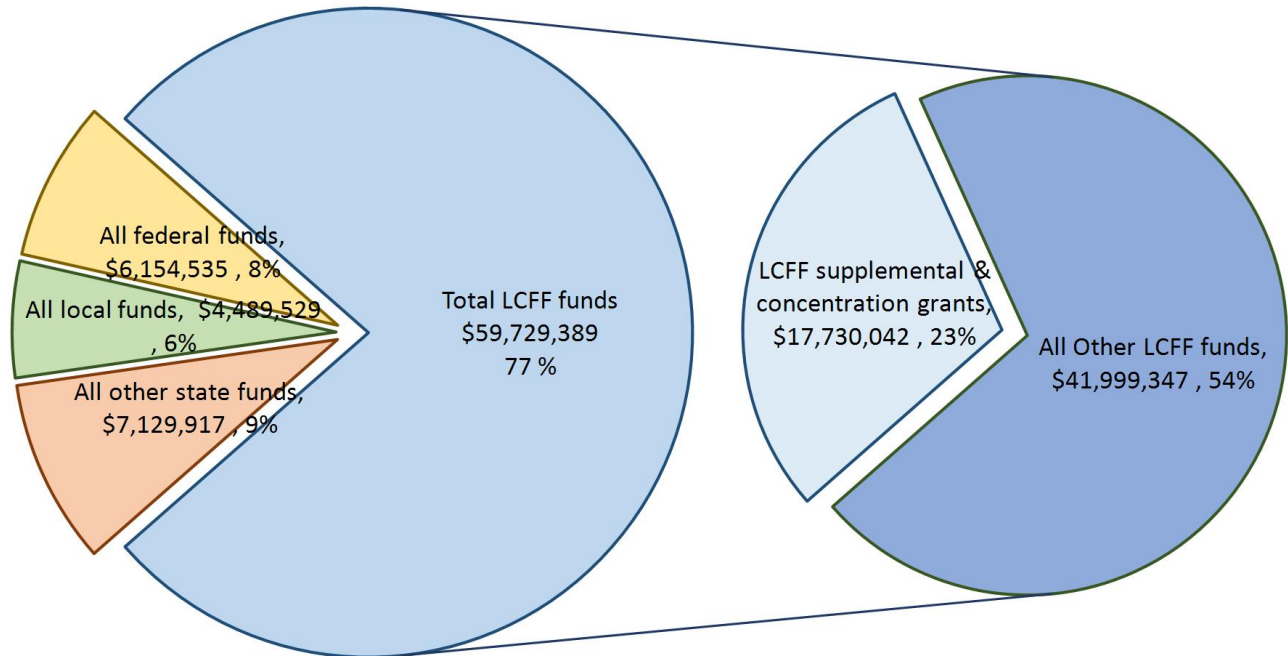# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banning Unified School District
CDS Code: 33-66985-0000000
School Year: 2022-23
LEA contact information:
Victor Herrera
Chief Business Officer
vherrera@banning.k12.ca.us
951-922-0200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $6,154,535 , 8%

