successful. Through initiatives like the District-wide Road Show and staff meetings, instructional coaches have actively demonstrated co-teaching strategies and emphasized the Best, First Instruction model. These practices, particularly the Step Up to Writing model and a focus on small group instruction, have been pivotal in standardizing writing instruction and have been linked to improvements in mathematics outcomes.

Teachers have benefited from the consistent and hands-on support, which has enhanced their abilities to execute new strategies within their curriculum, contributing positively to student learning experiences.

However, despite these internal gains, the California School Dashboard data indicates an area for improvement District-wide. Specifically, the Dashboard shows that all students are currently performing at an Orange level for both ELA and mathematics, with ELA 18.1 points below standard, having declined by 4.8 points, and mathematics maintaining a 0.3 point increase, yet still 55.1 points below standard. This discrepancy suggests that while instructional coaching is advancing teaching practices at the classroom level, the translation of these improvements into measurable student performance on a broader scale is still needed.

Goal 2, Action 6: Supplemental Software
Educational software has effectively facilitated personalized learning and enhanced data-driven instruction across our K-12 schools. It has boosted student motivation and participation, enabling personalized pacing and tailored feedback. The software enhances instructional quality with features like academic integrity tools, streamlined grading processes, and immediate feedback systems. Expanded online course offerings provide flexible learning options. Teachers leveraging this software can pinpoint student challenges, guiding targeted support and intervention strategies. Additionally, accessibility features such as speech-to-text and creative video software empower students to access academic content and demonstrate knowledge creatively.

Goal 2, Action 7: College and/or Career Readiness
Examining our college and career readiness initiatives over the three-year LCAP cycle, especially the increase in graduates meeting UC/CSU requirements, shows a complex picture. In the 2022-23 academic year, the percentages of graduates meeting these requirements across different demographic groups were as follows: African American students at 31.4%, Asian students at 80.0%, Filipino students at 85.7%, Hispanic or Latino students at 45.7%, White students at 55.2%, and Two or More Races students at 42.9%, with the District average at 49.4%. Also, the Graduation Rate across all student groups continues to show growth, with most groups closely aligning with the District's robust average of 92.5%.

While Asian and Filipino students have shown outstanding performance, surpassing the District's average, other groups, such as African American and Hispanic or Latino students, indicate there is more work to be done to reach our desired outcomes when compared to the District's average at 49.4%. This variation in success rates points to an overall mixed effectiveness of our initiatives, highlighting significant achievements for some while underscoring the need for targeted support for others. In response to these insights, the District is poised to enhance services and develop targeted programs for our lowest-performing student groups in the next three-year LCAP cycle. This commitment reflects our dedication to improving upon the foundation we've built, aiming for a more equitable and comprehensive approach to college and career readiness for all students.

Goal 2, Action 8: English Learner Support
The District's initiative to train site-based EL coordinators on the EL framework and District EL plan has shown significant progress, particularly in the ongoing improvement of EL reclassification rates. This progress is corroborated by the positive influence on both the academic and emotional well-being of K-12 EL students.

The California School Dashboard reveals that 49% of English Learners (EL) are progressing towards English language proficiency, holding steady with minor maintenance of 1.3% from the previous year. Reclassified English Learners (EL) have made notable advancements, now 44.4 points below standard—an increase of 10.8 points. In contrast, current English Learners (EL) are 136.3 points below standard, with a decline of 15.6 points, highlighting a critical area for intervention.

While reclassification efforts have yielded positive results, current English Learners (EL), especially Long-Term English Learners (LTELs), will be a key focus in the next LCAP cycle. The District acknowledges the necessity for additional resources and improved services to support LTELs more effectively. Therefore, specific enhancements for LTELs will be a priority, detailed in the new LCAP, to ensure they receive the tailored assistance needed to succeed academically.

Goal 2, Action 9: Counseling
Within the three-year LCAP cycle, the District's strategic action to enhance counseling services has effectively progressed toward improving cohort Graduation Rates. Graduation Rates across student groups—92.1% for African American, 92.6% for Asian, 94.6% for Filipino, 92.8% for Hispanic or Latino, 91.9% for White, and 90.3% for Two or More Races—attest to the success of these services. These figures exemplify how focused support can lead to significant outcomes in student achievement and underscore the positive impact of our counseling interventions. Moving into the next LCAP cycle, we will continue to refine our strategies to maintain and build upon this effectiveness.

Goal 2, Action 10: Additional Learning Opportunities
Summer school, a significant additional learning opportunity, has effectively contributed to the academic growth in ELA and math, as well as credit accumulation for secondary students. The newly established Expanded Learning Opportunities Department will further strengthen this initiative by meticulously tracking the progress of the summer school cohort in the 2023-24 school year, ensuring continued effectiveness.

Goal 2, Action 11: Ongoing Professional Development (PD)
The addition of dedicated PD days for certificated and classified staff is aimed at enhancing teacher effectiveness. This action has been validated through positive feedback from teacher surveys, indicating that these opportunities are indeed improving teaching practices and student outcomes, making it an effective strategy that continues to receive endorsements from educational partners.

Goal 2, Action 12: Advancement Via Individual Determination (AVID)
The success of the AVID program in advancing academic performance and college readiness is notable. By promoting collaborative and data-driven instruction, AVID has effectively improved student academic outcomes and has been integral in fostering an environment that supports teacher development and instructional collaboration.

Goal 2, Action 13: PSAT and SAT
Offering PSAT and SAT assessments to all UPP students desiring to participate has effectively prepared them for college entry exams and expanded their higher education opportunities. The appreciation expressed by parents and students further underscores the action's success.

Goal 2, Action 14: STEM Implementation Support
The initial STEM implementation at Palm Innovation Academy faced challenges and was deemed ineffective due to issues with deployment during the school year. Responding to this, the District redirected its efforts towards a comprehensive District-wide STEM initiative. This adjustment has led to the development of an effective program that spans K-5 across the District, with targeted funds for science training for elementary teachers and the procurement of additional math manipulatives. The transformation into a District-wide STEM program underscores a strategic shift that has effectively enhanced STEM education across all elementary schools, aligning with the broader LCAP goals of improving academic achievement through enriched science and math learning experiences.

Goal 2, Action 15: Mathematics Intervention Teachers and Specialist
Providing Tier II and III mathematics intervention for Unduplicated Pupil Populations (UPP) students, guided by i-Ready and STAR Mathematics scores along with course grades, marked a significant step towards addressing math achievement gaps. Despite initial staffing vacancies, students were still able to attend the mathematics intervention program. Once all teachers were hired, the District was able to expand access, providing an improved service. The District is closely monitoring the program's effectiveness. This targeted support aims to bolster math proficiency among UPP students, with ongoing assessment to ensure its alignment with intended outcomes and adjustments made as necessary to optimize its impact.

Goal 2, Action 16: Clerical Support TK-12 Programs
The addition of a clerical support position dedicated to TK-12 programs has been successful and effective. This role is instrumental in enhancing the District's capability to manage core and supplemental instructional materials, maintain accurate records, and meet the diverse

needs of UPP students. Specifically, it supports the administrative aspects of English Language Proficiency Assessments and student monitoring, contributing significantly to the efficiency and effectiveness of program implementations. This strategic enhancement has facilitated smoother operations within TK-12 programs, reflecting a proactive approach to supporting educational objectives.

Effectiveness of improving Graduation Rate, English Language Arts and Mathematics according to the California School Dashboard.

The analysis of the 2022-23 California School Dashboard data reveals insights into the effectiveness of efforts to improve Graduation Rates and performance in English Language Arts (ELA) and Mathematics within the District.
Graduation Rate:
- Overall, the District maintained a High - Green performance rating with a Graduation Rate of 92.6%.
- Subgroups like Hispanic students (92.9%) and Filipino students (94.6%) also maintained high ratings, while African American students (92.2%) achieved a Medium - Yellow rating.
- Challenges persist for Students with Disabilities (SWD), with a Graduation Rate of 77.7% and remaining in the Low - Orange category.
- English Learners (EL) achieved a Graduation Rate of 80.6%, maintaining a High - Green rating.

English Language Arts (ELA) and Mathematics:
- Performance in Mathematics varied across student groups compared to baseline data from 2018-19.
- While some groups maintained their performance ratings, others experienced decreased or increased proficiency levels.
- African American and Hispanic students saw increases in points below standard, indicating challenges in math proficiency.
- Filipino and Asian students, despite remaining in the "High - Green" category, experienced decreased proficiency levels.
- Overall, the District's performance in ELA and Mathematics showed a mixed picture, with some groups maintaining their performance while others experienced declines or increases in proficiency levels.

These findings underscore the need for continued efforts to address disparities and improve outcomes for all students, particularly those facing significant challenges.

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

Building upon our commitment to continuous improvement and data-driven decision-making, The District has refined Goal 2 of the Local Control Accountability Plan (LCAP) for the 2024-25 academic year in light of an in-depth analysis of past practices and data, including insights from the California School Dashboard and other local metrics. This Goal is dedicated to implementing robust support systems to ensure all students' academic, behavioral, and social success. In this revision, we have made strategic adjustments to our actions and strategies, aiming to enhance the effectiveness of our support for every student, with an intensified focus on the Unduplicated Pupil Population (UPP) and the lowest-performing student groups. The Goal has been revised to align more closely with the LCFF model, prioritizing Student Achievement (4) and Student Outcomes (8) with a heightened focus. Changes to Goal 2 actions that are new, increased or improved will strengthen the District's approach to making progress toward the goal are discussed above in Prompt 3.

Changes to Actions and Strategies:

- The action about Early High School Intervention, previously listed as Action 2.4, has been transitioned to Goal 3 as Action 3.1, now emphasizing School Site Support funding.
- Action 2.2 (Provide Additional Teachers; Support Programs and Student Needs), the Full Day Kinder portion was shifted to Action 3.2 in order to separate the DLI action from the Full Day Kinder action to provide more clarity in regards to basic services. The Class Size Reduction portion of 2.2 is now detailed in Goal 3 as Action 3.4, focusing on reducing student-teacher ratios for enhanced learning. This action was lengthy in nature with many services and by separating out actions, the District believes this provides more clarity to the services being provided.
- The Early Literacy Intervention Program in Goal 2, Action 3 was changed to Foundational Literacy Support. This action title was changed to better clarify the services being provided for students reading below grade level.
- Goal 2, Action 6 (Supplemental Software) was moved to Goal 3, Action 7 as the District believes these supplemental software programs are better reflected as basic services.
- Lastly, Counseling Support, previously a part of Goal 2, is now addressed in Goal 1, Action 1, emphasizing an enhanced framework for counseling services.


Revised and Updated Actions Include:

- Professional Learning (Action 2.1): Now with a sharpened focus on "Best, First Instruction" and continuous Professional Development (PD).
- Foundational Literacy Support (Action 2.3): Aimed at providing targeted literacy interventions, especially for Low-Income English Learners (EL), Foster Youth, and Homeless students.
- Instructional Coaches (Action 2.5): Enhanced support for instructional practices aligned with the California State Content Standards.
- College and/or Career Readiness (Action 2.7): Expanded roles and resources for increased college and career readiness opportunities.
- English Learner (EL) Support (Actions 2.8 & 2.9): Strengthened support for English Learners (EL) through additional resources and training.
- Added Foster Youth Partnership Program (Action 2.20)

Metrics and Expected Outcomes:

With these strategic adjustments, the metrics for Goal 2 remain focused on closely monitoring and enhancing student academic, behavioral, and social outcomes. Key metrics will be updated to ensure they accurately reflect our progress and areas for growth. This includes maintaining core metrics such as academic achievements in ELA and Mathematics, Dropout Rates, and the progress of English Learners (EL), with the addition of new comparison data for a more nuanced understanding of our educational impact. The English Learner Progress Indicator will be incorporated as a foundational metric from the California School Dashboard, utilizing the color-coded performance levels ranging from Very Low (Red) to Very High (Blue) to establish a baseline for monitoring progress. The College and Career Indicator on the

California School Dashboard is available but without the Performance Level Color. The Performance Indicator is set at Very Low to Very High; the color bands will be reintroduced on the 2023-24 California School Dashboard. The outcome data in the English Learner Progress Indicator was updated to include "All Students: 49% Making Progress Towards English Language Proficiency (Medium - Yellow).

These comprehensive changes to Goal 2, driven by reflective analysis and the objective to refine our educational approach, underscore our District's unwavering commitment to fostering a nurturing and effective learning environment for all students. By realigning our actions and focusing on impactful metrics, we are poised to better support the academic, behavioral, and social success of every student in the District.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Every Pupil in the School District has Sufficient Access to Standards Aligned Instructional Materials | Baseline - access to standard aligned instructional materials and curriculum | 100% Access | 100% Access including UPP student groups (Socioeconomically Disadvantaged, Foster Youth and English Learner) | 100% Access including UPP student groups (Socioeconomically Disadvantaged, Foster Youth and English Learner) | Maintain 100% Access |
| School Facility Ratings as Measured by Annual Facility Inspection Tool | Baseline: good or better | Exemplary | Exemplary | Exemplary | Maintain good or better status for each school and system |
| Multi-Tiered System of Supports (MTSS) | Zero staff have been trained in MTSS | Staff have been trained in Tiers II & III Educational Monitoring Systems | Continued training and revisit of Tier I in English Language Arts (ELA) and state standards | All staff will be trained in MTSS; 100% | All staff will be trained in MTSS; 100% |
| All Teachers Maintain Appropriate Credentials and Are Certified to Teach English Learners (ELs) | All teachers maintain appropriate credentials and are certified to teach ELs | 100% | 100% | 100% | Maintain 100% Certification |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Teacher Induction | All year-two teachers in the Induction Program have completed the requirements for a clear credential | 100% | 100% | 100% | Maintain 100% Completion |
| Social-Emotional Learning (SEL) | Zero staff have been trained in SEL | Staff have been trained in understanding the data to inform emotional well-being. All staff (100%) had access to the PD | Continued training in SEL All staff (100%) had access to the PD at the October PD Day, during Presidents' Week and Spring Break | Continued training in SEL All staff (100%) | 100% Access to PD |

## *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Implementation Overview

During the 2023-24 school year, the District was committed to enhancing education and support by successfully completing all planned actions under Goal 3. These efforts focused on supporting teachers, ensuring student access to transportation and technology, managing resources effectively, and fostering a positive school environment.

Teacher Development and Support
- Teacher Induction (Action 3.1): Fully implemented without any changes to the budget. The program faced challenges in training sufficient coaches for new teachers, but these were overcome, leading to improved teacher retention.
- Best, First Instruction: Professional Learning Development (Action 3.5): This initiative was also fully implemented, with a small portion of the budget remaining unused. Aligning professional development with District goals presented difficulties; however, increased funding facilitated enhanced training, particularly in mathematics.

Access and Infrastructure
- Home to School Transportation (Action 3.2): Costs were significantly higher than anticipated due to an increased need for drivers. Despite facing driver shortages, the District maintained reliable transportation by training additional drivers.

- Access to Technology (Action 3.3): More funds were spent than planned to update and improve technology access. Keeping pace with technological changes was challenging, but the District ensured students had access to the latest technology and training.

Oversight and Resource Allocation
- LCAP Oversight (Action 3.4): Expenditure exceeded the budget as efforts to enhance oversight activities increased. The focus was ensuring that funds were utilized effectively, particularly to support the most needy students.

School Climate and Culture
- Climate and Culture (Action 3.6): This action was fully implemented and under budget. Initiatives like "Breaking Down the Walls" effectively created more connected and respectful school environments.
- Social-Emotional Well-Being and Classroom Climate (Action 3.7): Fully implemented, meeting budget and service expectations. Although finding time for training was challenging, the training facilitated better connections between teachers and students and reduced stress levels.

Overview of Achievements
Despite challenges such as training adequacy and budget management, all actions under Goal 3 were successfully implemented, reflecting the District's strong commitment to improving education and support for all students and staff. These efforts significantly contributed to a supportive educational atmosphere, enhancing teaching quality and student experiences across the District.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action 1: Teacher Induction
The Estimated Actual Expenditures for Teacher Induction matched the Budgeted Expenditures.

Goal 3, Action 2: Home-to-School Transportation
The Estimated Actual Expenditures for Home-to-School Transportation significantly exceeded the Budgeted Expenditures by $102,910.00. The estimated budget established was drastically underfunded.

Goal 3, Action 3: Access to Technology
The Estimated Actual Expenditures for Access to Technology exceeded the Budgeted Expenditures by $625,313.00 due to costs associated with the panel project (installation of interactive panels in each classroom).

Goal 3, Action 4: LCAP Oversight
The Estimated Actual Expenditures for LCAP Oversight were higher than the Budgeted Expenditures by $50,030.00 due to salary increases and indirect costs.

Goal 3, Action 5: Best, First Instruction: Professional Learning Development
The Estimated Actual Expenditures for Best, First Instruction: Professional Learning Development were slightly lower than the Budgeted Expenditures by $3,516.00. This action was fully implemented.

Goal 3, Action 6: Climate and Culture
The Estimated Actual Expenditures for Climate and Culture were lower than the Budgeted Expenditures by $5,800.00. This action item was fully implemented, and the costs incurred were lower than anticipated.

Goal 3, Action 7: Social-Emotional Well-Being and Classroom Climate
The Estimated Actual Expenditures for Social-Emotional Well-Being and Classroom Climate aligned with the Budgeted Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3, Action 1: Teacher Induction
The District's collaboration with the Riverside County Office of Education (RCOE) and the use of District instructional coaches to support beginning teachers have been highly effective. The variety of assistance provided, including mentoring, coaching, Professional Development (PD), classroom observations, collaborative planning, curriculum development, data analysis, and resource acquisition, has significantly enhanced the teaching skills, instructional strategies, and student outcomes of beginning teachers. The targeted PD on student ownership of learning, peer-to-peer conversations, feedback, classroom climate, and standards-based instruction for all elementary teachers has further strengthened our approach to teacher induction.

Goal 3, Action 2: Home-to-School Transportation
The effectiveness of school transportation, especially for Socioeconomically Disadvantaged (SED) and Unduplicated Pupil Population (UPP) students, has been demonstrated by increased participation in extracurricular activities, after-school programs, and events that enhance socialization. This initiative has played a critical role in facilitating social engagement among students, contributing positively to the school's community spirit and student well-being. Additionally, the provision of home-to-school transportation for UPP students has been effective in lowering the Chronic Absenteeism Rate, showcasing the vital role of transportation in promoting regular school attendance. While the program has significantly improved socialization and reduced absenteeism, continuing to address attendance concerns remains a priority. The District's ongoing commitment to adapting and enhancing transportation strategies will ensure sustained support for student participation in school activities and strengthening of peer connections, reinforcing the importance of transportation in achieving educational equity and student success.

Goal 3, Action 3: Access to Technology
Actions taken by the Instructional Technology Department to increase access to student devices, improve technology security, and enhance bandwidth have directly contributed to the goal of providing current technology to both students and staff. These efforts have improved learning opportunities and productivity as well as maintained security and privacy, with effectiveness measured by the availability of student

devices and the reduction in security incidents. The ongoing equipment refresh plan is a testament to the District's dedication to achieving technological goals.

Goal 3, Action 4: LCAP Oversight
The LCAP oversight team's role in monitoring and evaluating the implementation of the Local Control and Accountability Plan has been instrumental in ensuring resource effectiveness and improving student outcomes. By reviewing annual updates, monitoring progress, providing feedback, and engaging educational partners, the team has made informed decisions that positively influence student achievement. This approach underscores the team's vital contribution to the District's educational success.

Goal 3, Action 5: Best, First Instruction: Professional Learning Development
This year, the District has focused on strengthening professional learning development through site coaching for newer principals and continuing our partnership with the Elevated Achievement Group (EAG) to embed Best, First Instruction practices deeply. A significant emphasis was placed on training all teachers, with a particular focus on the mathematics standards, to ensure that instruction is both engaging and rigorous. Efforts to encourage student ownership of learning and facilitate peer-to-peer conversations have been central to this initiative. Additionally, the District conducted action walks followed by immediate discussions by District and site leaders to review classroom environments and instructional delivery. These discussions aimed to assess what skills students were learning, if students were clear on the learning targets, whether students could express what they were learning, and to identify insightful questions that arose during the walk-throughs. This approach has been instrumental in promoting effective teaching strategies that prioritize student engagement and learning outcomes.