All local funds, $4,489,529 , 6%

All other state funds, $7,129,917 , 9%

Total LCFF funds $59,729,389 77 %

LCFF supplemental & concentration grants, $17,730,042 , 23%

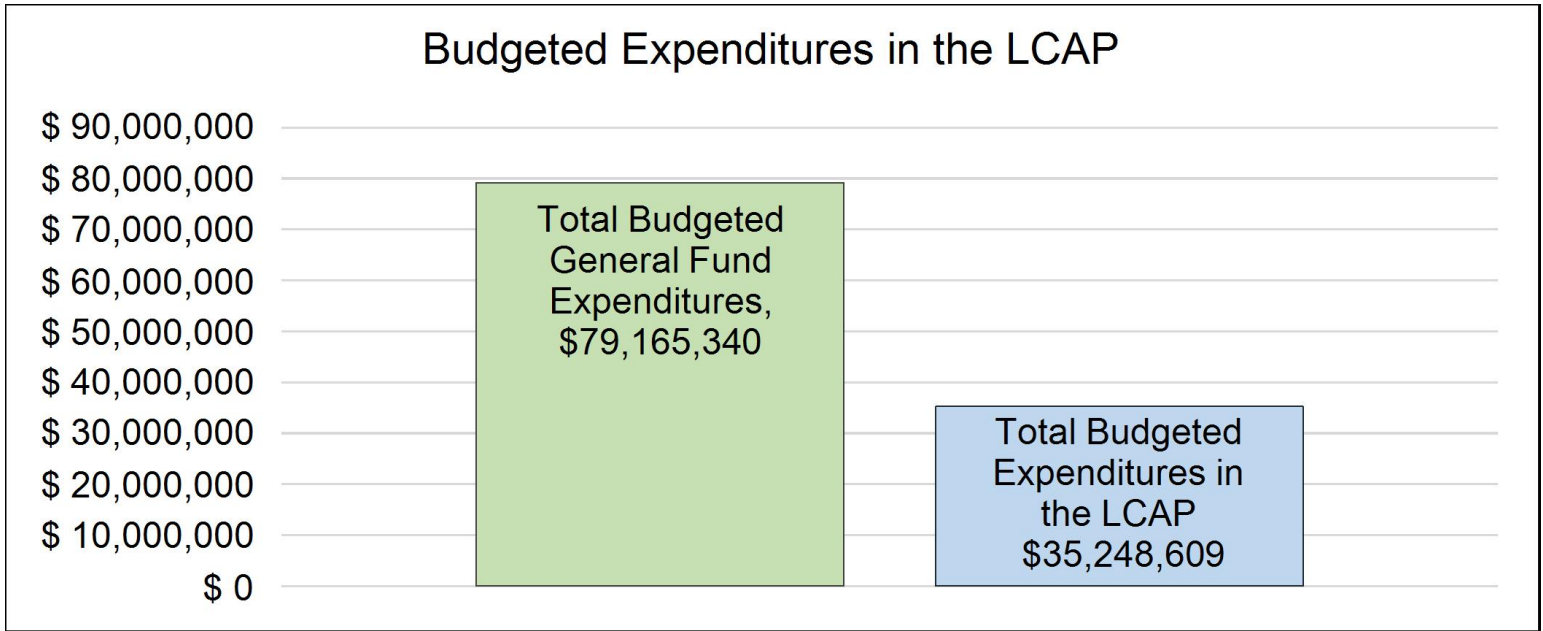All Other LCFF funds, $41,999,347 , 54%

This chart shows the total general purpose revenue Banning 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 Banning Unified School District is $77,503,370, of which $59,729,389 is Local Control Funding Formula (LCFF), $7,129,917 is other state funds, $4,489,529 is local funds, and $6,154,535 is federal funds. Of the $59,729,389 in LCFF Funds, $17,730,042 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $79,165,340

Total Budgeted Expenditures in the LCAP $35,248,609

This chart provides a quick summary of how much Banning Unified School District plans to spend for 2022-23. 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: Banning Unified School District plans to spend $79,165,340 for the 2022-23 school year. Of that amount, $35,248,609 is tied to actions/services in the LCAP and $43,916,731 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budgeted expenditures such as unrestricted general fund operations including administrative and teacher base salaries, other restricted federal and state programs, transportation, special education, and routine restricted maintenance.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Banning Unified School District is projecting it will receive $17,730,042 based on the enrollment of foster youth, English learner, and low-income students. Banning Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Banning Unified School District plans to spend $19,501,905 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 2021-22