Goal 3, Action 6: Climate and Culture
The successful implementation of the Breaking Down the Walls initiative and the expansion of the Capturing Kids' Hearts program signify effective steps toward improving school climate and culture. Establishing a student ambassador program and expanding empathy and compassion among students and teachers have contributed to a more inclusive and supportive school environment. These actions underscore the District's commitment to fostering a sense of belonging and community within schools.

Goal 3, Action 7: Social-Emotional Well-Being and Classroom Climate
The Thriving School Community training's focus on Social-Emotional Learning (SEL) has effectively enhanced the social-emotional well-being and classroom climate across the District. By prioritizing SEL skills development, the program has improved student mental health, decreased teacher burnout, and increased parent engagement, contributing to a thriving school community. Despite the challenges of ensuring wide access to the training, its positive outcomes have been significant, with teachers and staff effectively applying learned strategies to foster a nurturing and positive environment conducive to learning and well-being for all. The success of this initiative, coupled with continued Academic Climate Reviews, demonstrates the District's effective strategy in enhancing social-emotional well-being and classroom climate, with plans to further develop these approaches in the 2024-25 LCAP cycle.

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

In response to a thorough analysis of past practices and data review, including the California School Dashboard and other local metrics, the Beaumont Unified School District has made strategic adjustments to Goal 3 of the Local Control Accountability Plan (LCAP) for the 2024-25 academic year. These changes aim to enhance our commitment to recruiting, retaining, and cultivating highly qualified staff, along with providing exemplary materials, equipment, and a secure learning environment for our students. Changes to Goal 3 actions that are new, increased or improved will strengthen the District's approach to making progress toward the goal are discussed above in Prompt 3.

Changes to Actions and Strategies:

Action 3.1 (School Site Support): Introduced as a new action, this responds directly to the identified need for targeted support at school sites with lower performance indicators. By allocating Supplemental/Concentration funding, we aim to address specific learning needs and reduce Chronic Absenteeism among Socioeconomically Disadvantaged (SED) and English Learner (EL) student groups.

Action 3.2 (Full-Day Kindergarten): Previously under Goal 2, this action has been moved to reinforce our commitment to early childhood education, ensuring that Full-Day Kindergarten options are available for families at all elementary schools.

Action 3.3 (Access to Technology): This has been moved to Goal 3, Action 6 to provide more clarity in the Basic Services section.

Action 3.4 (Secondary Class Size Reduction): This has been revised and moved from Goal 2 to focus more directly on reducing student-teacher ratios in critical areas such as English and Mathematics, facilitating a more personalized and effective learning environment.

Action 3.5 (Teacher Induction), Action 3.6 (Clerical Support TK-12 Programs), Action 3.8 (Emergency Preparation), Action 3.9 (Home-to-School Transportation), Action 3.11 (LCAP Oversight), and Action 3.12 (School Safety and Security) have all been adjusted or moved from other goals or previous actions to reflect a more strategic alignment with our current objectives and the effectiveness of these initiatives over the past three years.

Reasons for Changes:

These adjustments arise from a critical evaluation of each action's effectiveness, informed by state priorities such as Basic Services, Course Access, and State Standards Model Practices. The changes aim to ensure that:

- Students have more direct connections with their teachers.
- Access to smaller class sizes is expanded, improving personalized learning.
- School-sponsored transportation is available, increasing school attendance.
- Instructional technology is accessible, enhancing the learning experience.
- Teachers are equipped with the necessary tools and resources to provide the best possible instruction.

Metrics and Expected Outcomes:

The metrics for evaluating the success of Goal 3 will continue as previously established. These include improvements in student attendance, enhanced performance on state assessments, increased graduation rates, and feedback from students, parents, and staff. The expected outcome is a more effective, equitable, and supportive learning environment that aligns with the District's mission to ensure every student achieves their highest potential.

**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.**

# *Instructions*

*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](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023
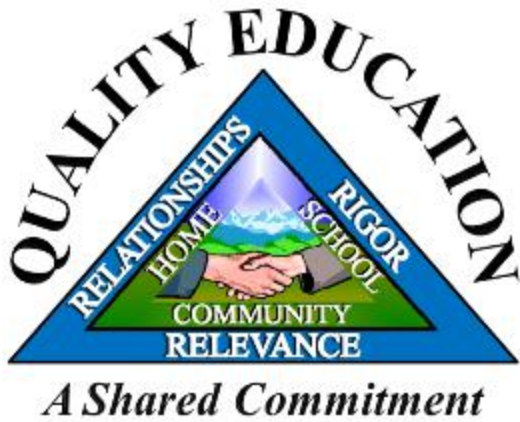
# Local Control and Accountability Plan

**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<br>Assistant Superintendent of Instruction and Support Services | ebrown@beaumontusd.k12.ca.us<br>(951) 845-1631 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Mission of the Beaumont Unified School District (USD) 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 12,300 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: Anna Hause Elementary (AHE), Brookside Elementary School (BES), Palm Innovation Academy (PIA), Starlight Elementary School (SLE), Sundance Elementary School (SES), Three Rings Ranch (TRR), and Tournament Hills Elementary (THE), one Transitional Kindergarten (TK)-8 school: Summerwind Trails School (STS), two middle schools: Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), one comprehensive high school: Beaumont High School (BHS), one alternative school: 21st Century Learning Institute (21st CLI), one continuation school: Glen View High School (GVHS), one middle college: Beaumont Middle College High School (BMCHS), and one adult school: Beaumont Adult School (BAS).

The District employs 746 certificated staff and 662 classified staff, making it the largest employer in the city of Beaumont. The student demographics include 59.59% Hispanic/Latino, 20.98% White, 7.07% African American/Black, 4.48% Two or More Races, 2.90% Asian, 2.85% Filipino, 0.60% Alaskan/Native American, 0.29% Pacific Islander, and 1.22% unreported. Unduplicated Pupil Percentage (UPP) students include approximately 68.73% Socioeconomically Disadvantaged (SED) - commonly referred to as "Low-income" students, 7.47% English Learners (EL), 2.68% Homeless, and 0.76% Foster Youth. The District serves nearly 1,750 Students with Disabilities (SWD), representing approximately 14.40% of the student population.

The Local Control and Accountability Plan (LCAP) encompasses the District's actions principally directed toward EL, Low Income (including SED students), and Foster Youth. All goals and actions are established through the lens of principally impacting the achievement of high-needs students. Beaumont USD is committed to improving student achievement and ensuring all students are college and/or career-ready. Our 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.

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. In response, Beaumont USD uses data, including state and local assessments, to ensure the effectiveness of our instructional programs and to monitor the progress of students toward college and/or career readiness.

# 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 remains focused on improving the academic, behavioral, social, and emotional outcomes for all students with an emphasis on Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Foster Youth. According to the 2022-23 California School Dashboard (Dashboard), some of the District's identified successes include the following:
- 92.6% Graduation Rate (Green)
- Decreased Chronic Absenteeism -1.9%
- 49% of EL Making Progress
- 41.5% of students Prepared for College and Career
- 49.4% A-G UC/CSU Eligibility (students who have met the admission criteria for the University of California [UC] or California State University [CSU] upon high school graduation)
- 16.78% of students completed a Career Technical Education (CTE) pathway
- 97.8% of EL students scoring a four on the English Language Proficiency Assessment for California (ELPAC) were Reclassified as English Proficient
- All Local Indicators have been met

The District's LCAP will address actions and services for student groups within each school site performing at the lowest performance level

on one or more state indicators.

Under the Actions and Services in Goals 1, 2, and 3, there are specific actions and/or improved services designed to improve student group, school, and District performance in the lowest performing areas. These indicators, schools, and student groups who scored in the lowest performance level include the following:

Chronic Absenteeism Indicator:
- Socioeconomically Disadvantaged (SED) at 21st CLI, TRR, STS and MVMS
- Students with Disabilities (SWD) at TRR, THE, MVMS, and SGMS
- Homeless students District-wide
- English Learners (EL) 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 students District-wide
- Homeless students District-wide
- English Learners (EL) at TRR, MVMS, and SGMS

Mathematics Academic Indicator:
- Students with Disabilities (SWD) at STS, SGMS, and BHS
- English Learners (EL) District-wide 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 (EL) at BHS and District-wide

- Socioeconomically Disadvantaged (SED) at GVHS
- Hispanic/Latino students at GVHS
- All Students at GVHS
- Foster Youth students District-wide

English Language Proficiency Indicator:
- English Learners (EL) at BHS

# Reflections: Technical Assistance

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

The Beaumont Unified School District is eligible for Differentiated Assistance (DA) provided by the Riverside County Office of Education (RCOE). School Districts qualify for DA if the District has any student group performing in the lowest indicator (Red) on the California School Dashboard (Dashboard). Beaumont USD student groups scoring in the lowest performance indicator include English Learners (EL) 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.

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

Regarding Foster Youth and Homeless students performing in the lowest indicator in ELA, the District is requesting the ability to send 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. We are requesting RCOE 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 is seeking assistance with Homeless students performing in the Red in the Chronic Absenteeism Indicator. The District has requested that RCOE provide outreach assistance for the District's Homeless students. This outreach assistance will connect 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.

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

performing student groups include the following:

- Mountain View Middle School (MVMS) - English Learners (EL)
- San Gorgonio Middle School (SGMS) - Students with Disabilities (SWD)
- Three Rings Ranch (TRR) - African American/Black students and Two or More Races students
- Tournament Hills Elementary (THE) - English Learners (EL) and Two or More Races students
- Summerwind Trails School (STS) - Two or More Races

# 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 |
|---|---|
| Beaumont Teachers Association (BTA) | The District prioritizes collaborating with the Beaumont Teacher's Association (BTA) in the development of the Local Control and Accountability Plan (LCAP). With this collaborative approach in mind, during the 2023-24 school year:<br><br>• The District met with the BTA President to review every goal and its corresponding action items in the new three-year LCAP plan.<br>• On March 7, 2024, a collaborative meeting was held with BTA members. During this meeting, a detailed discussion of each goal and action ensured alignment with shared objectives and priorities.<br><br>Outcome:<br>These efforts aligned the District's and BTA's shared objectives and priorities within the LCAP. |
| California School Employees Association (CSEA) | The District prioritizes collaboration with all employee groups to develop the LCAP. With this collaborative approach in mind, during the 2023-24 school year:<br><br>• The District worked alongside the CSEA President to review every goal and its corresponding action items within the new three-year LCAP plan.<br>• On March 7, 2024, a collaborative meeting was held with CSEA members. During this meeting, a detailed discussion |

| | of each goal and action ensured alignment with our shared objectives and priorities.<br><br>Outcome:<br>These efforts resulted in a cohesive LCAP that reflects the goals and priorities of both the District and the CSEA. |
|---|---|
| Parent Advisory Committees (PACs):<br>Family and Community Engagement (FACE)<br>Special Education Local Plan Area (SELPA) Committees | The District values open dialogue with families, community members, and other educational partners. With this value in mind, during the 2023-24 school year:<br><br>• The District reviewed its progress on the LCAP and outlined strategies for using funding to enhance student outcomes.<br>• FACE participants shared their perspectives on community needs and how the District can best support them.<br>• The District discussed and reviewed the State Local Control Funding Formula (LCFF) Priorities and how they relate to the LCAP with FACE participants.<br>• The District presented performance data analysis to FACE participants, including the CAASPP/ELPAC and California School Dashboard (Dashboard) results, identifying areas of strength and those requiring further improvement.<br>• The District held a special meeting on February 8, 2024, focused on Special Education to receive feedback on the successes and challenges of Students with Disabilities (SWD).<br>• Special Education Local Plan Area (SELPA) directly provided specific feedback on the LCAP.<br><br>Outcome:<br>These meetings offered a platform for educational partners to provide feedback and collaborate with the District on strategies supporting student success through the LCAP.<br><br>FACE Meetings:<br>2023: November 9 and December 7<br>2024: February 8, March 27, April 11, and May 9 |
| Parent Advisory Committees (PACs)<br>District English Language Advisory Committee (DELAC) | The District is committed to supporting English Learner (EL) students and their families. With this dedication in mind, during the 2023-24 |

| | school year: |
|---|---|
| | <ul><li>The DELAC Committee and the District discussed progress data for EL students.</li><li>Participants provided insightful feedback regarding the District's Spanish Dual Language Immersion (DLI) Program.</li><li>The participants asked for information on resources and engaging activities to support EL students during after-school programs.</li></ul>Outcome:<br>DELAC meetings offered a platform for collaboration between the District and families of EL students to identify the best ways to support student success.<br><br>DELAC Meetings:<br>2023: October 16<br>2024: February 12 and April 29 |
| Local Control Accountability Plan (LCAP) Writing Team | The District acknowledges the significance of assembling diverse educators to formulate a comprehensive plan fostering student success. Therefore, the District formed an LCAP Writing Team during the 2023-24 school year that:<br><br><ul><li>Facilitated discussions centered on the existing LCAP increased and improved services, goals, and actions, assessing their effectiveness through Dashboard data in academic performance, Suspension Rates, and Chronic Absenteeism.</li><li>Conducted thorough analysis of student outcomes alongside the implementation of professional development initiatives pertinent to action items.</li><li>Assessed the impact of training, professional development programs, and staff recruitment aligned with the LCAP objectives.</li></ul>Outcome:<br>This process was integral to restructuring the goals, reorganizing existing actions, and creating new actions for the District's LCAP. It ensured goals and actions were consistently driven by educational |

| | partner input, focused on student outcomes, and addressed areas of improvement.<br><br>LCAP Writing Team Meetings:<br>2023: August 15, September 13, and December 18<br>2024: January 23 and 25, and February 9 and 28 |
|---|---|
| Riverside County Office of Education (RCOE) | The District recognizes the valuable insight RCOE brings to districts regarding the development of the LCAP. With this, the District LCAP Writing Team attended workshops during the 2023-24 school year on:<br><br>2023: October 13 and December 1<br><br>2024: February 2, March 22, and April 19<br><br>Outcome:<br>The workshops offered valuable professional learning opportunities in LCAP development and criteria, template guidance, collaborative team sessions, and examples of LCAP implementation. |
| Parent Advisory Committees (PACs)<br>District African American Parent Advisory Committee (DAAPAC) | The District values open dialogue with families, community members, and other educational partners. With this value in mind, during the 2023-24 school year:<br><br><ul><li>The District reviewed its progress on the LCAP and outlined strategies for using funding to enhance student outcomes during DAAPAC meetings.</li><li>The District presented performance data analysis to DAAPAC participants, including the CAASPP and Dashboard results, identifying areas of strength and those requiring improvement.</li><li>The participants and District discussed specific successes and challenges of African American/Black students.</li></ul><br>Outcome:<br>These meetings offered a platform for educational partners to provide feedback and collaborate with the District on strategies to support African American/Black students, Low-income students, and students in the lowest performance levels on the Dashboard. |

| | DAAPAC Meetings:<br>2023: October 25 and December 11<br>2024: January 24, March 27, April 24, and May 22 |
|---|---|
| Parent Advisory Committees (PACs)<br>School Site Council (SSC) | The District understands the importance of gaining input from all educational partners, including SSCs. Between November 2023 and April 2024, the District visited SSCs District-wide to engage in the following:<br><br>• Discussions regarding site-level data and its relevance to the LCAP<br>• Gathering feedback from council members on current LCAP goals and action items<br>• Soliciting input from the councils, which included requests for more mathematics supplies, smaller class sizes, professional development on social-emotional well-being, and site-level focused interventions for English Language Arts (ELA) and mathematics.<br><br>Outcome:<br>These visits provided the District with valuable insights directly from school-level educational partners, which helped develop the LCAP to better address each site's specific needs.<br><br>SSC Meetings:<br>2023: November 6, 13 (STS), and 28 (SGMS), and December 6 (GVHS), and 7 (BMCHS)<br>2024: January 22 (SLE), 24 (PIA), and 29 (AHE), February 7 (GVHS) and 26 (THE), March 13 (GVHS), and 20 (PIA) |
| ThoughtExchange Survey | The District values input and collaboration from all educational partners. From February to April 2024, ThoughtExchange Surveys were conducted and offered to all educational partners within the District. The surveys incorporated specific analysis questions categorized by race/ethnicity, school site, educational partner affiliation, English Learner (EL) status, and Student with Disabilities (SWD) to allow for disaggregated data analysis. The survey focused on the 2023-24 LCAP Needs Assessment and presented the following question: |

| | "2023-24 LCAP Needs Assessment: In your perspective, what areas does the Beaumont Unified School District excel in, and where can the District improve upon State Priorities, Conditions of Learning, Student Outcomes, and Community Engagement with a connection to Curriculum (state standards), Instruction, Assessment, and Climate?"<br><br>Outcome:<br>The ThoughtExchange Surveys offered educational partners a platform to submit feedback anonymously. The surveys support continuous improvement efforts to address state priorities and student needs by disaggregating data across various demographics and affiliations. |
|---|---|
| Student Clubs and Groups | The District visited the middle and high school clubs to receive feedback from students during the 2023-24 school year:<br><br>Student groups highlighted the necessity for enhanced communication to increase club attendance. This feedback emerged as a central theme across multiple student organizations. Middle school students advocated for the inclusion of more sports, including esports.<br><br>Outcome:<br>The visits provided students with the opportunity to advocate for enhanced communication in the District and the addition of more sports, including esports.<br><br>Student Club and Group Meetings:<br>2024: March 27 and 28 |
| Local Native American Tribal Council | The District emailed and called the Morongo Tribal Council to extend an invitation to discuss and receive feedback on ways to enhance academic performance, reduce Chronic Absenteeism, and decrease Suspension Rates.<br><br>Outcome:<br>Despite the District's proactive outreach efforts, no response or communication was received from the Morongo Tribal Council. |

| District and School Site Leadership | The District understands the importance of gaining input from District and site leadership. With this understanding in mind, during the 2023-24 school year: |
|---|---|
| | <ul><li>The District LCAP Team thoroughly reviewed the LCAP's progress and discussed critical factors related to its development and implementation during meetings with directors and principals.</li><li>Principals provided valuable insights into the effectiveness of existing LCAP services, goals, and actions, evaluating their impact through Dashboard data on academic performance, Suspension Rates, and Chronic Absenteeism.</li><li>The District reviewed the LCAP goals with principals to ensure that their School Plans for Student Achievement (SPSA) aligned with the LCAP objectives.</li><li>The Maintenance, Operations, and Transportation (MOT) Department provided input on maintaining school facilities for the benefit of students.</li></ul>Outcome:<br>Principals and directors contributed valuable insight and feedback to assist in developing LCAP goals and actions. Through data analysis, they ensured funds were allocated effectively to meet student needs. With these collaborative efforts, school site SPSAs align with the District LCAP.<br><br>District LCAP Team Meetings:<br>2023: August 15<br>2024: January 9 and 12, and February 14<br><br>District LCAP Team with the MOT Department:<br>2024: March 18 and March 25<br><br>Principal's Meetings:<br>2023: September 7, October 5, November 2 and 16, and December 14<br>2024: January 18, February 1 and 15, March 7 and 21, and April 18 |
| Parent Advisory Committees (PACs)<br>Local Control Accountability Plan (LCAP): Community Engagement | During the LCAP sessions, |

- The District reviewed the 2023-24 goals and action items alongside state CAASPP scores and Dashboard data for various student groups.
- Participants led discussions that focused on how the action items have increased or improved services, prioritizing Foster Youth, English Learners (EL), and Low-income students.
- Educational Partners received information on strategies to support the lowest-performing student groups identified in the Dashboard.

Outcome:
The LCAP has been developed with a specific focus on addressing the needs of Foster Youth, English Learners (EL), and Low-income students, as well as other low-performing student groups. Below is a list of several action items formulated based on community feedback to support these priorities.

Community Engagement Meetings:
2023: November 29 (LCAP Family Engagement Night)
2024: March 7 (LCAP Teachers & Support Staff Feedback) and March 14 (LCAP Educational Partners Feedback [parents, students, and community])

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

Local Control Accountability Plan (LCAP) Engagement Process Description:
In developing the Local Control Accountability Plan (LCAP) for the 2024-25 school year, the Beaumont Unified School District meticulously engaged a diverse array of educational partners. This process began with a series of targeted collaboration sessions, encompassing a broad spectrum of educational partners, including teachers, principals, administrators, school personnel, local bargaining units, community members, parents, and students.

District Parent Advisory Committees (PACs):
District committees play a significant role in providing feedback to District personnel on developing the LCAP. The District recently created two new educational partner committees to gather parent and community feedback. The first is the Family and Community Engagement Committee (FACE), designed to strengthen partnerships between the District, families, the community, and schools. The second is the District African American Parent Advisory Committee (DAAPAC), a forum where African American/Black parents and educators collaborate to enhance educational outcomes for African American/Black students. Longstanding committees include the District English Language Advisory Committee (DELAC), which is comprised of parents of English Learners (EL) who provide guidance and recommendations on programs and services for EL in the District. The District's LCAP Community Engagement group met twice to review the LCAP specifically

and gain feedback from educational partners. Additionally, the District Local Control Accountability Plan (LCAP) Team is responsible for developing and implementing the LCAP, which outlines the District's goals, strategies, and resource allocation to improve student outcomes. Each school site has a School Site Council (SSC) comprising a group of teachers, parents, and school staff who work together to develop, review, and evaluate school improvement programs and budgets.

Organizational Committees:
The Beaumont Teacher's Association (BTA) is the local teacher bargaining unit for the District, and the California School Employees Association (CSEA) represents all the District's classified employees. Both units were solicited to provide feedback on the development of the LCAP. The District facilitated collaborative meetings with the Presidents and association members of both bargaining units to provide input on the LCAP.

Additional Educational Partner Input (Surveys):
The District utilizes a comprehensive survey tool called ThoughtExchange. ThoughtExchange allows community members, parents, staff, and students to provide input on developing the LCAP and their thoughts on others' responses. ThoughtExchange survey engaged a diverse group of 122 educational partners in the LCAP development process. Participants included a mix of ethnicities, with the largest group being White (38%) and Hispanic/Latino (33%), followed by those identifying with Two or More Races (13%), African American/Black (7%), and smaller percentages of Asian, Native Hawaiian/Pacific Islander, and Alaska Native/Native American individuals. 16% preferred not to disclose their ethnicity. School site representation was broad, with the highest participation from Beaumont High School at 26%. Input was significant from families of English Learners (EL) (23%) and those with students having an Individual Education Plan (IEP) or a 504 Plan (34%). The majority of responses came from parents and family members (73%), with teachers providing 33% of the input. Contributions from school staff, students, and community members enriched the feedback, ensuring a comprehensive perspective in shaping the LCAP.

Influence of Feedback on LCAP:
The collected feedback directly influenced the drafting of the LCAP, ensuring that the priorities of the educational partners were reflected in the actionable goals. The philosophical approach of the District emphasized transparency, inclusivity, and a commitment to addressing the unique needs of all student demographics. This approach ensured robust community and educational partner involvement at every stage, aligning the LCAP with the broader educational priorities of the District. Here are some examples of how specific feedback translated into LCAP goals and actions:

- Counseling Support (Action 1.1): Enhance mental health and well-being = The District has increased resources for student counseling services.
- Engagement and Outreach (Action 1.5): Increase efforts to communicate District-wide and school-wide initiatives more effectively to parents and the community = The District has implemented additional staff and resources for parent engagement initiatives.
- Attendance Improvement Through District-Wide Incentives (Action 1.7): Improve student performance and engagement = the District is increasing student incentives.
- College and Career Readiness Support (Action 1.6 and 2.7): Prepare more students for College and/or Career Readiness = the District has enhanced programs and allocated dedicated staff to support students in preparing for post-secondary success.
- Alternative to Suspension (ATS) (Action 1.11): Promote positive behavior and engagement among students = The District has established Alternatives to Suspension (ATS) programs at all secondary school sites.

- Mental Health and Safety (Actions 1.14): Create a more secure and supportive learning environment for students = The District has added Behavioral Health Therapists and Student Support Specialists to support student mental health.
- Professional Development (Action 2.1): Innovative teaching strategies to ensure highly skilled and trained teachers = The District has added resources to ensure teachers receive innovative strategies to improve student achievement for Unduplicated Pupil Percentage (UPP).
- Teacher Support (Actions 2.5 and 3.5): Coach and train educators on equity and inclusion practices = The District is providing more instructional coaches and professional development opportunities to enhance teaching effectiveness for UPP students.
- English Learner (EL) Support (Actions 2.8 and 2.9): Ensure equitable access to quality education for all students = The District provides additional bilingual aides and translation services to support EL students.
- Support for Long-Term English Learners (LTELs) (Actions 2.10): Support students who need to be reclassified = The District is enhancing resources for English LTELS, including hours for bilingual aides and specialized training.
- Small Class Sizes (Action 3.4): Reduce student-to-teacher ratios, especially at the secondary level, to improve learning = The District has invested in adding teachers at the secondary level to reduce class sizes in ELA and Math.
- Technology Access (Action 3.6): Provide students with devices such as laptops and Chromebooks = The District has ensured equitable access to technology by increasing resources to replenish technology so that students have a device for home and school.
- Increased Support in Mathematics (Action 2.14, Action 2.15, and Action 2.19): To increase math scores and proficiency for all students = The District added a math specialist, math support teachers at all elementary schools, and math intervention teachers at all secondary schools.

Influence of Special Education Local Plan Area (SELPA) Feedback on LCAP:
- Targeted Attendance Support (Action 1.15): Enhance attendance rates for students with disabilities = The district has implemented more targeted attendance support programs to address and improve attendance rates among all students, including those with disabilities.
- Positive Behavioral Interventions and Supports (PBIS) (Action 1.16): Strengthen behavioral support in inclusive settings = The district has strengthened its PBIS initiatives to create more supportive environments that cater to the behavioral needs of all students, including those with disabilities.
- Foundational Literacy Support (Action 2.3): Enhance literacy programs for young learners with disabilities = The district has enhanced literacy support programs, ensuring that all students, including those with disabilities, receive the necessary interventions and resources to succeed in general education settings.
- Full-Day Kindergarten (Action 3.2): Provide inclusive full-day kindergarten programs = The district has incorporated full-day kindergarten programs that are inclusive and supportive of all students, including those with disabilities. This initiative aims to provide these students with a comprehensive and enriching early education experience, setting a strong foundation for their future academic success.

Based on specific feedback from the Special Education Local Plan Area (SELPA), the inclusion of detailed data on students with disabilities, as recommended by SELPA, has provided a clearer picture of student needs and progress, informing more precise and effective LCAP actions. Conducted during the Compliance and Improvement Monitoring (CIM) process, empathy interviews and surveys have offered valuable insights into the experiences of students with disabilities and their families, directly shaping the LCAP to be more responsive and inclusive. Furthermore, SELPA's feedback has ensured that professional development programs for educators now include specific training

on supporting students with disabilities, promoting inclusive practices across all grade levels.

Engagement Process Summary:
Throughout the development of the LCAP, the District engaged an array of Parent Advisory Committees (PACs), educational partners, teachers, students, parents, community members, organizations, etc. By having multiple parent groups and committees provide feedback, the District was able to gather several view points, suggestions, and input. The LCAP Writing Team compiled all forms of feedback in developing the LCAP including input from online Google surveys and ThoughtExchange surveys. The team then set aside time to discuss operational impacts, educational strategies, and administrative concerns while keeping educational partner feedback at the forefront. The goals and actions developed demonstrate the District's responsiveness to all educational partner feedback to ensure the needs of all students are met with a priority given to UPP students.

# 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 1: Basic (Conditions of Learning)
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 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 California School Dashboard (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 (EL), Low-income students, and Students with Disabilities (SWD) who sometimes encounter barriers to educational success.

The District's initiatives on enhancing school climate and culture are grounded in data from the Dashboard, which underscores Chronic Absenteeism and Suspension Rates as areas necessitating attention. The 2022-23 Dashboard reveals that the District has a Chronic Absenteeism rate of 30.2%, with a slight improvement noted by a 1.9% decline from the previous year. Despite this, student groups such as Homeless (53.1% chronically absent), African American/Black (25.9%), Foster Youth (32.8% chronically absent), EL (30.4% chronically absent), and Low-income 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 instances of suspension. These statistics indicate critical gaps in the current support structures for Foster Youth, EL, Low-income students, and the lowest-performing student groups, emphasizing the need for tailored strategies to improve engagement and behavioral outcomes.

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

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

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

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Suspension Rate - California School Dashboard (Dashboard) | 2022-23 Dashboard Suspension Rate<br><br>All Students: 2.7% (Medium - Yellow) | | | 2025-26 Dashboard Suspension Rate | |

| | | African American/Black: 5.7% (Low - Orange)<br>American Indian/Alaska Native: 7.5% (Medium - Yellow)<br>Asian: 0% (Very High - Blue)<br>Filipino: 1.1% (Medium - Yellow)<br>Hispanic/Latino: 2.6% (Low - Orange)<br>Pacific Islander: 9.4% (No Performance Color)<br>Two or More Races: 3.6% (Low - Orange)<br>White: 2.3% (High - Green)<br><br>English Learners (EL): 2.7% (Low - Orange)<br>Foster Youth: 11.3% (Medium - Yellow)<br>Homeless: 6.9% (Low - Orange)<br>Socioeconomically Disadvantaged (SED): 3.3% (Medium - Yellow)<br>Students with Disabilities (SWD): 5.4% (Low - Orange) | | | All Students: 1.0 % (Very High - Blue)<br>African American/Black: 4.5% (High - Green)<br>American Indian/Alaska Native: 4.5% (High - Green)<br>Asian: 0% (Very High - Blue)<br>Filipino: 1.0% (Very High - Blue)<br>Hispanic/Latino: 2.5% (High - Green)<br>Pacific Islander: 4.5% (No Performance Color)<br>Two or More Races: 2.7% (High - Green)<br>White: 1.0% (Very High - Blue)<br><br>English Learners (EL): 1.5% (High - Green)<br>Foster Youth: 4.5% (High - Green)<br>Homeless: 4.5% (High - Green)<br>Socioeconomically Disadvantaged (SED): 2.5% (High - Green) | |

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| | | | | | Students with Disabilities (SWD): 4.5% (High - Green) | |
| 1.2 | Chronic Absenteeism - California School Dashboard (Dashboard) | 2022-23 Dashboard Chronic Absenteeism<br><br>All Students: 30.2% (Low - Orange)<br>African American/Black: 25.9% (Low - Orange)<br>American Indian/Alaska Native: 46.2% (Low - Orange)<br>Asian: 16.9% (Medium - Yellow)<br>Filipino: 15.5% (Medium - Yellow)<br>Hispanic/Latino: 33.5% (Low - Orange)<br>Pacific Islander: 48% (No Performance Color)<br>Two or More Races: 31.9% (Low - Orange)<br>White: 25.2% (Low - Orange)<br><br>English Learners (EL): 30.4% (Medium - Yellow)<br>Foster Youth: 32.8% (Low - Orange)<br>Homeless: 53.1% (Very Low - Red)<br>Socioeconomically Disadvantaged (SED): 34% (Medium - Yellow)<br>Students with Disabilities (SWD): | | | 2025-26 Dashboard Chronic Absenteeism<br><br>All Students: 10.0% (High - Green)<br>African American/Black: 10% (Low - Orange)<br>American Indian/Alaska Native: 20% (Medium - Yellow)<br>Asian: 10.0% (High - Green)<br>Filipino: 10.0% (High - Green)<br>Hispanic/Latino: 10% (Medium - Yellow)<br>Pacific Islander: 20% (No Performance Color)<br>Two or More Races: 22.9% (Medium - Yellow)<br>White: 16.2% (Medium - Yellow) | |

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| | | 38.4% (Medium - Yellow) | | | English Learners (EL): 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) | |
| 1.3 | Principal Apportionment Average Daily Attendance (ADA) | 2022-23 P-2 Attendance Rate 90.89% | | | 2026-27 Attendance Rate 95.00% | |
| 1.4 | Transitional Kindergarten (TK)/Kindergarten (K) Attendance Rate | 2022-23 TK/K Attendance Rate 89.46% | | | 2026-27 Attendance Rate 95.00% | |
| 1.5 | Truancy Rate | 2022-23 Truancy Rate 57.8% | | | 2026-27 Truancy Rate 30.00% | |
| 1.6 | Expulsion Rate | 2022-23 Expulsion Rate Dataquest All 0.1% | | | 2026-27 Expulsion Rate Maintain | |
| 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: | | | 2026-27 Demographics (Emotional Well-Being) Grade 3-5: | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • All Students 64%<br><br>Emotion Regulation:<br>• All Students 44%<br><br>Growth Mindset:<br>• All Students 59%<br><br>Self-Efficacy:<br>• All Students 54% | | | Sense of Belonging:<br>• All Students 70%<br><br>Emotion Regulation:<br>• All Students 50%<br><br>Growth Mindset:<br>• All Students 65%<br><br>Self-Efficacy:<br>• All Students 60% | |
| 1.8 | Panorama Social Emotional Tool - Climate Survey Grade 6-12 - Local Indicator | 2023-24 Demographics (Emotional Well-Being)<br><br>Grade 6-12:<br>Sense of Belonging:<br>• All Students 39%<br><br>Emotion Regulation:<br>• All Students 47%<br><br>Supportive Relationships:<br>• All Students 79%<br><br>Positive Feelings: | | | 2026-27 Demographics (Emotional Well-Being)<br><br>Grade 6-12:<br>Sense of Belonging:<br>• All Students 45%<br><br>Emotion Regulation:<br>• All Students 55% | |

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|---|---|---|---|---|---|---|
| | | • All Students 58% | | | Supportive Relationships: <br> • All Students 85% <br><br> Positive Feelings: <br> • All Students 65% | |
| 1.9 | Career Technical Education (CTE) Completer Rate - Local Indicator | Total students for 2022-23 school year that were eligible 876 <br><br> Total Completers 147 (16.78%) | | | 2025-26 <br><br> Total Completers 20.00% | |
| 1.10 | College and Career Indicator - California School Dashboard (Dashboard) | 2022-23 College and Career Indicator <br><br> All Students: 41.5% (Medium) <br> African American/Black: 22.1 % (Low) <br> American Indian/Alaska Native: (No Performance Level) <br> Asian: 81.5% (No Performance Level) <br> Filipino: 75.7% (Very High) <br> Hispanic/Latino: 37.3% (Medium) <br> Pacific Islander: (No Performance Level) <br> Two or More Races: 33.3% (Low) <br> White: 49.7% (Medium) | | | 2025-26 College and Career Indicator <br><br> 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) | |

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|---|---|---|---|---|---|---|
| | | English Learners (EL): 6.5% (Very Low)<br>Foster Youth: 6.7% (Very Low)<br>Homeless: 33.3% (Low)<br>Socioeconomically Disadvantaged (SED): 37.9% (Medium)<br>Students with Disabilities (SWD): 13.4% (Low)<br><br>**Baseline data does not include the color performance levels. The 2023-24 school year data on the Dashboard will include the color levels and will be included on the 2024-25 LCAP. | | | Pacific Islander: (No Performance Level)<br>Two or More Races: 48.3% (Medium)<br>White: 64.7% (High)<br><br>English Learners (EL): 21.5% (Low)<br>Foster Youth: 21.7% (Low)<br>Homeless: 48.3% (Medium)<br>Socioeconomically Disadvantaged (SED): 52.9% (Medium)<br>Students with Disabilities (SWD): 28.4% (Low) | |
| 1.11 | A-G Requirements Met for Graduation by Cohort - State Indicator | 2022-23 Students that Met the A-G Requirement.<br><br>All Students: 49.4%<br>African American/Black: 31.4%<br>American Indian/Alaska Native: Redacted<br>Asian: 80.0%<br>Filipino: 85.7%<br>Hispanic/Latino: 45.7%<br>Pacific Islander: Redacted<br>Two or More Races: 42.9%<br>White: 55.2% | | | 2025-26 Students that Met the A-G Requirement.<br><br>All Students: 53%<br>African American/Black: 35%<br>American Indian/Alaska Native: Redacted<br>Asian: Maintain or >80.0%<br>Filipino: Maintain or >85.7%<br>Hispanic/Latino: 50% | |

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|---|---|---|---|---|---|---|
| | | English Learners (EL): 18.0%<br>Homeless: 38.9%<br>Foster Youth: 16.7%<br>Socioeconomically Disadvantaged (SED): 44.9%<br>Students with Disabilities (SWD): 27.1% | | | Pacific Islander: Redacted<br>Two or More Races: 50%<br>White: 60%<br><br>English Learners (EL): 25%<br>Homeless: 45%<br>Foster Youth: 20%<br>Socioeconomically Disadvantaged (SED): 50%<br>Students with Disabilities (SWD): 30% | |
| 1.12 | A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) - Local Indicator | 2022-23 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)<br><br>Graduates - 883 Students<br><br>Total 93<br><br>10.53% | | | 2025-26 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)<br><br>Percentage based on cohort<br>15.00% | |
| 1.15 | Parent Participation in Programs for Unduplicated Pupils | Participation 100% | | | Participation 100% | |
| 1.16 | Parent/Guardian Participation in Programs for Students with Exceptional Needs | Participation 100% | | | Participation 100% | |

| 1.17 | Parent Input on Decision Making Process | Baseline 2023-24 school year. 100% of school sites will maintain a School Site Council (SSC) formed of educational partners including parents to provide input in the decision making process.<br><br>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. | |

## Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

# 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. | $3,065,155.00 | 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. | $426,974.00 | 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. | $472,083.00 | Yes |
| **1.4** | Assistant Principals | Provide Assistant Principals to optimize learning and school connectedness between students and families. | $1,768,324.00 | 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. | $698,272.00 | 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 and English Learners (EL) District-wide, English Learners (EL) at Beaumont High School (BHS), and All Students at Glen View High School | $140,741.00 | Yes |

| | | (GVHS), including Socioeconomically Disadvantaged (SED) and Hispanic/Latino students. | | |
|---|---|---|---|---|
| **1.7** | Attendance Improvement Through District-Wide Incentives | Provide District-wide incentives for increased attendance, focusing on earned awards and positive reinforcement for all students. | $10,000.00 | Yes |
| **1.8** | Health Support Services | Provide health services, support, and resources through Registered Nurses (RN), Licensed Vocational Nurses (LVN) at each school site and Project Kind to enhance access to health services and health education for students and families. | $684,581.00 | 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. | $183,999.00 | 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). | $254,116.00 | Yes |
| **1.11** | Alternative to Suspension (ATS) | Provide an Alternative to Suspension (ATS) Program utilizing restorative practices at Beaumont High School (BHS), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Summerwind Trails School (STS) to include ATS teachers and Campus Aides at each site and one ATS counselor. | $974,194.00 | Yes |
| **1.12** | Restorative Practices | Provide restorative practices training for staff to support students' academic, behavioral, and social-emotional needs. | $35,652.00 | 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. | $275,800.00 | Yes |
|---|---|---|---|---|
| **1.14** | Mental Health, Social-Emotional Support, and Classroom Climate Improvement | Provide Behavioral Health Therapists, Student Support Specialists at each elementary site, student behavioral materials, and a feedback monitoring system to foster a positive and nurturing environment conducive to learning and well-being. | $1,361,102.00 | 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 District-wide; African American/Black students at Three Rings Ranch Elementary School, Summerwind Trails School, Mountain View Middle School, and San Gorgonio Middle School; Hispanic/Latino students at 21st Century Learning Institute, Three Rings Ranch Elementary School, Tournament Hills Elementary School, and Mountain View Middle School; White students at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School, and San Gorgonio Middle School; Two or More Races at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Summerwind Trails School, Mountain View Middle School, and San Gorgonio Middle School; Socioeconomically Disadvantaged (SED) students at 21st Century Learning Institute, Mountain View Middle School, Summerwind Trails School, and Three Ring Ranch Elementary School; and English Learner (EL) students at Three Rings Ranch Elementary School, Tournament Hills Elementary School, Mountain View Middle School, and San Gorgonio Middle School; All students (School-wide) in the lowest performance Chronic Absenteeism indicator at 21st Century Learning Institute, Mountain View Middle School, Summerwind Trails School, Three Rings Ranch Elementary School, and Tournament Hills Elementary School. | $125,700.00 | No |

| 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: Socioeconomically Disadvantaged (SED) 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. | $72,841.00 | 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 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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 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), iReady and STAR data (the District's local universal screener), and other learning benchmarks developed by the District. The data informs all student groups and those groups performing at the highest and lowest performance levels.