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $13,840,561
- ☐ Actual Expenditures for High Needs Students in LCAP: $14,561,608
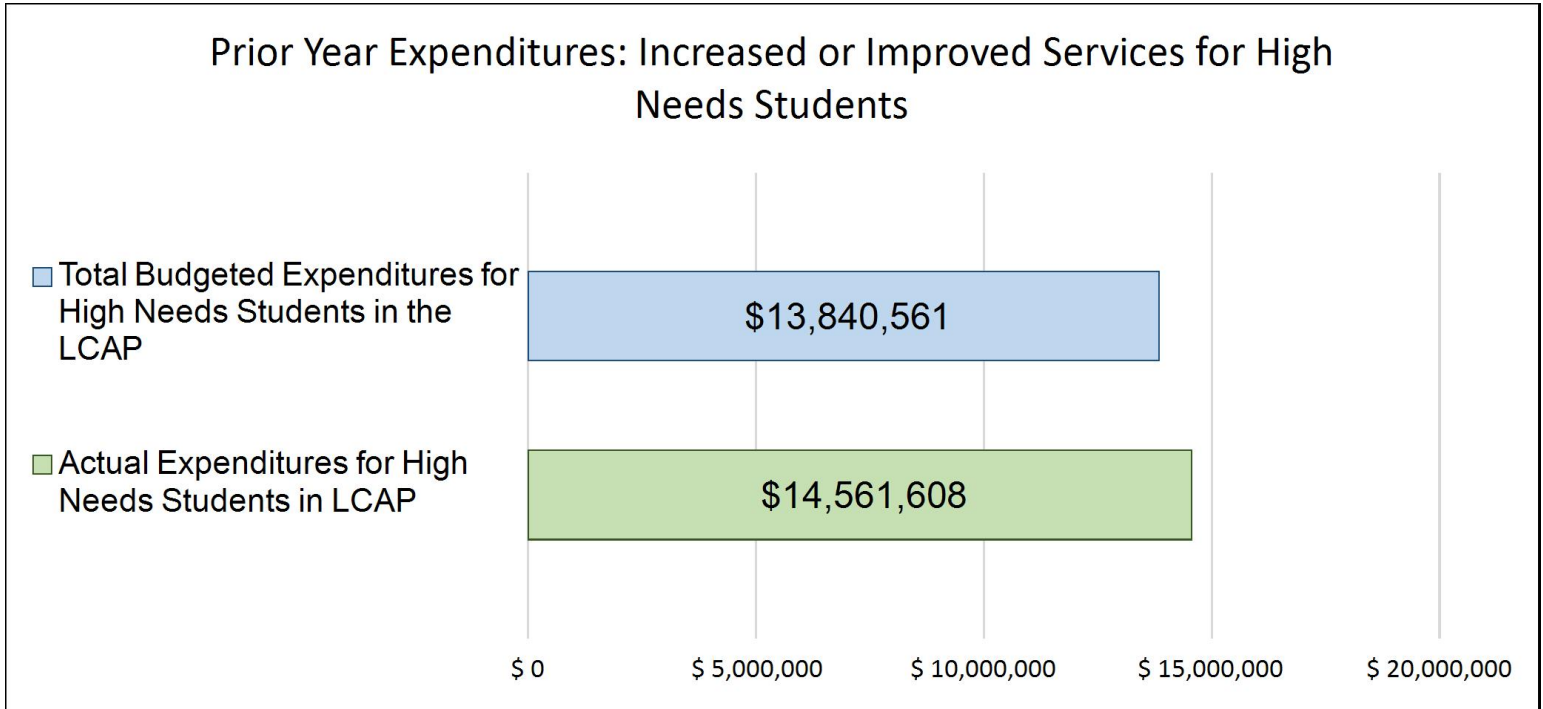
This chart compares what Banning Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Banning Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Banning Unified School District's LCAP budgeted $13,840,561 for planned actions to increase or improve services for high needs students. Banning Unified School District actually spent $14,561,608 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $(721,047) had the following impact on Banning Unified School District's ability to increase or improve services for high needs students:

The district spent more than originally budgeted in the 2021-22 LCAP.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Banning Unified School District	Terrence Davis Superintendent	tdavis@banning.k12.ca.us (951) 933-5036

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Banning Unified School District seeks regular input and feedback from our educational partners. Throughout this process the following groups were involved in providing input:

- District Parent Advisory Committee: January 25, 2022, and February 15, 2022

- District English Advisory Committee: January 27, 2022, and February 17, 2022

- Strategic Planning Advisory Committee: January 20, 2022

- BTA Meeting: February 9, 2022

All these educational partners, including SEPLA, will continue to provide input through upcoming meetings scheduled in the months of March and May on the 2022-2023 LCAP. The additional funds will be used to continue to support existing actions in the 2021-2022 LCAP to increase and improve services for English language learners, foster youth, and students economically disadvantaged in the following areas:
Goal 1 - Accelerate student academic achievement through rigorous and engaging culturally responsive and standard-based instructions strategies.
Goal 2 - Building the capacity of teachers and principals as instructional leaders by offering relevant and regular professional development