When developing this goal, the District considered its commitment to increasing student achievement through a Multi-Tiered System of Supports (MTSS), ensuring all students receive high-quality Best, First Instruction. For students facing academic challenges, targeted interventions and supports are available. According to the Dashboard, all students in English Language Arts (ELA) are currently scoring 18.1 points below standard. Significant disparities are evident among specific groups: English Learners (EL) are 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 indicator. 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 are 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 EL at 95.2 points below, Foster Youth at 107.3 points below standard, Homeless students at 85.8 points below standard, SED students 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 English Learners (EL) (Action 2.9) improves achievement through specialized training for bilingual aides. These initiatives are meticulously designed to address the varied needs of all student groups and to catalyze significant academic enhancements across the District. The state data reflects information from the 2022-23 school year, while the local data pertains to the 2023-24 school year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Academic State Indicator - English Language Arts (ELA) | 2022-23 California School Dashboard (Dashboard): ELA<br><br>All Students: 18.1 Points Below Standard (Low - Orange)<br>African American/Black: 32.3 Points Below Standard (Low - Orange)<br>American Indian/Alaska Native: 80.3 Points Below Standard (No Performance Color)<br>Asian: 30.3 Points Above Standard (High - Green) | | | 2026-27 California School Dashboard (Dashboard): ELA<br><br>All Students: 9.1 Points Below Standard (Medium - Yellow)<br>African American/Black: 23.3 Points Below Standard (Low - Orange)<br>American Indian/Alaska Native: 71.3 Points Below Standard | |

| | | Filipino: 49.5 Points Above Standard (High - Green)<br>Hispanic/Latino: 29.4 Points Below Standard (Low - Orange)<br>Pacific Islander: 5.5 Points Above Standard (No Performance Color)<br>Two or More Races: 1 Point Above Standard (High - Green)<br>White: 2.5 Points Below Standard (Medium - Yellow)<br><br>English Learners (EL): 67.6 Points Below Standard (Low - Orange)<br>Foster Youth: 108.4 Points Below Standard (Very Low - Red)<br>Homeless: 71.6 Points Below Standard (Very Low - Red)<br>Socioeconomically Disadvantaged (SED): 32.7 Points Below Standard (Low - Orange)<br>Students with Disabilities (SWD): 92 Points Below Standard (Low - Orange) | | | (No Performance Color)<br>Asian: 39.3 Points Above Standard (High - Green)<br>Filipino: 58.5 Points Above Standard (Very High - Blue)<br>Hispanic/Latino: 20.4 Points Below Standard (Medium - Yellow)<br>Pacific Islander: 14.5 Points Above Standard (No Performance Color)<br>Two or More Races: 10 Points Above Standard (High - Green)<br>White: 5.5 Points Above Standard (High-Green)<br><br>English Learners (EL): 58.6 Points Below Standard (Medium - Yellow)<br>Foster Youth: 99.4 Points Below Standard (Low - Orange)<br>Homeless: 62.6 Points Below Standard (Medium - Yellow)<br>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<br><br>All Students: 55.1 Points Below Standard (Low - Orange)<br>African American/Black: 76.8 Points Below Standard (Medium - Yellow)<br>American Indian/Alaska Native: 149.1 Points Below Standard (No Performance Color)<br>Asian: 9.1 Points Above Standard (High - Green)<br>Filipino: 14.4 Points Above Standard (High - Green)<br>Hispanic/Latino: 67.9 Points Below Standard (Low - Orange)<br>Pacific Islander: 50.9 Points Below Standard (No Performance Color)<br>Two or More Races: 40 Points Below Standard (Medium - Yellow) | | | 2026-27 California School Dashboard (Dashboard): Mathematics<br><br>All Students: 46.1 Points Below Standard (Medium - Yellow)<br>African American/Black: 67.8 Points Below Standard (Medium - Yellow)<br>American Indian/Alaska Native: 140.1 Points Below Standard (No Performance Color)<br>Asian: 18.1 Points Above Standard (High - Green)<br>Filipino: 23.4 Points Above Standard (High - Green)<br>Hispanic/Latino: 58.9 Points Below | |

| | | White: 33.4 Points Below Standard (Low - Orange)<br><br>English Learners (EL): 95.2 Points Below Standard (Very Low - Red)<br>Foster Youth: 107.3 Points Below Standard (Low - Orange)<br>Homeless: 85.8 Points Below Standard (Low - Orange)<br>Socioeconomically Disadvantaged (SED): 67.6 Points Below Standard (Medium - Yellow)<br>Students with Disabilities (SWD): 115 Points Below Standard (Low - Orange) | | | Standard (Medium - Yellow)<br>Pacific Islander: 41.9 Points Below Standard (No Performance Color)<br>Two or More Races: 31 Points Below Standard (Medium - Yellow)<br>White: 24.4 Points Below Standard (Medium - Yellow)<br><br>English Learners (EL): 86.2 Points Below Standard (Medium - Yellow)<br>Foster Youth: 98.3 Points Below Standard (Medium - Yellow)<br>Homeless: 76.8 Points Below Standard (Medium - Yellow)<br>Socioeconomically Disadvantaged (SED): 58.6 Points Below Standard (Medium - Yellow)<br>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<br><br>All Students: 49% making progress towards English language proficiency (Medium - Yellow)<br><br>EL who progressed at least one ELPI Level: 47.3% | | | 2025-26 English Language Proficiency Indicator (ELPI) - Summative ELPAC<br><br>All Students: 55% making progress towards English language proficiency (High - Green)<br><br>EL 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.<br><br>All Students: 49.4%<br>African American/Black: 31.4%<br>American Indian/Alaska Native: Redacted<br>Asian: 80.0%<br>Filipino: 85.7%<br>Hispanic/Latino: 45.7%<br>Pacific Islander: Redacted<br>Two or More Races: 42.9%<br>White: 55.2%<br><br>English Learners (EL): 18.0% | | | 2025-26 Students that Met the A-G Requirement.<br><br>All Students: 53%<br>African American/Black: 35%<br>American Indian/Alaska Native: Redacted<br>Asian: Maintain or >80.0%<br>Filipino: Maintain or >85.7%<br>Hispanic/Latino: 50%<br>Pacific Islander: Redacted | |

| | | Homeless: 38.9%<br>Foster Youth: 16.7%<br>Socioeconomically Disadvantaged (SED): 44.9%<br>Students with Disabilities (SWD): 27.1% | | | Two or More Races: 50%<br>White: 60%<br><br>English Learners (EL): 25%<br>Homeless: 45%<br>Foster Youth: 20%<br>Socioeconomically Disadvantaged (SED): 50%<br>Students with Disabilities (SWD): 30% | |
|---|---|---|---|---|---|---|
| 2.5 | English Learner (EL) Reclassification Rate - State Indicator | 2023-24 Reclassification Rate: 6.8% | | | 2026-27 Reclassification Rate: 8.8% | |
| 2.6 | English Learner (EL) Long-Term English Learners (LTEL) Rate - State Indicator | 2023-24 LTEL Rate: 11.6% | | | 2026-27 LTEL Rate: 9.6% | |
| 2.7 | Graduation Rate - State Indicator | 2022-23 California School Dashboard (Dashboard): Graduation Rate<br><br>All Students: 92.6% (High - Green)<br>African American/Black: 92.2% (Medium - Yellow)<br>American Indian/Alaska Native: (No Performance Color)<br>Asian: 92.6% (No Performance Color)<br>Filipino: 94.6% (No Performance Color) | | | 2025-26 California School Dashboard (Dashboard): Graduation Rate<br><br>All Students: 95% (Very High - Blue)<br>African American/Black: 93.5% (Very High - Blue)<br>American Indian/Alaska Native: (No Performance Color) | |

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|---|---|---|---|---|---|---|
| | | Hispanic/Latino: 92.9% (High - Green)<br>Pacific Islander: (No Performance Color)<br>Two or More Races: 93.3% (Medium - Yellow)<br>White: 91.9% (High - Green)<br><br>English Learners (EL): 80.6% (High - Green)<br>Foster Youth: 80% (No Performance Color)<br>Homeless: 85.7% (High - Green)<br>Socioeconomically Disadvantaged (SED): 92.9% (High - Green)<br>Students with Disabilities (SWD): 77.7% (Medium - Yellow) | | | Asian: 95.0% (No Performance Color)<br>Filipino: 95.0% (No Performance Color)<br>Hispanic/Latino: 95.0% (High - Green)<br>Pacific Islander: (No Performance Color)<br>Two or More Races: 95.0% (Very High - Blue)<br>White: 95.0% ((Very High - Blue)<br><br>English Learners (EL): 90.0% (Very High - Blue)<br>Foster Youth: 90% (No Performance Color)<br>Homeless: 95% (Very High - Blue)<br>Socioeconomically Disadvantaged (SED): 95% (Very High - Blue)<br>Students with Disabilities (SWD): 80% (High - Green) | |
| 2.8 | Students in Grade 6 Receiving at Least One F or U - Local Indicator | 2022-23 Students in Grade 6 Receiving at Least One F or U: | | | 2025-26 Students in Grade 6 Receiving at Least One F or U: | |

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|---|---|---|---|---|---|---|
| | | All Students: 43.56% (372/854)<br>African American/Black: 45.45% (45/99)<br>American Indian/Alaska Native: 61.54% (16/26)<br>Asian: 25.71% (9/35)<br>Filipino: 24% (12/50)<br>Hispanic/Latino: 50% (242/484)<br>Pacific Islander: 42.86% (3/7)<br>Two or More Races: (0)<br>White: 39.35% (272/615)<br><br>English Learners (EL): 70% (35/50)<br>Foster Youth: 75% (12/16)<br>Homeless: 48.94% (23/47)<br>Socioeconomically Disadvantaged (SED): 49.20% (337/685)<br>Students with Disabilities (SWD): 54.87% (62/113) | | | All Students: 34.56%<br>African American/Black: 36.45%<br>American Indian/Alaska Native: 52.54%<br>Asian: 16.71%<br>Filipino: 15%<br>Hispanic/Latino: 41%<br>Pacific Islander: 33.86%<br>Two or More Races:<br>White: 30.35%<br><br>English Learners (EL): 61%<br>Foster Youth: 66%<br>Homeless: 39.94%<br>Socioeconomically Disadvantaged (SED): 40.20%<br>Students with Disabilities (SWD): 45.87% | |
| 2.9 | College and Career - State Indicator | 2022-23 California School Dashboard (Dashboard): College and Career<br>Baseline Year (No Color Indicators)<br><br>All Students: 41.5% Prepared (Medium)<br>African American/Black: 22.1% Prepared (Low) | | | 2025-26 California School Dashboard (Dashboard): College and Career<br><br>All Students: 45.0%<br>African American/Black: 27.0% | |

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|---|---|---|---|---|---|---|
| | | American Indian/Alaska Native: (No Performance Level)<br>Asian: 81.5% Prepared (No Performance Level)<br>Filipino: 75.7% Prepared (Very High)<br>Hispanic/Latino: 37.3% Prepared (Medium)<br>Pacific Islander: (No Performance Level)<br>Two or More Races: 33.3% Prepared (Low)<br>White: 49.7% Prepared (Medium)<br><br>English Learners (EL): 6.5% Prepared (Very Low)<br>Foster Youth: 6.7% Prepared (Very Low)<br>Homeless: 33.3% Prepared (Low)<br>Socioeconomically Disadvantaged (SED): 37.9% Prepared (Medium)<br>Students with Disabilities (SWD): 13.4% Prepared (Low) | | | American Indian/Alaska Native: (No Performance Level)<br>Asian: 85.00% (No Performance Level)<br>Filipino: 80.0%<br>Hispanic/Latino: 42.00%<br>Pacific Islander: (No Performance Level)<br>Two or More Races: 38.0%<br>White: 55.0%<br><br>English Learners (EL): 10.0%<br>Foster Youth: 10.0%<br>Homeless: 38.0%<br>Socioeconomically Disadvantaged (SED): 43.0%<br>Students with Disabilities (SWD): 18.0% | |
| 2.10 | Implementation of California State Standards | To maintain 2023-24 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection Tool. | | | 2026-27<br>Full Implementation | |
| 2.11 | Course Offerings - Broad Course of Study | Maintain a broad course of study including | | | 2026-27 | |

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|---|---|---|---|---|---|---|
| | | courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for UPP students and students with exceptional needs.<br><br>Courses offered:<br><br>CTE: Mountain View Middle School (MVMS), Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), Beaumont High School (BHS), Glen View High School (GVHS), and 21st Century Learning (21st CLI)<br><br>STEM: Palm Innovation Academy (PIA), Mountain View Middle School (MVMS), and Beaumont High School (BHS)<br><br>DLI: Starlight Elementary School (SLE), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS) | | | Full Implementation | |
| 2.12 | Advanced Placement (AP) Pass Rate - Local Indicator | 2022-23 Advanced Placement (AP) | | | 2025-26 Advanced Placement (AP) | |

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|---|---|---|---|---|---|---|
| | | 371 students took at least one AP exam.<br><br>58.18% pass rate overall<br><br>All Students: (338/581) 58.18%<br>African American/Black: (12/29) 41.38%<br>American Indian/Alaska Native: (1/2) 50.00%<br>Asian: (22/49) 44.90%<br>Filipino: (43/68) 63.24%<br>Hispanic/Latino: (171/298) 57.38%<br>Pacific Islander: (4/4) 100%<br>Two or More Races: (0) 0%<br>White: (256/429) 59.67%<br><br>English Learners (EL): (2/2) 100%<br>Foster Youth: (1/3) 33.33%<br>Homeless: (10/19) 52.63%<br>Socioeconomically Disadvantaged (SED): (199/341) 58.36%<br>Students with Disabilities (SWD): (2/3) 66.67% | | | 65% pass rate overall<br><br>All Students: 65%<br>African American/Black: 50%<br>American Indian/Alaska Native: 60%<br>Asian: 55%<br>Filipino: 70%<br>Hispanic/Latino: 70%<br>Pacific Islander: 100%<br>Two or More Races:<br>White: 70%<br><br>English Learners (EL): 100%<br>Foster Youth: 45%<br>Homeless: 60%<br>Socioeconomically Disadvantaged (SED): 70%<br>Students with Disabilities (SWD): 76% | |
| 2.13 | Drop Out Rate High School - State Indicator | 2022-23 Dropout Rate - California DataQuest | | | 2025-26 Dropout Rate - California DataQuest | |

| | | All Students: 4.5% (39/876)<br>African American/Black: 5.3% (4/76)<br>American Indian/Alaska Native: *<br>Asian: 7.4% (2/27)<br>Filipino: 0% (0/37)<br>Hispanic/Latino: 4.2% (21/500)<br>Pacific Islander: *<br>Two or More Races: 6.5% (2/31)<br>White: 4.6% (9/197)<br><br>English Learners (EL): 14.5% (9/62)<br>Foster Youth: 25% (4/16)<br>Homeless: 14.3% (3/21)<br>Socioeconomically Disadvantaged (SED): 4.2% (28/672)<br>Students with Disabilities (SWD): 5.6% (7/126)<br><br>*Data is suppressed to protect student privacy. (*) | | | All Students: 1%<br>African American/Black: 1.3%<br>American Indian/Alaska Native: *<br>Asian: 3.4%<br>Filipino: 0%<br>Hispanic/Latino: 1.2%<br>Pacific Islander: *<br>Two or More Races: 2.5%<br>White: 1.6%<br><br>English Learners (EL): 10.5%<br>Foster Youth: 15%<br>Homeless: 10%<br>Socioeconomically Disadvantaged (SED): 1.2%<br>Students with Disabilities (SWD): 2.6%<br><br>*Data is suppressed to protect student privacy. (*) | |
| 2.14 | Academic Local Indicator - English Language Arts (ELA) iReady and STAR | 2023-24 Local Data<br>ELA: at or above grade level (K-8)<br><br>All Students: 47.4%<br>African American/Black: 43.4% | | | 2026-27<br>ELA: at or above grade level (K-8)<br><br>All Students: 52.4% | |

| | | American Indian/Alaska Native: 17.4%<br>Asian: 61.4%<br>Filipino: 61.2%<br>Hispanic/Latino: 43.2%<br>Pacific Islander: 50%<br>Two or More Races: 54.6%<br>White: 57.0%<br><br>English Learners (EL): 38.2%<br>Foster Youth: 21.9%<br>Homeless: 31.1%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 22.5%<br><br>ELA: at or above grade level (9-12)<br><br>All Students: 38.4%<br>African American/Black: 38.8%<br>American Indian/Alaska Native: 23.1%<br>Asian:43.3%<br>Filipino: 59.5%<br>Hispanic/Latino: 31.8%<br>Pacific Islander:25.0%<br>Two or More Races: 68.4%<br>White: 46.9%<br><br>English Learners (EL): 29.9%<br>Foster Youth: 12.5%<br>Homeless: 37.8% | | | African American/Black: 48.4%<br>American Indian/Alaska Native: 22.4%<br>Asian: 66.4%<br>Filipino: 66.2%<br>Hispanic/Latino: 48.2%<br>Pacific Islander: 55%<br>Two or More Races: 59.6%<br>White: 62.0%<br><br>English Learners (EL): 43.2%<br>Foster Youth: 26.9%<br>Homeless: 36.1%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 27.5%<br><br>ELA: at or above grade level (9-12)<br><br>All Students: 43.4%<br>African American/Black: 43.8%<br>American Indian/Alaska Native: 28.1%<br>Asian: 48.3% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 10.7%<br><br>*Data is suppressed to protect student privacy. (*) | | | Filipino: 64.5%<br>Hispanic/Latino: 36.8%<br>Pacific Islander: 30%<br>Two or More Races: 73.4%<br>White: 51.9%<br><br>English Learners (EL): 34.9%<br>Foster Youth: 17.5%<br>Homeless: 42.8%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 15.7%<br><br>*Data is suppressed to protect student privacy. (*) | |
| 2.15 | Academic Local Indicator - Mathematics iReady and STAR | 2023-24 Local Data<br>Mathematics: at or above grade level (K-8)<br><br>All Students: 38.9%<br>African American/Black: 32.3%<br>American Indian/Alaska Native: 40%<br>Asian: 60.9%<br>Filipino: 53.8%<br>Hispanic/Latino: 34.5%<br>Pacific Islander: 63.6% | | | 2026-27 Local Data<br>Mathematics: at or above grade level (K-8)<br><br>All Students: 43.9%<br>African American/Black: 37.3%<br>American Indian/Alaska Native: 45% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Two or More Races: 46.4%<br>White: 47.6%<br><br>English Learners (EL): 35.2%<br>Foster Youth: 13.6%<br>Homeless: 32.7%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 20.1%<br><br>Mathematics: at or above grade level (9-12)<br><br>All Students: 23.6%<br>African American/Black: 19.1%<br>American Indian/Alaska Native: 12.5%<br>Asian:35.7%<br>Filipino: 41.3%<br>Hispanic/Latino: 19.2%<br>Pacific Islander: 20.0%<br>Two or More Races:20.3%<br>White: 31.9%<br><br>English Learners (EL): 21.3%<br>Foster Youth: 0.0%<br>Homeless:15.7%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 8.0% | | | Asian: 65.9%<br>Filipino: 58.8%<br>Hispanic/Latino: 39.5%<br>Pacific Islander: 68.6%<br>Two or More Races: 51.4%<br>White: 52.6%<br><br>English Learners (EL): 40.2%<br>Foster Youth: 18.6%<br>Homeless: 37.7%<br>Socioeconomically Disadvantaged (SED): *<br>Students with Disabilities (SWD): 25.1%<br><br>Mathematics: at or above grade level (9-12)<br><br>All Students: 28.6%<br>African American/Black: 24.1%<br>American Indian/Alaska Native: 17.5%<br>Asian: 40.7%<br>Filipino: 46.3%<br>Hispanic/Latino: 24.2%<br>Pacific Islander: 25.0% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | *Data is suppressed to protect student privacy. (*) | | | Two or More Races: 25.3% White: 36.9%<br><br>English Learners (EL): 26.3% Foster Youth: 5.0% Homeless: 20.7% Socioeconomically Disadvantaged (SED): * Students with Disabilities (SWD): 13.0%<br><br>*Data is suppressed to protect student privacy. (*) | |
| 2.16 | English Learner Progress Indicator (ELPI) - Local Indicator | 2023-24 iReady<br><br>Mathematics:<br>English Learners (EL) 30.2%<br><br>ELA:<br>English Learners (EL) 37.5% | | | 2026-27 iReady<br><br>Mathematics:<br>English Learners (EL) 35.0%<br><br>ELA:<br>English Learners (EL) 42.0% | |
| 2.17 | Students Receiving at Least One D or F in 9th Grade - Local Indicator | 2022-23<br><br>All Students: 57.21% (524/916)<br>African American/Black: 66.67% (66/99)<br>American Indian/Alaska Native: 83.33% (25/30)<br>Asian: 41.94% (13/31) | | | 2025-26<br><br>All Students: 45%<br>African American/Black: 55%<br>American Indian/Alaska Native: 75% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Filipino: 29.27% (12/41)<br>Hispanic/Latino: 60.89% (313/514)<br>Pacific Islander: 66.67% (6/9)<br>Two or More Races: 0% (0)<br>White: 56.91% (383/673)<br><br>English Learners (EL): 75% (48/64)<br>Foster Youth: 87.5% (7/8)<br>Homeless: 57.14% (28/49)<br>Socioeconomically Disadvantaged (SED): 61.89% (463/748)<br>Students with Disabilities (SWD): 75.86% (88/116) | | | Asian: 30%<br>Filipino: 20%<br>Hispanic/Latino: 50%<br>Pacific Islander: 55%<br>Two or More Races: 0%<br>White: 45%<br><br>English Learners (EL): 65%<br>Foster Youth: 75%<br>Homeless: 45%<br>Socioeconomically Disadvantaged (SED): 50%<br>Students with Disabilities (SWD): 65% | |
| 2.18 | CTE Completers - Local Indicator | Total students for 2022-23 school year that were eligible 876<br><br>Total Completers All 147 (16.78%) | | | 2025-26 CTE Completers<br><br>20.0% | |
| 2.19 | Drop Out Rate for Middle School | 2022-23 - Total Students: 2 (<1 %) | | | 2025-26 - (<1 %) | |
| 2.20 | English Language Arts (ELA) - Early Assessment Program (EAP) Grade 11 | 2022-23 ELA Early Assessment Program (EAP) Grade 11<br><br>All Students: 24.88% | | | 2025-26 ELA Early Assessment Program (EAP) Grade 11<br><br>All Students: 30.0% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | African American/Black: 25.00%<br>American Indian/Alaska Native: *<br>Asian: 26.32%<br>Filipino: 51.85%<br>Hispanic/Latino: 20.86%<br>Pacific Islander: *<br>Two or More Races: 46.51%<br>White: 27.33%<br><br>English Learners (EL): 0%<br>Foster Youth: *<br>Homeless: *<br>Socioeconomically Disadvantaged (SED): 22.90%<br>Students with Disabilities (SWD): 2.94%<br><br>*Data is suppressed to protect student privacy. (*) | | | African American/Black: 30.0%<br>American Indian/Alaska Native: *<br>Asian: 30.0%<br>Filipino: 52.0%<br>Hispanic/Latino: 26.0%<br>Pacific Islander: *<br>Two or More Races: 52.0%<br>White: 32.0%<br><br>English Learners (EL): 5.0%<br>Foster Youth: *<br>Homeless: *<br>Socioeconomically Disadvantaged (SED): 28.0%<br>Students with Disabilities (SWD): 8.0%<br><br>*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<br><br>All Students: 5.87%<br>African American/Black: 1.82% | | | 2025-26 Mathematics Early Assessment Program (EAP) Grade 11<br><br>All Students: 11.0% | |