opportunities.
Goal 3 - Cultivate a safe and healthy learning environment in a climate that is culturally responsive to all students and staff.
Goal 4 - Increase parent and community engagement by developing sustained and transparent relationships with community stakeholders as partners and collaborators.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In an effort to continue to provide services directly to students identified as low-income, English learners, and foster youth, the District, based on a review of current data and the input from a variety of educational partners has determined the following actions will best meet these students' needs. Additionally the District, in reviewing the input gathered from prior plans for other "one-time funds" that have been received, focused on aligning the funding and support to the District's four LCAP goals. The following is the recommended use of the additional concentration funds received to supplement the 21-22 LCAP:

1. Increase (1) Registered Nurse and (1) Licensed Vocational Nurse staffing to provide increased health services for students:
As part of the team of professionals addressing the needs of our unduplicated students, the District will add a Register and a Licensed Vocational Nurse to ensure that our students' health needs are met.

2. Increase professional development opportunities for certificated and classified staff (opportunity specifics to be determined):
There is a greater demand on teaching and support staff to address the impact of the loss of instructional time as a result of the pandemic on students in all areas of the curriculum as well as meeting students' behavior and social-emotional needs. Therefore there will be an increase in the amount of professional development offered for certificated and classified staff based on a needs assessment to increase and improve services for English learners, foster youth, and students economically disadvantaged.

3. Increase tutoring opportunities for students:
Currently, tutoring opportunities are available. This action will increase these opportunities both for in-person and virtual tutoring so that more students have access and some students, will be able to receive additional tutoring hours.

4. Provide additional time or opportunities for instructional coaches to support classroom teachers (opportunity specifics to be determined):
Additional time for instructional coaches will increase the coaching and professional development time available for teachers after school hours as well as during the summer. Coaches will provide teachers with data, intervention, and small group instructional strategies to directly improve and increase services for English learners, foster youth, and students economically disadvantaged.

5. Continue to fund (1) Marriage Family Therapist (MFT) position to increase social/emotional learning support for unduplicated students:

The District's data indicates that there is an increased need for social and emotional support for our students. Increasing the number of Marriage, Family counselors will allow for these social and emotional learning services and support to be available to more students.

6. Provide Library Media Specialists and community outreach opportunities for Extended Day and Summer Community Hubs (opportunity specifics to be determined):
This action increases the availability of the services that the Library Media Specialists offer for Extended Day and Summer Community Hubs.

7. Provide additional hours and/or additional para-professional staffing to ensure that all kindergarten and first-grade classrooms have full-day support:
To support and increase personalized learning for unduplicated students in grades kindergarten and first, the District will provide expanded para-professionals coverage for classrooms.

8. Provide additional AVID Tutors at the middle and high schools and expand AVID professional development opportunities to increase the number of AVID certified teachers:
To increase the number of students enrolled in AVID and to ensure that students enrolled in AVID classes receive the most impact from the AVID program, the District will increase the number of AVID tutors who will be available in both the middle and high school AVID classes.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

With the additional one-time funds, the Banning Unified School District continued to engage our educational partners in prioritizing the use of these funds. The goal of the use of these funds was to align with our existing LCAP goals, ESSER III, Educator Effectiveness Block Grant, A-G Improvement Grant, and the additional 15% allocation. The Strategic Planning Advisory Group met on 9/29/21 and 10/4/21. District Parent Advisory Committee met on 9/28/21 and the District English Language Advisory meeting on 9/30/21. A-G Steering Committee meeting on 2/14/22. These groups offered the following input:

- targeted and after-school interventions
- intervention reading curriculum
- additional para educators for grades 2-3
- reading intervention teachers
- Parent Engagement opportunities for Spanish-speaking families
- Additional books in Spanish
- A-G transcript audits/anaylsis
- Increase the number of teachers certified to teach AP courses

- Provide A-G course retakes in the summer

The district met with principals on 10/11/21 and received the following input:

- after-school tutoring
- items related to safety, such as masks and cleaning supplies
- additional Chromebooks and power cords
- increase yard duty aides and campus supervisors
- add fencing
- additional clerical support

Parents, staff, and students were surveyed between 8/16/21 - 10/1/21. The input from these surveys are as follows:

- a need for additional staff to address learning loss
- continuing professional development in the area of interventions
- instructional materials/software in areas of foundational reading and math skills

The district consulted with the liaison to the Morongo Indian Tribe on 9/28/21 and it was requested to increase the number of devices and hotspots that are available for students, as well proving tutors access to the district student information system.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Banning Unified School District has implemented actions and expenditures outlined in the ESSER III Plan. The following actions were completed or in progress.
Actions and Expenditures to Address student Needs:

- Increased campus supervision
- Provide adequate Personal Protective Equipment (PPE)
- COVID testing and surveilance
- Video surveillance
- Implement a transportation management system
- Increase two-way communication

Action and Expenditures to Address the Impact of Instructional Time:

- Provide instructional coaches
- Increase available technology devices for students and staff
- BARR Coordinator
- MTSS counselors
- Increase paraprofessionals
- Provide additional professional development

Use of Any Remaining Funds:

- Increase overnight security patrols
- Improve technology infrastructure
- Provide school resource officers
- Increase communication with community partners

While implementing the ESSER III, the following have been identified as the plan's successes:

- Response and surveillance COVID testing
- Adequate inventory of PPE
- Increased video monitoring to improve safety
- Purchased and installed MERV air filters
- Filling instructional coach positions in progress
- Two additional secondary counselors have been placed
- Increased digital learning software
- Behavior specialist contract implemented
- Increased the number and hours of paraprofessionals
- Contract for SROs approved by District and County
- Increased school security

While implementing the ESSER III, the following have been identified as the plan's challenges:

- Filling positions

- Retaining staff
- Supply shortages
- Quarantine restrictions and the impact on instruction and attendance for students and staff
- Unable to complete planned in-person Professional Development due to COVID
- Projects that may take a long time to fully implement such as outdoor learning areas and School Resource Officers

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Banning Unified School District has developed a 2021-2022 LCAP with four overarching goals. Goal 1 focuses on student achievement, Goal 2 provides direction for increasing the capacity of staff, Goal 3 is about providing a safe and healthy learning environment and Goal 4 is focus on parent and community involvement. The District has carefully aligned one time federal and state funds received during this year to these four goals.

Goal 1, Student Achievement - The Expanded Learning Opportunity Grant (ELOG) includes expenditures to support expanding instructional learning time, provide integrated supports at schools to address barriers to learning, the inclusion of community learning hubs, specific support for credit deficient students to complete graduation or grade level promotion requirements and improve college eligibility and provide additional academic services for students such as tutoring, virtual tutoring and aides to support small group instruction.   The ESSER III Plan also includes support for credit recovery and expanding the number of years extended learning opportunities will be available. Additionally the ESSER III Plan provides increased access to technology devices and software. as well as improving the technology infrastructure. Para professionals will continue to be provided for K-1 classes for an additional two years. To support a focus on college and career readiness, the ESSER III Plan includes expenditures for the expansion and enhancement of CTE programs and support of the implementation of the AVID Program. Lastly the ESSER III includes actions that include counselors providing social/emotional learning lessons and interventions and support to coordinate these programs.

Goal 2, Increase the Capacity of Staff - The Safe Return to in Person Learning includes opportunities for professional development for social/emotional learning, intervention and the loss of instructional time. The Expanded Learning Opportunities Grant provides actions that include training for school staff on effective strategies to engage students and professional development for staff and families on social/emotional and academic needs of students. The ESSER III Plan adds instructional coaches to those identified in the LCAP and provides funding to provide professional development related to English language development.

Goal 3, Safe and Healthy Learning Environment - The Safe Return to In-Person Instruction Plan includes many actions that are intended to ensure students safety and well being. Actions such as requiring all staff and students to wear face coverings, adherence to social distancing requirements and ensuring HVAC is operating efficiently all required additional funding to provide an adequate supply of personal protective