| | | American Indian/Alaska Native: *<br>Asian: 21.05%<br>Filipino: 22.22%<br>Hispanic/Latino: 3.50%<br>Pacific Islander: *<br>Two or More Races: 12.20%<br>White: 8.09%<br><br>English Learners (EL): 0%<br>Foster Youth: *<br>Homeless: *<br>Socioeconomically Disadvantaged (SED): 5.10%<br>Students with Disabilities (SWD): 3.08%<br><br>*Data is suppressed to protect student privacy. (*) | | | African American/Black: 7.0%<br>American Indian/Alaska Native: *<br>Asian: 26.0%<br>Filipino: 27.0%<br>Hispanic/Latino: 9.0%<br>Pacific Islander: *<br>Two or More Races: 17.0%<br>White: 13.0%<br><br>English Learners (EL): 5%<br>Foster Youth: *<br>Homeless: *<br>Socioeconomically Disadvantaged (SED): 10.0%<br>Students with Disabilities (SWD): 8.0%<br><br>*Data is suppressed to protect student privacy. (*) | |
| 2.22 | A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses) - Local Indicator | 2022-23 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)<br><br>Graduates - 883 | | | 2025-26 A-G and CTE Completer Match Data (Students Who Completed Both A-G and Attended CTE Courses)<br><br>15.0% | |

| | | Total 93 (10.53%) | | | | |
|---|---|---|---|---|---|---|
| 2.23 | English Language Arts (ELA) State Data Comparisons - English Learners (EL) | 2022-23<br><br>Current English Learners (EL): 117.5 Points Below Standard<br><br>Recently Reclassified English Learners: 4.9 Points Below Standard<br><br>English Only: 16 Points Below Standard | | | 2025-26<br><br>Current English Learners (EL): 112 Points Below Standard<br><br>Recently Reclassified English Learners: 1 Point Above Standard<br><br>English Only: 11 Points Below Standard | |
| 2.24 | Mathematics State Data Comparisons - English Learners (EL) | 2022-23<br><br>Current English Learners (EL): 136.3 Points Below Standard<br><br>Recently Reclassified English Learners: 44.4 Points Below Standard<br><br>English Only: 51.5 Points Below Standard | | | 2025-26<br><br>Current English Learners (EL): 131 Points Below Standard<br><br>Recently Reclassified English Learners: 40 Points Below Standard<br><br>English Only: 46 Points Below Standard | |

# Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

# 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 I - Best, First Instruction. | $798,937.00 | 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. | $584,798.00 | Yes |
| **2.3** | Foundational Literacy Support | Provide a foundational literacy program with teachers, support staff, and materials at each elementary and Transitional Kindergarten (TK)-8 school. | $1,188,664.00 | Yes |

| | | Focus on small group assistance for students reading two or more grade levels behind. | | |
|---|---|---|---|---|
| **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. | $174,349.00 | Yes |
| **2.5** | Instructional Coaches | Provide instructional coaches to enhance teaching practices in alignment with the California State Content Standards by supporting District-wide instruction in all core academic content areas, including Special Education, support for English Learners (EL), and site coaching for low-performing schools. | $2,051,966.00 | 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. | $72,668.00 | Yes |
| **2.7** | College and/or Career Readiness | Provide a Director of College and Career Readiness, a Career Readiness Coordinator, a college and career instructional coach, and clerical support to increase opportunities for students to become college and/or career-ready. These opportunities include but are not limited to the development and support of Career Technical Education (CTE) pathways, post-secondary partnerships, internships, college and career exploration, and elements measured in the College and Career Indicators (CCI). | $710,190.00 | Yes |
| **2.8** | English Learner (EL) Support | Provide English Learner (EL) Coordinators, Bilingual Instructional Aides, translation services, and allocate materials and supplies specifically to enhance EL student achievement. | $509,003.00 | Yes |
| **2.9** | Specialized Training and Increased | Provide specialized training for Bilingual Instructional Aides to improve English Learners (EL) achievement at Three Rings Ranch Elementary | $57,509.00 | Yes |

| | | School (TRR), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS). | | |
|---|---|---|---|---|
| **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. | $152,560.00 | Yes |
| **2.11** | District-wide 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. | $643,750.00 | Yes |
| **2.12** | Post-Secondary Assessment 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. | $35,000.00 | Yes |
| **2.13** | Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5 | Provide materials, supplies, and Professional Development (PD) for K-5 STEM programs so that students can gain early exposure to STEM and Career Technical Education (CTE) foundations. | $75,000.00 | Yes |
| **2.14** | Mathematics Specialist and Intervention Teachers | Provide mathematics support for 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. | $1,277,824.00 | 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 students and teachers to improve Tier I mathematics instruction. | $1,206,776.00 | 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 students. | $174,207.00 | Yes |
|---|---|---|---|---|
| 2.17 | Supplemental Materials | Provide supplemental instructional materials, supplies, clerical support, and training for Tier I, II, and III literacy and math programs to improve student outcomes. Programs include but are not limited to the 95% Group, Corrective Reading, and Read Naturally. | $484,108.00 | Yes |
| 2.18 | Foundational Literacy Routines and Intervention | Provide District-wide Tier III literacy intervention programs with professional learning and materials to improve student outcomes in English Language Arts (ELA) among Foster Youth and Homeless students District-wide and Students with Disabilities (SWD) at Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS). | $33,100.00 | No |
| 2.19 | Targeted Mathematics Support | Provide individualized math support targeted to address student needs determined by diagnostic and state assessments with a focus on English Learners (EL) District-wide, Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS); Students with Disabilities (SWD) at Summerwind Trails School (STS), San Gorgonio Middle School (SGMS), and Beaumont High School (BHS); African American/Black students at San Gorgonio Middle School (SGMS); White students 21st Century Learning Institute (21st CLI); and students reporting as Two or More Races at San Gorgonio Middle School (SGMS). | $365,442.00 | No |
| 2.20 | Foster Youth Partnership Program | Provide services for Foster Youth through a partnership program with Harmony Haven that includes an onsite teacher, Campus Aide, Specialized Academic Instruction (SAI) support, behavioral support, materials, and supplies to serve the District's largest Foster Youth population with transitional services. | $374,214.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **3** | Beaumont Unified School 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 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 (EL), Low-income students, and students performing at the lowest achievement level on the California School Dashboard (Dashboard).

The actions included under this goal are strategically designed to meet specific learning needs identified in each school's School Plan for Student Achievement (SPSA). These include allocating supplemental funding to school sites to address the unique challenges faced by various student groups and improve academic outcomes (Action 3.1). Full-day kindergarten 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 kindergarten teachers during transition times in the Early Bird/Late Bird program to enhance foundational outcomes for young learners (Action 3.3).

At the secondary level, the District focuses on reducing class sizes in critical content areas such as English 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, English Learners (EL), Low-income students, and those performing at the lowest levels on the Dashboard (Action 3.6). This access at home is an increased service as all students have access at school. It is supported by professional development for educators to integrate technology into their teaching practices effectively. The District also invests in supplemental software to maximize academic success and enhance teaching and learning experiences (Action 3.7).

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Every Pupil in the School District has Sufficient Access to Standards Aligned Instructional Materials | Baseline: Access to standards-aligned instructional materials and curriculum | | | 100% | |
| 3.2 | School Facility Ratings as Measured by Annual Facility Inspection Tool | Baseline: Good or Better | | | Good or Better | |
| 3.3 | Multi-Tiered System of Supports (MTSS) | Continued training and revisit of Tier I in English Language Arts (ELA) and state standards | | | 100% | |
| 3.4 | All Teachers Maintain Appropriate Credentials and are Certified to Teach English Learners (EL) | All teachers maintain appropriate credentials and are certified to teach EL. | | | 100% | |
| 3.5 | Teacher Induction | All year-two teachers in the Induction Program have completed the requirements for a clear credential | | | 100% | |

| 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. | | | 100% | |
| 3.7 | Panorama Survey | 2023-24 Demographics (Emotional Well-Being)<br><br>Grade 3-5:<br>Sense of Belonging:<br>• All Students 64%<br><br>Emotion Regulation:<br>• All Students 44%<br><br>Growth Mindset:<br>• All Students 59%<br><br>Self-Efficacy:<br>• All Students 54%<br><br>Grade 6-12:<br>Sense of Belonging:<br>• All Students 39%<br><br>Emotion Regulation:<br>• All Students 47%<br><br>Supportive Relationships: | | | 2026-27 Demographics (Emotional Well-Being)<br><br>Grade 3-5:<br>Sense of Belonging:<br>• All Students 74%<br><br>Emotion Regulation:<br>• All Students 54%<br><br>Growth Mindset:<br>• All Students 69%<br><br>Self-Efficacy:<br>• All Students 64%<br><br>Grade 6-12:<br>Sense of Belonging: | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • All Students 79% | | | • All Students 49% | |
| | | Positive Feelings: • All Students 58% | | | Emotion Regulation: • All Students 57% | |
| | | | | | Supportive Relationships: • All Students 89% | |
| | | | | | Positive Feelings: • All Students 68% | |

## Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | School Site Support | Provide an allocation of supplemental/concentration funding to each school site, enabling sites to meet specific student learning needs as identified in their respective School Plan for Student Achievement (SPSA). Aligned services and actions are to be principally directed toward Unduplicated Pupil Percentage (UPP) students at each school site to improve UPP student outcomes. | $929,780.00 | Yes |
| 3.2 | Full-Day Kindergarten | Provide full-day kindergarten at all elementary schools, ensuring early access to educational opportunities for students. | $1,724,484.00 | Yes |
| 3.3 | Kindergarten Transition Support | Provide support staff to assist kindergarten teachers during early bird/late bird overlap transition times and throughout the instructional day to improve foundational outcomes for kindergarten students. | $117,549.00 | Yes |
| 3.4 | Secondary Class Size Reduction | Reduce class size at the secondary level in grades 7-12 by lowering student-teacher ratios in core content areas with an emphasis on English and Mathematics to decrease classroom referrals, increase academic outcomes, and improve scholarly behaviors. | $1,298,803.00 | 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. | $174,826.00 | 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. | $1,097,000.00 | Yes |
|---|---|---|---|---|
| 3.7 | Supplemental Software | Provide supplemental software to maximize students' academic success. | $887,338.00 | Yes |
| 3.8 | Emergency Preparation | Provide a safe and orderly school environment by implementing disaster and emergency preparedness protocols District-wide. | $64,351.00 | Yes |
| 3.9 | Home-to-School Transportation | Provide Home-to-School Transportation for eligible Unduplicated Pupil Population (UPP) students. | $902,960.00 | Yes |
| 3.10 | Learning Environment | Provide a physically safe learning environment for all students to include clean, well-maintained facilities, collaborative furniture, adequate learning spaces, sufficient materials, supplies, and equipment. | $279,754.00 | Yes |
| 3.11 | LCAP Oversight | Provide oversight of the Local Control Accountability Plan (LCAP) to include a Director of Research, Learning, and Data (RLD), an RLD Technician, and administrative fees (indirects) to maintain oversight of the LCAP to principally benefit Unduplicated Pupil Population (UPP) students. | $2,425,997.00 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $29,249,662 | $2,635,399 |

**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 |
|---|---|---|---|
| | | | |
| 22.328% | 0.000% | $0.00 | 22.328% |

**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:**<br>Counseling Support<br><br>**Need:**<br>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 | The enhanced counseling support initiative specifically addresses the needs of Foster Youth, English Learners (EL), 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. EL students benefit from counselors | California School Dashboard (Dashboard): Chronic Absenteeism and Suspension Indicators |

| 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 |
|---|---|---|---|
| | community, have identified a need for students to access counseling support. They stress the 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.<br><br>The California School Dashboard (Dashboard) highlights disparities in Suspension Rates, indicating a critical need for targeted interventions. It reports a 0.7% increase in suspensions for English Learners (EL), a 0.2% increase for Low-income 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 EL (4.6%) and Low-income students (3.3%).<br><br>**Scope:**<br>  LEA-wide | trained to navigate language barriers, helping students access academic resources and integrate more 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:**<br>School Resource Officers (SROs)<br><br>**Need:**<br>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 | 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 | California School Dashboard (Dashboard): Chronic Absenteeism and Suspension Indicators<br>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 |
|---|---|---|---|
| | create a sense of belonging, increased self-efficacy, and emotional regulation. The Panorama data suggests that students need improvement in self-efficacy, emotional regulation, and social awareness due to answering questions in those categories favorably at rates of 58%, 44%, and 40%, respectively. The California School Dashboard (Dashboard) reveals disparities in Suspension Rates, highlighting the need for strategic interventions. English Learners (EL) 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 English EL (4.6%) and Low-income students (3.3%).<br><br>**Scope:**<br>  LEA-wide | awareness. This approach focuses on Foster Youth, English Learners (EL), and Socioeconomically Disadvantaged (SED) students, disproportionately affected by Suspension Rates and Chronic Absenteeism, as highlighted in the Dashboard data.<br><br>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.<br><br>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:**<br>Student Support Services Coordinators<br><br>**Need:**<br>The District has identified critical needs among its Unduplicated Pupil Population (UPP), which includes Foster Youth, English Learners (EL), and Low-income. 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 | To meet the identified needs of the UPP, the District is implementing actions centered on bolstering student engagement, academic support, 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. | California School Dashboard (Dashboard): Chronic Absenteeism and Suspension Indicators |

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| | the Low (Orange) category. The Homeless student group's Chronic Absenteeism Rate has increased to 53.1%, placing it in the Very Low (Red) category. Conversely, the Foster Youth group has seen a 12% decrease in absenteeism, bringing it down to 32.8%. Academic performance further highlights the critical situation, with both Foster Youth and Homeless student groups performing Very Low in English Language Arts (ELA) and Low in Mathematics. These insights illuminate UPPs' unique needs, conditions, and circumstances, underscoring the necessity for targeted interventions to increase engagement, academic achievement, and overall well-being.<br><br>**Scope:**<br>　LEA-wide | Offering these services on a District-wide or school-wide basis ensures that all students facing similar challenges can benefit, regardless of their specific circumstances. This broad application of support services is critical for promoting equity and inclusion within the District, allowing for a comprehensive approach to improving educational outcomes and well-being for the entire student body, especially those within the UPP student group. | |
| **1.4** | **Action:**<br>Assistant Principals<br><br>**Need:**<br>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, UPP students, including Foster Youth and those who are Socioeconomically Disadvantaged (SED), have also been identified with high levels of Chronic Absenteeism. However, some student groups have experienced declines in this area. | Assistant Principals will be provided across the District to directly support efforts in reducing Chronic Absenteeism and Suspension Rates by coordinating with staff and community resources. They will assist in managing academic support programs for English Language Arts (ELA) and Mathematics, ensuring that interventions align with student needs to increase academic performance. Additionally, APs will aid in the administration of the Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS). This role is essential for maintaining consistent, focused support for UPP students throughout the District. | California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Indicators Local Indicator: Panorama |

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| | The data suggests that UPP 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 Youth and Homeless students being 107.3 and 85.8 points below standard, respectively.<br><br>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.<br><br>**Scope:**<br>  LEA-wide | | |
| 1.5 | **Action:**<br>Engagement and Outreach<br><br>**Need:**<br>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 EL and Homeless students, with Chronic Absenteeism Rates of 30.4% and 53.1%, respectively. Suspension | In response to the identified needs of Foster Youth, English Learners (EL), 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.<br><br>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 | California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Indicators Local Indicator: Panorama |

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| | Rates underscore the need for targeted interventions, with 2.7% of all students, 3.3% of SED students, 11.3% of Foster Youth, and 2.7% of EL suspended at least once. Additionally, only 53% of students report a strong sense of self-efficacy, 44% manage emotions effectively, and there is a significant variation in the sense of belonging across different grade levels. These statistics paint a comprehensive picture of where the District must focus its efforts to support vulnerable student groups and enhance overall student well-being and academic achievement.<br><br>**Scope:**<br>  LEA-wide | address specific challenges faced by Foster Youth, EL, and Low-income students.<br><br>These engagement activities are designed to foster a stronger sense of belonging and community among students, enhance self-efficacy, and improve social and academic outcomes. By involving parents more deeply in the educational process, the District aims to create a more supportive and inclusive environment that addresses the barriers to regular attendance and academic success. | |
| 1.6 | **Action:**<br>College and Career Readiness Support<br><br>**Need:**<br>According to the California School Dashboard (Dashboard), English Learners (EL) and Foster Youth are in the Very Low and Low-income students are in the Medium performance level for the College and Career indicator. Additionally, Students with Disabilities (SWD), 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. | In response to the identified needs of Foster Youth, English Learners (EL), 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 | California School Dashboard (Dashboard): College and Career Indicator, English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Indicators Local Indicator: Panorama |