equipment and air filters.   Procedures and staff are identified in this plan to address the requirements for contact tracing and ensuring health safety protocol is implemented. Lastly, this Safe Return to School plan includes activities aimed at strengthening student and family connectedness which includes providing transportation to support students wanting to extend their school day to participate in intervention and after school activities. The ESSER III plan supports many of the activities identified in the Safe Return to person Learning Plan. Resources to support COVID testing, additional RNs and LVNs to ensure COVID procedures are carefully followed and repair and replace HVAC and air filters. Some actions/expenditures in the ESSER III Plan focus on physical security of schools. These include actions such as providing additional fencing , providing a safe egress at each school, the purchase of two way radios with expanded range, the purchase of additional video surveillance cameras and adding outdoor learning areas for TK students. Other actions in the ESSER III Plan includes support for the continued implementation of PBIS including the addition of a behavior specialist, increased support for mental health for students and additional campus supervision. This plan also provides funding for all classified staff to participate in the required SB 1626 Training. Lastly the Expanded Learning Opportunities Grant provides funding for providing additional marriage, family therapists.

Goal 4, Parent and Community Involvement - The ESSER III Plan provides funding for a District Resource Parent Center and Outreach Coordinator and obtaining a contract with a provider to increase the continuity of communication among staff, parents and the community.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);

- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Banning Unified School District	Victor Herrera Chief Business Officer	tdavis@banning.k12.ca.us 951-922-0200

Plan Summary [2022-23]

General Information

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

The Banning Unified School District is located in Riverside County, California, serves approximately 4,500 students living in a three hundred square mile area that encompasses the City of Banning, and the communities of Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation.

Banning is considered a high-poverty district. Approximately 92% of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 92.5% of the student population is Socioeconomically Disadvantaged; 18.1% English Learners; 14% Students with Disabilities; 1.1% placed in Foster Care placements; 11.3% Homeless Youth. Banning Unified School District is represented by the following ethnic distribution: 72.5% Hispanic or Latino students, 10.3% White, 6.9% African-American, 3% Two or More Races, 2.3% American Indian or Alaska Native, Asian 3.9% and at 1% or less each from Filipino, and Pacific Islander ethnicities.

The District operates one Pre School/TK school, four elementary schools (K-5), one middle school (6-8), one comprehensive high school (9-12), one continuation high school (11-12), and one independent study school. District-level support is garnered by four divisions: Education Services, Student Support Services, Human Resources, and Business Services divisions.

The District offers a variety of supports. All elementary schools will have the support of instructional coaches to provide services to students that are struggling in English language arts and/or mathematics. At the secondary school, we have two instructional coaches, one in Mathematics and one in English Language Arts. Both the middle school and comprehensive high school have an Alternative to Suspension

(ATS) classroom to assist students with restorative practices to improve behavior. The elementary schools will offer Marriage and Family Therapists (MFT)s to work with students on campus with behavior issues. This will ensure that students can get the social-emotional help they need and then return to class as soon as possible. These additional intervention teachers and counselors provide more opportunities for BUSD's students to improve personally and academically. At Central Elementary and Nicolet Middle School, the District offers the dual immersion language program in English and Spanish. A full range of programs is offered within special education.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local data and input from our educational partners. We provide our local and state metrics in an LCAP Mid-year Review to share with our educational partners and used for LCAP input.

Banning Unified School District did not participate in the optional 2020-2021 CAASPP Smarter Balanced modified form assessments. Our local data demonstrates students returned to in-person learning with significant learning gaps into the 2021-22 school year. We were able to establish baseline levels utilizing local assessments which indicated significant learning gaps. Our educational partners have consistently expressed a commitment to the curricular and instructional programs, which include professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of the core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to accelerating learning. The following dashboard indicators are indicators of progress made during the 2021 - 2022 school year.

Assessment and evaluation of student achievement:
Local measures indicate that students making academic accelerated gains. For example. i-Ready annual growth indicates that during the current school year there has been an increase in the percentage of K-3 students gaining one or more levels in reading and an increase in the percentage of 1st - 7th-grade students gaining one or more levels in math:

Reading
2020-21 2021-22
K 43% 51%
1 41% 52%
2 41% 60%
3 51% 58%

Math
2020-21 2021-22

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K   38%   35%
1   35%   52%
2   43%   54%
3   47%   66%
4   46%   54%
5   48%   61%
6   33%   43%
7   36%   43%
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Curriculum and Instruction:
During the development of this LCAP, the district identified needs relating to curriculum and instruction. Our district has instituted new common assessments in English Language Arts and secondary math. This has been accepted by unit development, development of grade-level standards matrices, secondary math standards matrices, and unit assessments. In addition, we have significantly revised our elementary report cards to better reflect instructional priorities and practices. We are building on last year's success relating to the new TK curriculum and have completed an Intensive ELD Intervention adoption. We have also greatly enhanced the secondary ELD pathway and have adopted new A-G-approved ELD courses. In addition, elementary instructional coaches have supported the implementation of a Response-to-Intervention Models utilizing the Read Naturally, reading intervention program. Leveled groupings were created to address significant learning loss among English learners, foster youth, students of poverty, and students with disabilities.