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| | **Scope:**<br>　LEA-wide | postsecondary education and career pathways, ensuring that EL, Foster Youth, Homeless students, and those in the lowest performing indicators on the California School Dashboard (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. | |
| 1.7 | **Action:**<br>Attendance Improvement Through District-Wide Incentives<br><br>**Need:**<br>According to the California School Dashboard's (Dashboard) Chronic Absenteeism Indicator, 53% of Homeless students were chronically absent, 32.8% of Foster Youth, 34% of Socioeconomically Disadvantaged, and 30.4% English Learners (EL). 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 District-wide.<br><br>**Scope:**<br>　LEA-wide | To address these needs, the District will provide District-wide incentives for increased attendance, focusing on earned awards and positive reinforcement for all students. This action aims to improve attendance rates by recognizing and rewarding consistent attendance, thereby encouraging students to attend school regularly.<br><br>This approach is designed to support the Unduplicated Pupil Percentage (UPP), including EL, Foster Youth, Low-income students, African American/Black, American Indian/Alaska Native, Hispanic/Latino, Homeless, Two or More Races, and White students. Examples of actions include school-wide incentives, award ceremonies, continuous progress monitoring, and individual and class incentives. | California School Dashboard (Dashboard): Chronic Absenteeism |
| 1.8 | **Action:**<br>Health Support Services<br><br>**Need:** | The District's initiative to provide health services, support, and resources through Registered Nurses (RN), Licensed Vocational Nurses (LVN), and Project Kind is strategically designed to address the identified needs of Low-income, Foster Youth, | California School Dashboard (Dashboard): Chronic Absenteeism<br>Local Indicator: Panorama |

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| | Health needs across the District are rising, and more and more students require additional health services. Several Parent Advisory Committees (PACs) have expressed a desire to have Licensed Vocational Nurses (LVN) at each school site and additional Registered Nurses (RN) to address these health concerns. Furthermore, students who face chronic health challenges tend to be absent from school on a regular basis. Across the District, the Chronic Absenteeism Rate of all students is 30.2%. However, specific student groups, including Homeless students, experience disproportionately higher rates of Chronic Absenteeism: 53.1% for Homeless students, 30.4% for English Learners (EL), and 34% for Low-income students. These disparities highlight the urgent need to address barriers to attendance and access to health services, particularly among underserved student populations.<br><br>**Scope:**<br> LEA-wide | EL, Homeless, and other student groups. The District aims to enhance access to vital health services and education for students and families facing economic and social challenges by providing licensed professionals who foster community partnerships. This comprehensive approach targets immediate health concerns and empowers students and families to make informed decisions about their well-being. 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 District-wide, equitable access is ensured for all eligible students, fostering inclusivity and promoting student success. | |
| 1.9 | **Action:**<br>Sports Program Support<br><br>**Need:**<br>Based on feedback from various Parent Advisory Committees (PACs), educational partners, and students, more sporting activities are needed for middle schools and alternative high schools. This need was brought to the attention of the school sites and the District because students expressed a desire for | Each school site will receive funding to support student after-school activities that meet the needs of their respective student groups. Students who are Low-income, Foster Youth, and EL will have priority. This action will build greater school connectedness that help remove barriers to school attendance. | California School Dashboard (Dashboard): Chronic Absenteeism<br>Local Indicator: Panorama |

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| | greater connectivity and connection to their schools.<br><br>For students in grades 6-12, Supportive Relationships is 78.5% for Low-income students, 48% for Foster Youth, and 76% for English Learners (EL). Positive Feelings is 57.5% for Low-income students, 56.5% for Foster Youth, and 61% for EL. Emotion Regulation is 45.5% for Low-income students, 42% for Foster Youth, and 43% for EL. Sense of Belonging is 38% for Low-income students, 45% for Foster Youth, and 43% for EL.<br><br>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%), Socioeconomically Disadvantaged (SED) (34%), and Students with Disabilities (SWD) (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, EL (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. | | |

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| | **Scope:**<br>   Schoolwide | | |
| 1.10 | **Action:**<br>District Communication<br><br>**Need:**<br>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.<br><br>**Scope:**<br>   LEA-wide | In order for Foster Youth, English Learners (EL), and Low-income students to receive information regarding District services, District-wide events, 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 District-wide and allows a robust communication platform with translation software for EL, Low-income, 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. | To measure the success of this action item, the District will track educational partner involvement in District-level committees. Additionally, we aim to increase membership and attendance within our Parent Advisory Committees (PACs). |
| 1.11 | **Action:**<br>Alternative to Suspension (ATS)<br><br>**Need:**<br>The California School Dashboard (Dashboard) Suspension Indicator data shows that English | Educational partner feedback and data from the California School Dashboard (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 | California School Dashboard (Dashboard): Suspension Indicator Local Indicator: Panorama |

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| | Learners (EL), Hispanic/Latino students, students of Two or More Races, and Students with Disabilities (SWD) 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.<br><br>The California School Dashboard (Dashboard) data highlights disparities in Suspension Rates and Chronic Absenteeism among these student groups. The overall Suspension Rate is 2.7%, whereas English Learners (EL) have a Suspension Rate of 2.7%, Foster Youth 5.4%, Homeless students 6.9%, and Low-income students 3.3%. Chronic Absenteeism Rates are also concerning: 30.4% for English Learners (EL), 32.8% for Foster Youth, 53.1% for Homeless students, and 34% for Low-income students, compared to the overall rate of 30.2%.<br><br>For students in grades 6-12, Supportive Relationships is 78.5% for Low-income, 48% for Foster Youth, and 76% for EL. Positive Feelings is 57.5% for Low-income, 56.5% for Foster Youth, and 61% for EL. Emotion Regulation is 45.5% for Low-income, 42% for Foster Youth, and 43% for EL. Sense of Belonging is 38% for Low-income, 45% for Foster Youth, and 43% for EL.<br><br>The unique identified needs of the LEA's unduplicated student groups, as identified through a needs assessment that includes analysis of applicable student achievement | school-wide data, there is a significantly higher Suspension Rate at the secondary school sites (listed below) than at the District's elementary schools. In response, the District is implementing an Alternative to Suspension (ATS) Program utilizing restorative practices at Beaumont High School (BHS), Mountain View Middle School (MVMS), San Gorgonio Middle School (SGMS), and Summerwind Trails School (STS). This program includes ATS teachers, Campus Aides at each site, and one ATS counselor.<br><br>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 (EL), Foster Youth, Low-income students, Hispanic/Latino students, students of Two or More Races, and Students with Disabilities (SWD). The District and specific school sites will work directly with these groups to develop social and academic skills, ensuring a comprehensive approach to student well-being and success. This strategy is essential in creating an inclusive environment that supports all students, particularly those most at risk. | |

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| | 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 academic content, thereby supporting self-discipline and overall well-being. This action is principally directed towards UPP student groups to address specific conditions and circumstances support needed to succeed.<br><br>**Scope:**<br>  Schoolwide | | |
| 1.12 | **Action:**<br>Restorative Practices<br><br>**Need:**<br>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%. | The District will continue to provide Professional Development (PD) for all site support staff, teachers, and administrators on the integrated approach of Social-Emotional Learning (SEL) and restorative practices. Based on SEL data compiled through Panorama, there is a clear need to address the well-being of all students District-wide, with priority given toward UPP 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 academic achievement. The District will monitor improvement of these services based on longitudinal data. | Local Indicators:<br>Panorama |

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| | For UPP students in grades 3-5, Social Awareness is 66.5% for Low-income students, 67% for Foster Youth, and 62% for English Learners (EL). Sense of Belonging stands at 63.5% for Low-income students, 65% for Foster Youth, and 64% for EL. Growth Mindset is 58.5% for Low-income students, 55.5% for Foster Youth, and 54% for EL. Self-Efficacy rates are 53% for Low-income students, 44% for Foster Youth, and 44% for EL. Emotion Regulation is 44% for Low-income students, 45% for Foster Youth, and 44% for EL. For students in grades 6-12, Supportive Relationships are at 78.5% for Low-income students, 48% for Foster Youth, and 76% for EL. Positive Feelings are 57.5% for Low-income students, 56.5% for Foster Youth, and 61% for EL. Emotion Regulation is at 45.5% for Low-income students, 42% for Foster Youth, and 43% for EL. Sense of Belonging is 38% for Low-income students, 45% for Foster Youth, and 43% for EL. <br><br> 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. <br><br> **Scope:** | | |

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| | LEA-wide | | |
| 1.13 | **Action:**<br>Climate and Culture<br><br>**Need:**<br>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, a Sense of Belonging is reported at 64% among elementary students and only 39% among secondary students. Educational partners have stressed the importance of better equipping our students to understand and address bullying and to make positive decisions, which is essential for their development as responsible citizens.<br><br>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 Low-income students, 67% for Foster Youth, and 62% for English Learners (EL). Sense of Belonging stands at 63.5% for Low-income students, 65% for Foster Youth, and 64% for EL. Growth Mindset is 58.5% for Low-income students, 55.5% for Foster Youth, and 54% for EL. Self-Efficacy rates are 53% for Low-income students, 44% for Foster Youth, and 44% for EL. Emotion Regulation is 44% for Low-income students, 45% for Foster Youth, and 44% for EL. For students in grades 6-12, | Our District is enhancing existing programs, training, and software to strengthen a supportive and inclusive school environment. These improvements aim to increase emotion regulation and increase feelings of belonging by equipping students and staff with better tools to address issues with real-time monitoring and intervention software. The District is refining its educational content and Professional Development (PD) efforts to foster empathy and effective decision-making. By extending these enhanced services across the District, we aim to bolster every student's emotional and academic success. This targeted approach leverages data and input from educational partners to ensure impactful and sustainable improvements. | California School Dashboard (Dashboard): Suspension Indicator<br>Local Indicator: Panorama |

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| | Supportive Relationships are at 78.5% for Low-income students, 48% for Foster Youth, and 76% for EL. Positive Feelings are 57.5% for Low-income students, 56.5% for Foster Youth, and 61% for EL. Emotion Regulation is at 45.5% for Low-income students, 42% for Foster Youth, and 43% for EL. Sense of Belonging is 38% for Low-income students, 45% for Foster Youth, and 43% for EL.<br><br>Furthermore, Suspension Rates from the California School Dashboard (Dashboard) highlight disparities among specific student groups compared to the overall Suspension Rate of 2.7%. Specifically, EL have a Suspension Rate of 2.7%, Foster Youth at 5.4%, Homeless students at 6.9%, and Low-income students at 3.3%. This data underscores the need for targeted interventions to improve emotion regulation, sense of belonging, and overall student well-being, ensuring a supportive and inclusive educational environment for all students.<br><br>**Scope:**<br>  LEA-wide | | |
| 1.14 | **Action:**<br>Mental Health, Social-Emotional Support, and Classroom Climate Improvement<br><br>**Need:**<br>The need for increased mental health education for educators, additional resources for students struggling with mental health, and more effective strategies to manage bullying | 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 English Learners (EL) and Foster Youth. This effort also targets student groups experiencing high rates of Chronic Absenteeism and Suspensions. | California School Dashboard (Dashboard): Chronic Absenteeism and Suspension<br>Local Indicators: Panorama and Educational Partner Feedback |

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| | 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 Low-income students, 67% for Foster Youth, and 62% for English Learners (EL). Sense of Belonging is 63.5% for Low-income students, 65% for Foster Youth, and 64% for EL. Growth Mindset is 58.5% for Low-income students, 55.5% for Foster Youth, and 54% for EL. Self-Efficacy is 53% for Low-income students, 44% for Foster Youth, and 44% for EL. Emotion Regulation is 44% for Low-income students, 45% for Foster Youth, and 44% for EL. For grades 6-12, Supportive Relationships are 78.5% for Low-income students, 48% for Foster Youth, and 76% for EL. Positive Feelings are 57.5% for Low-income students, 56.5% for Foster Youth, and 61% for EL. Emotion Regulation is 45.5% for Low-income students, 42% for Foster Youth, and 43% for EL. Sense of Belonging is 38% for Low-income students, 45% for Foster Youth, and 43% for EL.

Additionally, data from the California School Dashboard (Dashboard) shows disparities in Suspension Rates and Chronic Absenteeism among these student groups. The overall Suspension Rate is 2.7%, whereas EL has a Suspension Rate of 2.7%, Foster Youth at 5.4%, Homeless students at 6.9%, and Low-income students at 3.3%. Chronic Absenteeism Rates are also concerning: | 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 academic and 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 District-wide, the District ensures that all students, especially those at risk, have consistent and equitable access to the resources needed for their well-being and academic success. This approach not only meets the immediate needs of these students but also builds a foundation for a supportive and inclusive school environment. | |

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| | 30.4% for English Learners (EL), 32.8% for Foster Youth, 53.1% for Homeless students, and 34% for Low-income students, compared to the overall rate of 30.2%.<br><br>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.<br><br>**Scope:**<br>  LEA-wide | | |
| 2.1 | **Action:**<br>Professional Learning<br><br>**Need:**<br>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 | The District is improving Professional Development (PD) to address the academic needs of unduplicated student groups. 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. | California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Local Data: iReady 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 |
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| | 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.<br><br>Additionally, in Mathematics, the data reveals significant challenges for specific student groups: English Learners (EL) 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 (SWD) are 115 points below standard.<br><br>This action will address these needs through ongoing PD focused on high-quality, Best, First Instruction, equitable teaching practices, and research-based strategies.<br><br>**Scope:**<br>  LEA-wide | | |
| 2.2 | **Action:**<br>Implementation and Support of Dual Language Immersion (DLI) Programs<br><br>**Need:**<br>The District English Language Advisory Committee (DELAC), various Parent Advisory | The District is taking steps to increase services to address the community's call to maintain and expand the Dual Language Immersion (DLI) programs. This action will provide additional resources to Starlight Elementary (SLE), Palm Innovation Academy (PIA), and San Gorgonio | California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Local Data: iReady and STAR |

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| | 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 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. The need is to maintain and expand DLI programs throughout designated DLI schools to meet the request of the District's educational partners.<br><br>**Scope:**<br> Schoolwide | Middle School (SGMS) to ensure that students at every grade have access to DLI programs.<br><br>Additionally, this action will improve student outcomes on the California School Dashboard (Dashboard) in ELA and Mathematics, along with increased outcomes on local assessments such as iReady and STAR. | |
| 2.3 | **Action:**<br>Foundational Literacy Support<br><br>**Need:**<br>This action item is designed to enhance literacy among elementary and Transitional Kindergarten (TK)-8 students, specifically targeting those reading two or more grade levels behind. The District's goal of all children reading at grade level by grade three is a need directly met by this action. Local data for the 2023-24 school year indicates that while 47.4% of all students are at or above grade level in English Language Arts (ELA), certain groups have notable discrepancies. Only 38.2% of English Learners (EL), 21.9% of Foster Youth, and 31.1% of Homeless students meet the standard, highlighting the critical need for literacy intervention support. | 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.<br><br>By focusing resources on foundational literacy, the District aims to significantly raise literacy rates among all students, especially UPP students. This strategic approach is expected to create a more equitable educational experience for UPP 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: iReady Reading |

| 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 |
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| | **Scope:**<br>  LEA-wide | | |
| 2.4 | **Action:**<br>Early High School Intervention<br><br>**Need:**<br>Local indicator data for 9th-grade students receiving D and F grades highlights significant academic challenges among all students, particularly Foster Youth, English Learners (EL), Socioeconomically Disadvantaged (SED)/Low-income, Hispanic/Latino, African American/Black, and White students. Ninth grade continues to be an area of concern, with exceedingly high levels of D and F scores. There is a broad need for targeted interventions to support academic success. This action addresses the need specifically at Beaumont High School as the District only has one comprehensive high school with 9th grade students.<br><br>**Scope:**<br>  Schoolwide | 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. | Local indicator: Students Receiving at Least One D or F in 9th Grade |
| 2.5 | **Action:**<br>Instructional Coaches<br><br>**Need:**<br>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), | 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 initiative is implemented on a District-wide basis with coaches specializing in the areas of math, ELA, science, English Language Development (ELD), Special Education, social studies, and literacy. This comprehensive | California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Local Indicator: iReady |

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| | educational partners, and survey data provided feedback on the necessity for increased performance academically. Due to performance data on the Dashboard, 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 District-wide.<br><br>**Scope:**<br>  LEA-wide | approach allows the District to effectively address disparities and enhance educational outcomes across all schools. | |
| 2.6 | **Action:**<br>Instructional Technology Support<br><br>**Need:**<br>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 | 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 District-wide 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. | California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Local Indicator: iReady/STAR |

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| | 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.<br><br>California School Dashboard (Dashboard) data reveals significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (EL), Foster Youth, and Low-income students are particularly affected. EL are 67.6 points below standard in ELA and 95.2 points below standard in Mathematics. Foster Youth are 108.4 points below standard in ELA and 107.3 points below standard in Mathematics. Low-income students are 32.7 points below standard in ELA and 67.6 points below standard in Mathematics. Local data from iReady and STAR assessments further highlight these gaps. In ELA for grades K-8, only 38.2% of EL, 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 EL, 13.6% of Foster Youth, and 34.5% of Low-income students are at or above grade level.<br><br>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 EL, Foster Youth, and Low-income students who are currently underperforming. The District aims to support these students' academic growth and close achievement gaps | | |

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| | by equipping educators with the skills to utilize new technologies.<br><br>**Scope:**<br>  LEA-wide | | |
| 2.7 | **Action:**<br>College and/or Career Readiness<br><br>**Need:**<br>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 (EL) and Foster Youth in the Very Low-performance level, while African American/Black, Homeless, Two or More Races, and Students with Disabilities (SWD) 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.<br><br>**Scope:** | To address the needs of Foster Youth, English Learners (EL), 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 District-wide.<br><br>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. | California School Dashboard (Dashboard): College and Career Indicator (CCI)<br>Local Measure: CTE, A-G |

| 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 |
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| | LEA-wide | | |
| 2.11 | **Action:**<br>District-wide Professional Learning Day<br><br>**Need:**<br>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 are performing below the District average in English Language Arts (ELA) and Mathematics.<br><br>**Scope:**<br>LEA-wide | 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.<br><br>This action is provided on a District-wide 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 (Dashboard): English Language Arts (ELA), Mathematics, College and Career, and Graduation Indicators<br><br>Local Indicator: Career Technical Education (CTE), A-G Completion, Reading and Mathematics |
| 2.12 | **Action:**<br>Post-Secondary Assessment Support<br><br>**Need:**<br>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, and Homeless students. Insights from the | 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.<br><br>The provision of this support on a District-wide basis is rooted in the commitment to equity and the belief that every student, regardless of | The progress of this action will be measured by tracking the number of funded PSAT™ 8/9/10, PSAT/NMSQT®, SAT®, and AP® tests taken by Low-income, Foster Youth, and Homeless students, along with year-to-year participation changes. |

| 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 |
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| | 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.<br><br>**Scope:**<br>  Schoolwide | 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. | |
| 2.13 | **Action:**<br>Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5<br><br>**Need:**<br>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 K-5 opportunities allow students exposure to highly technical content that creates opportunities for students to explore interest in 6-12 CTE pathways.<br><br>California School Dashboard (Dashboard) data indicates significant performance disparities among English Learners (EL), Foster Youth, and Low-income students compared to the overall student population. In English Language Arts (ELA), all students are | The District will provide materials, supplies, and PD for K-5 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 District-wide to ensure all K-5 students have equitable access to quality STEM education, laying a consistent groundwork for student advancement. | California School Dashboard (Dashboard): English Language Arts (ELA) and Mathematics Local Data: iReady and STAR California Science Test (CAST) |

| 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 |
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| | 18.1 points below standard, whereas EL 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 EL are 95.2 points below standard, Foster Youth are 107.3 points below standard, and Low-income students are 67.6 points below standard.<br><br>Local data from iReady and STAR assessments also highlight these gaps. In ELA for grades K-8, 47.4% of all students are at or above grade level, compared to 38.2% of EL, 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 EL, 13.6% of Foster Youth, and 34.5% of Low-income students meet this benchmark.<br><br>To address these gaps, the action aims to provide materials, supplies, and Professional Development (PD) for K-5 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.<br><br>**Scope:** | | |

| 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 |
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| | LEA-wide | | |
| **2.14** | **Action:**<br>Mathematics Specialist and Intervention Teachers<br><br>**Need:**<br>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 (EL), Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities (SWD), 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 District-wide to address these disparities.<br><br>**Scope:**<br>  LEA-wide | To address these challenges, the District will implement mathematics support programs at the secondary level, led by a Math Specialist and supported by math intervention teachers at all secondary school sites. These strategic math intervention programs will target students presenting gaps in math skills and provide tailored support to improve proficiency. By offering support District-wide, 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. | California School Dashboard (Dashboard): Mathematics<br>Local Indicator: iReady/STAR mathematics |
| **2.15** | **Action:**<br>Elementary Math Support<br><br>**Need:**<br>The state assessment results in Mathematics underscore a District-wide need for enhanced mathematics instruction. English Learners (EL), Foster Youth, Hispanic/Latino students, Homeless students, Students with Disabilities | 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 District-wide to ensure all elementary students, | California School Dashboard (Dashboard): Mathematics<br>Local Indicator: iReady/STAR Mathematics |

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| | (SWD), and White students perform at the lowest levels (Orange and Red). The gaps in proficiency levels, highlighted by the California School Dashboard (Dashboard), point to a need for improved foundational math instruction at the elementary level. Feedback from educational partners and surveys calls for a District-wide strategy to strengthen Tier I mathematics instruction.<br><br>**Scope:**<br>  LEA-wide | regardless of their designation, benefit from strengthened Tier I mathematics instruction, aiming to improve performance levels and bridge proficiency gaps. | |
| 2.16 | **Action:**<br>Advancement Via Individual Determination (AVID)<br><br>**Need:**<br>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. 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.<br><br>**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. District-wide implementation ensures that all secondary students, especially those aspiring to be the first in their families to attend college, 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 |
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| | LEA-wide | | |
| 2.17 | **Action:**<br>Supplemental Materials<br><br>**Need:**<br>The District has identified a goal of ensuring that all students read at grade level by grade three. This is a critical milestone in a student's educational trajectory, with research that proves exponential success later in life if this goal is achieved. iReady reading scores reveal significant disparities in reading proficiency, with English Learners (EL), 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.<br><br>**Scope:**<br>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.<br><br>Providing these materials and training District-wide ensures all students receive consistent and comprehensive support, especially those from the identified student groups with the greatest needs. This District-wide 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: iReady |
| 3.1 | **Action:**<br>School Site Support<br><br>**Need:**<br>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 | Each school site will strategically utilize allocated funds according to its SPSA, which reflects a deep analysis of its specific Dashboard metrics. This method ensures that interventions and strategies are targeted and directly linked to empirically identified needs at each site. By aligning the SPSA with the LCAP on a school-wide basis, the action ensures a cohesive approach across the District, fostering uniform progress toward meeting state | California School Dashboard; ELA and Mathematics Academic Indicator<br>Local Indicator: Panorama<br>Local Indicator: iReady, STAR |

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| | (EL), Low-income, and low-performing student groups. School sites require additional support tailored to the needs of their communities. Metrics from the California School Dashboard (Dashboard) are included in the School Plans for Student Achievement (SPSA), which list specific activities and/or strategies that meet the needs of their schools.<br><br>**Scope:**<br>　LEA-wide | standards and improving outcomes for the lowest-performing student groups.<br><br>The rationale for implementing these actions on a District-wide or school-wide 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. | |
| 3.2 | **Action:**<br>Full-Day Kindergarten<br><br>**Need:**<br>The District has recognized a significant need to expand early educational opportunities specifically for its unduplicated student groups, including Foster Youth, Homeless, English Learners (EL), 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.<br><br>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 | The District is enhancing its educational offerings by providing a full-day kindergarten option in addition to the existing half-day program. This improvement aims to address the specific needs of Foster Youth, Homeless, English Learners (EL), and Low-income students, building on data showing that students who start earlier in our system tend to outperform those who enroll later.<br><br>By offering full-day kindergarten, the District is improving service availability and flexibility for families, enabling a more tailored educational approach that supports our community's diverse needs. This expanded option underscores the District's ongoing commitment to equity and access, ensuring that every family can choose the educational setting that best supports their child's early learning and development. | California School Dashboard; ELA and Mathematics Academic Indicator<br>Local Indicator: iReady<br>Local Indicator:  Panorama |

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| | importance of early intervention and sustained educational support starting in kindergarten.<br><br>The community has expressed a strong desire to continue full-day kindergarten programs, particularly to better support the unduplicated student groups who benefit most from increased instructional time and resources.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.3 | **Action:**<br>Kindergarten Transition Support<br><br>**Need:**<br>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.<br><br>Local indicator data from iReady for Kindergarten to 8th grade highlights significant performance gaps among unduplicated student groups, specifically English Learners (EL), 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, | The District will provide support staff to assist kindergarten teachers to meet this need. This will help manage classroom transitions and maintain an environment conducive to learning. By doing so, teachers can concentrate on delivering high-quality, small-group instruction tailored to young learners' needs. Ensuring this assistance is available at every school will help create a uniform approach to kindergarten instruction across the District, laying a solid educational foundation for every student. | Local Indicator: iReady |

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|---|---|---|---|
| | compared to 47.4% of all students. In Mathematics, only 35.2% of EL, 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.<br><br>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 EL, 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.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.4 | **Action:**<br>Secondary Class Size Reduction<br><br>**Need:**<br>There is a recognized need within the District to reduce the student-to-teacher ratio in English Language Arts (ELA) and Mathematics classes at the secondary level (grades 7-12). Teachers and the Beaumont Teachers Association (BTA) have highlighted this need, emphasizing that smaller class sizes would allow for more effective delivery of Tier I, II, and III instruction, increase course access, and improve overall academic outcomes. This reduction in class size is also | District plans to implement a class size reduction initiative specifically for core content areas with a focus on English and mathematics. 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.<br><br>This initiative is provided on a District-wide basis to ensure all secondary schools benefit from improved teaching and learning conditions. Standardizing smaller class sizes across the | California School Dashboard ELA and Mathematics Academic Indicator, Suspension Rate<br>Local Indicator: iReady, STAR, Panorama, Behavioral 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 |
|---|---|---|---|
| | anticipated to decrease classroom referrals and enhance scholarly behaviors among students.<br><br>Dashboard data indicates significant performance disparities among unduplicated student groups in both ELA and Mathematics. English Learners (EL), 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).<br><br>Local data from STAR assessments further highlight these gaps. In grades 9-12, only 29.9% of EL and 12.5% of Foster Youth are at or above grade level in ELA; 21.3% of EL and 0% of Foster Youth are at or above grade level in Mathematics.<br><br>To address these needs, the District will reduce class sizes at the secondary level in grades 7-12 by lowering student-teacher ratios in core content areas, emphasizing English and Mathematics. This action will primarily focus on supporting EL, Foster Youth, and Low-income students who are currently underperforming.<br><br>**Scope:** | District ensures equity in educational delivery and support, thus fostering an environment where all students have the opportunity to succeed academically and behaviorally. | |

| 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 | | |
| 3.5 | **Action:**<br>Teacher Induction<br><br>**Need:**<br>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).<br><br>Dashboard data indicates significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (EL), 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 | 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.<br><br>Implementing this induction program District-wide 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. This comprehensive support system not only aids new educators' professional growth but also enhances the quality of education delivered to students across the District. | California School Dashboard (Dashboard): ELA 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 |
|---|---|---|---|
| | ELA (Low - Orange) and 67.6 points below standard in Mathematics (Medium - Yellow).<br><br>To address these needs, the District will implement a structured induction process through the CTI Program to support new teachers. This action is primarily directed at supporting high quality teaching practices for EL, Foster Youth, and Low-income students who are currently underperforming.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.6 | **Action:**<br>Access to Technology<br><br>**Need:**<br>Through various educational partner surveys, there has been a clear desire to ensure that all students, particularly UPP 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.<br><br>Additionally, numerous educational partners requested that the District provide state-of-the-art technology in classrooms used by trained | 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.<br><br>This action is extended on a District-wide basis to ensure that all Foster Youth, English Learners (EL), and Low-income students, as well as other students who lack technological resources at home, have equal access to necessary technological tools. This District-wide implementation addresses the digital divide and supports 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 (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 |
|---|---|---|---|
| | teachers and co-instructional staff so that all students have a modern technical environment to learn from.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.7 | **Action:**<br>Supplemental Software<br><br>**Need:**<br>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.<br><br>iReady data demonstrates that 29% of students District-wide 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. | 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 students.<br><br>Providing these technological tools on a District-wide 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 all students. | California School Dashboard (Dashboard): ELA and Mathematics Academic Indicator<br>Local Indicator: iReady, 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 |
|---|---|---|---|
| | Students in grades 9-12, on average, performed at a quantile level of 1110 in Math which is equivalent to the beginning of the 10th grade year (STAR).  In ELA, students in grades 9-12, on average, performed at a Lexile level of 1215L which is equivalent to the middle of the 9th grade year.

Dashboard data indicates significant performance disparities among unduplicated student groups in English Language Arts (ELA) and Mathematics. English Learners (EL), 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).

To address these needs, the District will implement supplemental software that enhances academic instruction efficiency and supports targeted interventions. This action will focus on supporting Foster Youth, Low-income students, and English Learners (EL) who are currently underperforming. Using analytics and universal screener software will allow educators to assess foundational reading and mathematics skills accurately.

**Scope:** | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| 3.8 | **Action:**<br>Emergency Preparation<br><br>**Need:**<br>Based on feedback from numerous Parent Advisory Committees (PACs), educational partners, families, community members, survey data, students and staff, there is a recognized need to enhance access to disaster and emergency preparedness training within the District. The goal is to make these trainings more accessible and equitable through an online platform allowing teachers and staff the flexibility to complete them during the workday or during designated professional learning times. Local Panorama data will be utilized to gauge student, parent, and staff perception of safety.<br><br>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.<br><br>For students in grades 3-5, Social Awareness is 66.5% for Low-income, 67% for Foster Youth, and 62% for English Learners (EL). Sense of Belonging is 63.5% for Low-income, 65% for Foster Youth, and 64% for EL. Growth Mindset is 58.5% for Low-income, 55.5% for | The District will implement disaster and emergency preparedness protocols in response to this need through a comprehensive online training platform. This platform will provide essential preparedness training that can be accessed by all staff at any time, accommodating different schedules and ensuring that every staff member has the opportunity to complete the training without disrupting their daily responsibilities.<br><br>Adequate training will help support school staff in conducting school-wide drills to ensure student, staff, and parent safety.<br>Providing this training on a District-wide basis ensures a consistent level of preparedness across all schools, fostering a safe and orderly school environment for students and staff. 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. | Local Indicator: Panorama; Parent and Family Engagement (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 |
|---|---|---|---|
| | Foster Youth, and 54% for EL. Self-Efficacy is 53% for Low-income, 44% for Foster Youth, and 44% for EL. Emotion Regulation is 44% for Low-income, 45% for Foster Youth, and 44% for EL.<br><br>By implementing these training modules, the District aims to provide comprehensive and convenient access to essential disaster and emergency preparedness education, fostering a secure and supportive learning environment for all students and staff. This action item supports all students specifically Foster Youth and Low-income students.<br><br><br>**Scope:**<br>  LEA-wide | | |
| 3.9 | **Action:**<br>Home-to-School Transportation<br><br>**Need:**<br>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 UPP students, the District plans to reduce any barrier of transportation that may exist.<br><br>This support is essential to ensure consistent school attendance and access to educational opportunities for students who might otherwise | Implementing this transportation service on a District-wide basis guarantees that all eligible students, regardless of their school location within the District, receive equitable access to essential services. This comprehensive approach ensures that transportation barriers are systematically addressed across the District. | California School Dashboard:  Chronic Absenteeism<br>Local Indicator: 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 |
|---|---|---|---|
| | 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 Pupil Percentage (UPP) population.<br><br>**Scope:**<br> LEA-wide | | |
| 3.10 | **Action:**<br>Learning Environment<br><br>**Need:**<br>To meet the unique learning needs of all students, particularly UPP students, there is a need to create safe and secure learning environments that are well maintained and have the correct and necessary equipment with adequate supplies. This increased and improved service ensures that no student, teacher, principal, or school goes without the tools necessary to create the most successful path for UPP students.<br><br>**Scope:**<br> LEA-wide | Through the SARC and Williams Compliance Review processes, the District will ensure that every school site and classroom provides a safe and secure learning environment for UPP students. | 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 (LCFF Priority 1) |
| 3.11 | **Action:**<br>LCAP Oversight<br><br>**Need:**<br>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 | 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 | California School Dashboard: ELA and Mathematics Academic Indicator<br>Local Indicator: iReady; STAR; Appropriately Assigned Teachers, Access to Curriculum- |

| 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 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.<br><br>**Scope:**<br>  LEA-wide | 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.<br><br>This structured approach to LCAP oversight will be implemented District-wide to ensure that all schools and programs under the LCAP benefit uniformly from precise and effective management. This ensures that resources intended to support UPP students are maximized for their intended purpose. | Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1); Implementation of State Academic Standards (LCFF Priority 2); Parent and Family Engagement (LCFF Priority 3); School Climate (LCFF Priority 6); Access to a Broad Course of Study (LCFF Priority 7) |

## Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| 2.8 | **Action:**<br>English Learner (EL) Support<br><br>**Need:**<br>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 | 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. | 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | 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.<br><br>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 District and aims to elevate the overall effectiveness of the EL program. | |
| 2.9 | **Action:**<br>Specialized Training and Increased Services for English Learners (EL)<br><br>**Need:**<br>As the California School Dashboard (Dashboard) indicates, the District's English Learners (EL) face significant challenges, especially at Three Rings Ranch Elementary School (TRR), Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS). EL students score 67.6 points below the English Language Arts (ELA) standard and 95.2 points below standard in Mathematics. Furthermore, the English Learner Progress Indicator (ELPI) reflects that only 49% are making strides toward English proficiency, with 22.6% experiencing a decrease in proficiency | The District will provide specialized training for Bilingual Instructional Aides at Three Rings Ranch (TRR) Elementary School, Mountain View Middle School (MVMS), and San Gorgonio Middle School (SGMS) to target 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 | 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | that show these locations have the most profound needs with the highest populations of EL students.<br><br>The rationale for providing these actions on a school-wide basis at the selected schools is to ensure localized improvement in EL achievement. By focusing resources strategically, the District can address the specific challenges of EL students at these schools, supporting the goal of increased English language proficiency and closing the achievement gap as indicated by the ELPI data. This action item was developed to address Technical Assistance to ensure EL students can access the English Language Arts (ELA) and Mathematics standards. | |
| **2.10** | **Action:**<br>Provide Additional Supports and Resources for Long-Term English Learners (LTELs)<br><br>**Need:**<br>District data underscores a critical challenge for Long-Term English Learners (LTEL): 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.<br><br>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. | In response to the profound needs of LTELs, the District is set to provide additional resources and support. This includes augmenting the number of Bilingual Instructional Aides, increasing their hours, and offering further training on strategies specifically designed to support LTELs. These steps aim to advance the reclassification rate of students categorized as LTELs.<br><br>The deployment of these services on a District-wide basis is justified by the uniform necessity for support across all secondary schools. It ensures that LTELs across the District have equitable access to the resources they require for language acquisition. The goal is to enable a broader and more consistent impact, raising LTELs' performance to meet or exceed standards and facilitating their full participation in the academic community. | California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics and English Language Proficiency Indicator (ELPI)<br>California DataQuest: Long-Term English Learners (LTEL) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>    Limited to Unduplicated Student Group(s) | | |
| 2.20 | **Action:**<br>Foster Youth Partnership Program<br><br>**Need:**<br>The District's analysis of the California School Dashboard (Dashboard) reveals significant gaps in support for Foster Youth. This group has a high rate of Chronic Absenteeism at 32.8%, with a decrease of 12% over the previous year. Academically, Foster Youth are 100.4 points below the standard in English Language Arts (ELA), showing a decline of 15.1 points. Despite a recent improvement of 9.6 points in Mathematics, they remain 100.7 points below the standard. These statistics underscore the urgency of addressing the specific needs of Foster Youth.<br><br>**Scope:**<br>    Limited to Unduplicated Student Group(s) | The District has partnered with Harmony Haven, operated by the Department of Social Services, to enhance support for Foster Youth. This initiative includes providing an onsite teacher, a Campus Aide, Specialized Academic Instruction (SAI) support, behavioral support services, and necessary materials and supplies. This comprehensive approach is tailored to tackle the academic and non-academic challenges faced by Foster Youth, ensuring they receive targeted interventions that facilitate academic success and improved attendance. The District is also eligible for Differentiated Assistance due to Foster Youth performance and will be engaging in Language Essentials for Teachers of Reading and Spelling (LETRS) training to better equip teachers and Instructional Aides of Foster Youth. By implementing these services District-wide, the District aims to reach the largest population of Foster Youth, promoting consistent and effective support across all schools within the District. | California School Dashboard (Dashboard): English Language Arts (ELA), Mathematics, and Chronic Absenteeism |

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.

## 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 UPP students.

The District's Alternative to Suspension (ATS) (Goal 1, Action 11) program is located at Beaumont High School (BHS), Mountain View Middle School (MVMS) and San Gorgonio Middle School (SGMS) (all of which have UPP concentration populations greater than 55%). These programs include three ATS teachers, three instructional assistants and one counselor.

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

The secondary math intervention program includes additional teachers for schools that have a higher concentration of UPP students (Goal 2, Action 14). BHS has been allocated three math intervention teachers, San Gorgonio (SGMS) has been allocated two math intervention teachers and Mountain View Middle School (MVMS) has been allocated two math intervention teachers (as opposed to Summerwind Trails School (STS) being allocated one math intervention teacher due to a lower
UPP concentration).

With full transparency, schools with a UPP exceeding 55% receive over 95% of the academic coaching support provided by the District. Furthermore, Palm Innovation Academy benefits from the assistance of one full-time instructional coach, supplemented by support from the District's instructional coaching team.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1 to 18 | 1 to 16 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1 to 22 | 1 to 15 |

# 2024-25 Total 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 %) |
|---|---|---|---|---|---|
| | [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | $131,000,569 | 29,249,662 | 22.328% | 0.000% | 22.328% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | $30,069,530.00 | $631,145.00 | $0.00 | $721,766.00 | $31,422,441.00 | $22,494,204.00 | $8,928,237.00 |

This table was automatically populated from this LCAP.

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Counseling Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $2,934,080.00 | $131,075.00 | $3,065,155.00 | | | | $3,065,155.00 |
| 1 | 1.2 | School Resource Officers (SROs) | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: BHS, MVMS, SGMS, and STS | 2024-25 | $0.00 | $426,974.00 | $426,974.00 | | | | $426,974.00 |
| 1 | 1.3 | Student Support Services Coordinators | Foster Low | Youth Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | 2024-25 | $457,483.00 | $14,600.00 | $472,083.00 | | | | $472,083.00 |
| 1 | 1.4 | Assistant Principals | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $1,768,324.00 | $0.00 | $1,768,324.00 | | | | $1,768,324.00 |
| 1 | 1.5 | Engagement and Outreach | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $626,481.00 | $71,791.00 | $662,272.00 | | | $36,000.00 | $698,272.00 |
| 1 | 1.6 | College and Career Readiness Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: BHS, GVHS, BMCHS, and 21st CLI | 2024-25 | $106,903.00 | $33,838.00 | $33,000.00 | $106,903.00 | | $838.00 | $140,741.00 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Attendance Improvement Through District-Wide Incentives | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 |
| 1 | 1.8 | Health Support Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $664,581.00 | $20,000.00 | $684,581.00 | | | | $684,581.00 |
| 1 | 1.9 | Sports Program Support | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12 | 2024-25 | $102,042.00 | $81,957.00 | $183,999.00 | | | | $183,999.00 |
| 1 | 1.10 | District Communication | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $164,291.00 | $89,825.00 | $254,116.00 | | | | $254,116.00 |
| 1 | 1.11 | Alternative to Suspension (ATS) | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: MVMS, SGMS, BHS, and STS | 2024-25 | $966,194.00 | $8,000.00 | $974,194.00 | | | | $974,194.00 |
| 1 | 1.12 | Restorative Practices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $25,652.00 | $10,000.00 | $35,652.00 | | | | $35,652.00 |
| 1 | 1.13 | Climate and Culture | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $275,800.00 | $275,800.00 | | | | $275,800.00 |
| 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 | 2024-25 | $1,278,705.00 | $82,397.00 | $1,361,102.00 | | | | $1,361,102.00 |
| 1 | 1.15 | Targeted Attendance Support | Homeless, African American/Black, Hispanic/Latino, White, and Two or More Races All Students with | No | | | | 2024-25 | $0.00 | $125,700.00 | | $125,700.00 | | | $125,700.00 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Disabilities | | | | | | | | | | | | |
| 1 | 1.16 | Positive Behavioral Interventions and Supports (PBIS) | Socioeconomically Disadvantaged (SED), African American/Black, Hispanic/Latino, White, and Two or More Races All Students with Disabilities | No | | | | 2024-25 | $72,841.00 | $0.00 | $72,841.00 | | | | $72,841.00 |
| 2 | 2.1 | Professional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $173,937.00 | $625,000.00 | $798,937.00 | | | | $798,937.00 |
| 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 | 2024-25 | $558,798.00 | $26,000.00 | $584,798.00 | | | | $584,798.00 |
| 2 | 2.3 | Foundational Literacy Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $1,188,664.00 | $0.00 | $738,506.00 | | | $450,158.00 | $1,188,664.00 |
| 2 | 2.4 | Early High School Intervention | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: BHS 9th grade | 2024-25 | $174,349.00 | $0.00 | $174,349.00 | | | | $174,349.00 |
| 2 | 2.5 | Instructional Coaches | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $2,009,216.00 | $42,750.00 | $1,817,196.00 | | | $234,770.00 | $2,051,966.00 |
| 2 | 2.6 | Instructional Technology Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $22,668.00 | $50,000.00 | $72,668.00 | | | | $72,668.00 |
| 2 | 2.7 | College and/or Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $670,590.00 | $39,600.00 | $710,190.00 | | | | $710,190.00 |
| 2 | 2.8 | English Learner (EL) Support | English Learners Foster Youth | Yes | Limited to Undupli | English Learners Foster Youth | All Schools | 2024-25 | $493,703.00 | $15,300.00 | $509,003.00 | | | | $509,003.00 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low | Income | | cated Student Group(s) | Low Income | | | | | | | | | |
| 2 | 2.9 | Specialized Training and Increased Services for English Learners (EL) | English | Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: TRR, MVMS, and SGMS TK-8 | 2024-25 | $57,509.00 | $0.00 | $57,509.00 | | | | $57,509.00 |
| 2 | 2.10 | Provide Additional Supports and Resources for Long-Term English Learners (LTELs) | English Foster Low | Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | 2024-25 | $152,560.00 | $0.00 | $152,560.00 | | | | $152,560.00 |
| 2 | 2.11 | District-wide Professional Learning Day | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $630,750.00 | $13,000.00 | $643,750.00 | | | | $643,750.00 |
| 2 | 2.12 | Post-Secondary Assessment Support | Foster Low | Youth Income | Yes | Schoolwide | Foster Youth Low Income | All Schools Specific Schools: GVHS, BMCHS, BHS, MVMS, and SGMS | 2024-25 | $0.00 | $35,000.00 | $35,000.00 | | | | $35,000.00 |
| 2 | 2.13 | Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5 | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: 21st CLI, STS, AHE, BES, PIA, SLE, SES, TRR, and THE Elementary | 2024-25 | $0.00 | $75,000.00 | $75,000.00 | | | | $75,000.00 |
| 2 | 2.14 | Mathematics Specialist and Intervention Teachers | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $1,227,824.00 | $50,000.00 | $1,277,824.00 | | | | $1,277,824.00 |
| 2 | 2.15 | Elementary Math Support | English Foster | Learners Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2024-25 | $1,206,776.00 | $0.00 | $1,206,776.00 | | | | $1,206,776.00 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | |
| 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 | 2024-25 | $113,971.00 | $60,236.00 | $174,207.00 | | | | $174,207.00 |
| 2 | 2.17 | Supplemental Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $184,108.00 | $300,000.00 | $484,108.00 | | | | $484,108.00 |
| 2 | 2.18 | Foundational Literacy Routines and Intervention | Foster Youth and Homeless Students with Disabilities | No | | | | | 2024-25 | $0.00 | $33,100.00 | | $33,100.00 | | | $33,100.00 |
| 2 | 2.19 | Targeted Mathematics Support | African American/Black, EL, SWD, White, and Two or More Races All Students with Disabilities | No | | | | | 2024-25 | $0.00 | $365,442.00 | | $365,442.00 | | | $365,442.00 |
| 2 | 2.20 | Foster Youth Partnership Program | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | Specific Schools: 21st CLI | 2024-25 | $224,214.00 | $150,000.00 | $374,214.00 | | | | $374,214.00 |
| 3 | 3.1 | School Site Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $282,911.00 | $646,869.00 | $929,780.00 | | | | $929,780.00 |
| 3 | 3.2 | Full-Day Kindergarten | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten | 2024-25 | $1,724,484.00 | $0.00 | $1,724,484.00 | | | | $1,724,484.00 |
| 3 | 3.3 | Kindergarten Transition Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: AHE, BES, PIA, SLE, SES, TRR, | 2024-25 | $117,549.00 | $0.00 | $117,549.00 | | | | $117,549.00 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | THE, and STS Kindergarten | | | | | | | | |
| 3 | 3.4 | Secondary Class Size Reduction | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th | 2024-25 | $1,298,803.00 | $0.00 | $1,298,803.00 | | | | $1,298,803.00 |
| 3 | 3.5 | Teacher Induction | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $73,826.00 | $101,000.00 | $174,826.00 | | | | $174,826.00 |
| 3 | 3.6 | Access to Technology | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $1,097,000.00 | $1,097,000.00 | | | | $1,097,000.00 |
| 3 | 3.7 | Supplemental Software | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $887,338.00 | $887,338.00 | | | | $887,338.00 |
| 3 | 3.8 | Emergency Preparation | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $64,351.00 | $64,351.00 | | | | $64,351.00 |
| 3 | 3.9 | Home-to-School Transportation | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $366,319.00 | $536,641.00 | $902,960.00 | | | | $902,960.00 |
| 3 | 3.10 | Learning Environment | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $0.00 | $279,754.00 | $279,754.00 | | | | $279,754.00 |
| 3 | 3.11 | LCAP Oversight | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 | $373,098.00 | $2,052,899.00 | $2,425,997.00 | | | | $2,425,997.00 |

# 2024-25 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 |
|---|---|---|---|---|---|---|---|---|---|
| [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | | [AUTO-CALCULATED] |
| $131,000,569 | 29,249,662 | 22.328% | 0.000% | 22.328% | $29,996,689.00 | 0.000% | 22.898 % | Total: | $29,996,689.00 |
| | | | | | | | | LEA-wide Total: | $25,652,260.00 |
| | | | | | | | | Limited Total: | $1,093,286.00 |
| | | | | | | | | Schoolwide Total: | $3,251,143.00 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| <span style="color:red">This table is automatically generated and calculated from this LCAP.</span> | | | | | | | | |
| 1 | 1.1 | Counseling Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,065,155.00 | |
| 1 | 1.2 | School Resource Officers (SROs) | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: BHS, MVMS, SGMS, and STS | $426,974.00 | |
| 1 | 1.3 | Student Support Services Coordinators | Yes | LEA-wide | Foster Youth Low Income | All Schools | $472,083.00 | |
| 1 | 1.4 | Assistant Principals | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,768,324.00 | |
| 1 | 1.5 | Engagement and Outreach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $662,272.00 | |
| 1 | 1.6 | College and Career Readiness Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: BHS, GVHS, | $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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | BMCHS, and 21st CLI | | |
| 1 | 1.7 | Attendance Improvement Through District-Wide Incentives | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 1 | 1.8 | Health Support Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $684,581.00 | |
| 1 | 1.9 | Sports Program Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: MVMS, SGMS, GVHS, and BMCHS Grade 6-12 | $183,999.00 | |
| 1 | 1.10 | District Communication | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $254,116.00 | |
| 1 | 1.11 | Alternative to Suspension (ATS) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: MVMS, SGMS, BHS, and STS | $974,194.00 | |
| 1 | 1.12 | Restorative Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $35,652.00 | |
| 1 | 1.13 | Climate and Culture | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275,800.00 | |
| 1 | 1.14 | Mental Health, Social-Emotional Support, and Classroom Climate Improvement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,361,102.00 | |
| 2 | 2.1 | Professional Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $798,937.00 | |
| 2 | 2.2 | Implementation and Support of Dual Language Immersion (DLI) Programs | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $584,798.00 | |
| 2 | 2.3 | Foundational Literacy Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $738,506.00 | |

| 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 | 2.4 | Early High School Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: BHS 9th grade | $174,349.00 | |
| 2 | 2.5 | Instructional Coaches | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,817,196.00 | |
| 2 | 2.6 | Instructional Technology Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $72,668.00 | |
| 2 | 2.7 | College and/or Career Readiness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $710,190.00 | |
| 2 | 2.8 | English Learner (EL) Support | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | $509,003.00 | |
| 2 | 2.9 | Specialized Training and Increased Services for English Learners (EL) | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: TRR, MVMS, and SGMS TK-8 | $57,509.00 | |
| 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 | $152,560.00 | |
| 2 | 2.11 | District-wide Professional Learning Day | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $643,750.00 | |
| 2 | 2.12 | Post-Secondary Assessment Support | Yes | Schoolwide | Foster Youth Low Income | All Schools Specific Schools: GVHS, BMCHS, BHS, MVMS, and SGMS | $35,000.00 | |
| 2 | 2.13 | Science, Technology, Engineering, and Mathematics (STEM) Implementation Kindergarten (K)-5 | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: 21st CLI, STS, AHE, BES, PIA, SLE, SES, TRR, and THE Elementary | $75,000.00 | |
| 2 | 2.14 | Mathematics Specialist and Intervention Teachers | Yes | LEA-wide | English Learners Foster Youth | All Schools | $1,277,824.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|------------------------------------------------------------|---------------------------------------------|
| | | | | | Low Income | | | |
| 2 | 2.15 | Elementary Math Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,206,776.00 | |
| 2 | 2.16 | Advancement Via Individual Determination (AVID) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $174,207.00 | |
| 2 | 2.17 | Supplemental Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $484,108.00 | |
| 2 | 2.20 | Foster Youth Partnership Program | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | Specific Schools: 21st CLI | $374,214.00 | |
| 3 | 3.1 | School Site Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $929,780.00 | |
| 3 | 3.2 | Full-Day Kindergarten | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten | $1,724,484.00 | |
| 3 | 3.3 | Kindergarten Transition Support | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: AHE, BES, PIA, SLE, SES, TRR, THE, and STS Kindergarten | $117,549.00 | |
| 3 | 3.4 | Secondary Class Size Reduction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BHS, SGMS, MVMS, and STS 7th -12th | $1,298,803.00 | |
| 3 | 3.5 | Teacher Induction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $174,826.00 | |
| 3 | 3.6 | Access to Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,097,000.00 | |
| 3 | 3.7 | Supplemental Software | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $887,338.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|-------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 3 | 3.8 | Emergency Preparation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $64,351.00 | |
| 3 | 3.9 | Home-to-School Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $902,960.00 | |
| 3 | 3.10 | Learning Environment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $279,754.00 | |
| 3 | 3.11 | LCAP Oversight | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,425,997.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| **Totals** | $33,063,688.00 | $32,799,411.00 |

| 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) |
|---|---|---|---|---|---|
| This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added. | | | | | |
| **1** | **1.1** | Counseling Support | Yes | $2,609,578.00 | $2,536,619.00 |
| **1** | **1.2** | School Resource Officer (SRO) | No | $159,563.00 | $159,563.00 |
| **1** | **1.3** | Student Services Coordinators | Yes | $428,160.00 | $435,405.00 |
| **1** | **1.4** | Assistant Principals (APs) | Yes | $1,781,172.00 | $1,726,079.00 |
| **1** | **1.5** | Parent and Community Outreach | Yes | $548,723.00 | $528,162.00 |
| **1** | **1.6** | Parent Engagement Coordinator | Yes | $166,207.00 | $209,959.00 |
| **1** | **1.7** | College and Career Symposium and Signing Day | Yes | $8,000.00 | $8,000.00 |
| **1** | **1.8** | School Resource Officers (SROs) | Yes | $320,125.00 | $320,125.00 |
| **1** | **1.9** | Anti-Bullying and Attendance Improvement | Yes | $10,000.00 | $10,339.00 |
| **1** | **1.10** | Project KIND - Medical | Yes | $11,000.00 | $11,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Sports Program at GVHS and Middle Schools | Yes | $66,000.00 | $96,258.00 |
| 1 | 1.12 | District Communications Officer | Yes | $260,607.00 | $279,179.00 |
| 1 | 1.13 | Health Support | Yes | $501,946.00 | $466,601.00 |
| 1 | 1.14 | Restorative Practices | Yes | $871,081.00 | $865,687.00 |
| 1 | 1.15 | School Climate | Yes | $64,351.00 | $60,289.00 |
| 1 | 1.16 | School Safety and Security | No | $7,000,000.00 | $5,778,095.00 |
| 2 | 2.1 | Professional Learning | Yes | $332,521.00 | $437,678.00 |
| 2 | 2.2 | Provide Additional Teachers; Support Programs and Student Needs | Yes | $4,387,020.00 | $4,393,683.00 |
| 2 | 2.3 | Early Literacy Intervention Program | Yes | $1,305,530.00 | $1,535,575.00 |
| 2 | 2.4 | School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups | Yes | $937,068.00 | $896,659.00 |
| 2 | 2.5 | Instructional Coaches and Teachers | Yes | $1,598,975.00 | $1,628,844.00 |
| 2 | 2.6 | Supplemental Software | Yes | $834,570.00 | $1,284,570.00 |
| 2 | 2.7 | College and/or Career Readiness | Yes | $330,839.00 | $328,934.00 |

| 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 | 2.8 | English Learner Support | Yes | $614,802.00 | $576,078.00 |
| 2 | 2.9 | Counseling | Yes | $900,244.00 | $881,090.00 |
| 2 | 2.10 | Additional Learning Opportunities | Yes | $323,690.00 | $36,333.00 |
| 2 | 2.11 | Ongoing Professional Development (PD) | Yes | $571,197.00 | $570,858.00 |
| 2 | 2.12 | Advancement Via Individual Determination (AVID) | Yes | $174,175.00 | $174,325.00 |
| 2 | 2.13 | PSAT and SAT | Yes | $35,000.00 | $6,168.00 |
| 2 | 2.14 | STEM Implementation K-5 | Yes | $75,000.00 | $75,000.00 |
| 2 | 2.15 | Mathematics Intervention Teachers and Specialist | Yes | $1,262,055.00 | $1,148,699.00 |
| 2 | 2.16 | Clerical Support TK-12 Programs | Yes | $83,239.00 | $73,370.00 |
| 3 | 3.1 | Teacher Induction | Yes | $131,933.00 | $131,933.00 |
| 3 | 3.2 | Home to School Transportation | Yes | $390,300.00 | $493,210.00 |
| 3 | 3.3 | Access to Technology | Yes | $1,097,000.00 | $1,722,313.00 |
| 3 | 3.4 | LCAP Oversight | Yes | $2,001,029.00 | $2,051,059.00 |
| 3 | 3.5 | Best, First Instruction: Professional Learning Development | Yes | $740,988.00 | $737,472.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.6 | Climate and Culture | Yes | $100,000.00 | $94,200.00 |
| 3 | 3.7 | Social-Emotional Well-Being and Classroom Climate | Yes | $30,000.00 | $30,000.00 |

# 2023-24 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) |
|---|---|---|---|---|---|---|
| $24,394,373.00 | $25,336,362.00 | $26,059,841.00 | ($723,479.00) | 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) |
|---|---|---|---|---|---|---|---|
| This table was automatically populated from the 2022 LCAP.  Existing content should not be changed, but additional actions/funding can be added. | | | | | | | |
| 1 | 1.1 | Counseling Support | Yes | $2,609,578.00 | $2,536,619.00 | | |
| 1 | 1.3 | Student Services Coordinators | Yes | $428,160.00 | $435,405.00 | | |
| 1 | 1.4 | Assistant Principals (APs) | Yes | $1,781,172.00 | $1,726,079.00 | | |
| 1 | 1.5 | Parent and Community Outreach | Yes | $512,723.00 | $501,754.00 | | |
| 1 | 1.6 | Parent Engagement Coordinator | Yes | $95,376.00 | $97,492.00 | | |
| 1 | 1.7 | College and Career Symposium and Signing Day | Yes | $8,000.00 | $8,000.00 | | |
| 1 | 1.8 | School Resource Officers (SROs) | Yes | $320,125.00 | $320,125.00 | | |
| 1 | 1.9 | Anti-Bullying and Attendance Improvement | Yes | $10,000.00 | $10,339.00 | | |
| 1 | 1.10 | Project KIND - Medical | Yes | $11,000.00 | $11,000.00 | | |
| 1 | 1.11 | Sports Program at GVHS and Middle Schools | Yes | $66,000.00 | $96,258.00 | | |
| 1 | 1.12 | District Communications Officer | Yes | $260,607.00 | $279,179.00 | | |
| 1 | 1.13 | Health Support | Yes | $501,946.00 | $466,601.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.14 | Restorative Practices | Yes | $871,081.00 | $865,687.00 | | |
| 1 | 1.15 | School Climate | Yes | $64,351.00 | $60,289.00 | | |
| 2 | 2.1 | Professional Learning | Yes | $332,521.00 | $437,678.00 | | |
| 2 | 2.2 | Provide Additional Teachers; Support Programs and Student Needs | Yes | $4,387,020.00 | $4,393,683.00 | | |
| 2 | 2.3 | Early Literacy Intervention Program | Yes | $1,023,321.00 | $1,099,078.00 | | |
| 2 | 2.4 | School Site Support in Unduplicated Pupil Populations (UPP) and Student Groups | Yes | $937,068.00 | $896,659.00 | | |
| 2 | 2.5 | Instructional Coaches and Teachers | Yes | $1,420,252.00 | $1,402,304.00 | | |
| 2 | 2.6 | Supplemental Software | Yes | $834,570.00 | $1,284,570.00 | | |
| 2 | 2.7 | College and/or Career Readiness | Yes | $330,839.00 | $328,934.00 | | |
| 2 | 2.8 | English Learner Support | Yes | $614,802.00 | $576,078.00 | | |
| 2 | 2.9 | Counseling | Yes | $900,244.00 | $881,090.00 | | |
| 2 | 2.10 | Additional Learning Opportunities | Yes | $323,690.00 | $36,333.00 | | |
| 2 | 2.11 | Ongoing Professional Development (PD) | Yes | $571,197.00 | $570,858.00 | | |
| 2 | 2.12 | Advancement Via Individual Determination (AVID) | Yes | $174,175.00 | $174,325.00 | | |
| 2 | 2.13 | PSAT and SAT | Yes | $35,000.00 | $6,168.00 | | |
| 2 | 2.14 | STEM Implementation K-5 | Yes | $75,000.00 | $75,000.00 | | |
| 2 | 2.15 | Mathematics Intervention Teachers and Specialist | Yes | $1,262,055.00 | $1,148,699.00 | | |

| 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 | 2.16 | Clerical Support TK-12 Programs | Yes | $83,239.00 | $73,370.00 | | |
| 3 | 3.1 | Teacher Induction | Yes | $131,933.00 | $131,933.00 | | |
| 3 | 3.2 | Home to School Transportation | Yes | $390,300.00 | $493,210.00 | | |
| 3 | 3.3 | Access to Technology | Yes | $1,097,000.00 | $1,722,313.00 | | |
| 3 | 3.4 | LCAP Oversight | Yes | $2,001,029.00 | $2,051,059.00 | | |
| 3 | 3.5 | Best, First Instruction: Professional Learning Development | Yes | $740,988.00 | $737,472.00 | | |
| 3 | 3.6 | Climate and Culture | Yes | $100,000.00 | $94,200.00 | | |
| 3 | 3.7 | Social-Emotional Well-Being and Classroom Climate | Yes | $30,000.00 | $30,000.00 | | |

# 2023-24 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) |
|---|---|---|---|---|---|---|---|---|
| $125,118,420.00 | $24,394,373.00 | 0.000% | 19.497% | $26,059,841.00 | 0.000% | 20.828% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

### 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

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

    o 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) (California Legislative Information) 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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o  In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o  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.

    o  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.

    o  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**
- 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.

- 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.

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

# 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of 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.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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.

- o **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.

  - o **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).

  - o **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.

  - o **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.

o   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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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