English Language Development Program:
The Teachers were paid a stipend as English Language Development Leads at each site and worked collaboratively with the district to ensure support and services were rendered to all district English Learners. Dual Immersion teachers participated in various professional development opportunities to deepen teachers' understanding of integrated and designated English language development, and curricular and instructional areas to improve student outcomes for all students, with an emphasis on high-need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. In addition, the middle school Dual Language Immersions Program has been strengthened through the hiring of a dedicated Spanish Language Arts teacher and a newly adopted curriculum. In addition, core teachers were provided curricular training for English Language learners with axillar materials to support the core curriculum. The District Curriculum Committee also vetted and adopted an intensive ELD curriculum to address the language acquisition needs of students in grades 4-8.

Graduation Rate:
The graduation rate for the district and for many significate subgroups has increased as shown below.
Graduation Rate: 19/20 ---- 20/21
District: 69.10% ---- 76.00%
Hispanic: 67.00% ---- 77.30%
White: 64.40% ---- 81.10%
Homeless Youth: 55.60% ---- 68.00%

Students with Disabilities: 65.40% ---- 71.90%
Socioeconomically Disadvantaged 69.40% ---- 76.40%

The passage of AB 104 which temporality reduced graduation requirements due to the pandemic prompted a reevaluation of local graduation requirements. As a result, policies were revised to remove barriers to student success, change the continuation school graduation requirements from 220 to 180 credits to align more appropriately to the program, and updated the current graduation requirements at the comprehensive site to better align with the A-G requirements,

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local and state data and input from our educational partners. We provide our local metrics in an LCAP Mid-year Review to share with our educational partners and used for LCAP input.

1. Chronic Absenteeism:
While a rate does exist from 2020-2021, we were on distance learning for the year so it is difficult to utilize this rate as a baseline. Although the chronic absenteeism rate was not calculated for 2019-2020, Banning USD used the state methods to calculate this rate internals. There are limits to the conclusions which can be drawn from that year, but the estimates suggest that had an extended emergency closure not occurred the district would have seen around a 3% reduction in the chronic absenteeism rate going into the pandemic. Our internal estimate for this school year indicates that our chronic absenteeism rate has essentially doubled over pre-pandemic levels. We have also experienced a significant increase in both unknown truants (where the student is no longer in attendance, no proof of other enrollment can be obtained, and the family cannot be reached) as well as non-attenders (students who are confirmed to be still within our boundaries but do not attend). The district has identified a need for dedicated personnel to address this issue. This included a Child Welfare and Attendance Coordinator who will work with families to increase attendance and enhance our district's School Attendance Review Board (SARB) process and assist with locating unknown truants. Personnel such as a Community and Family Liasion and School Ambassadorsl are also included in this year's LCAP to support family outreach and engagement in order to proactively build a strong partnership with families that supports the child's education and promotes good attendance with a focus on English Language Learners, Foster Youth, and economically disadvantaged students.

2. English and Math scores:
Although the ELA and math dashboard indicators have been suspended, local metrics indicate that students are making increased gains this year. In order to sustain and accelerate these efforts, BUSD will take the following actions: an increase in the availability of instructional coaches; the addition of reading intervention teachers; the addition of an EL specialist; an increase in math intervention; further develop a

system of common assessments; targeted professional development; and the adopting of intensive intervention curriculum for math, ELD, and phonological awareness for students who are English Language Learners, Foster Youth, and economically disadvantaged students.

3. College and Career Indicator:
Although the college and career indicator was suspended for the 2020-2021 school year, internal metrics suggest that there has been a decline in the number of college and career-ready graduates. For example:
- Decrease in A-G completion from 30.09% to 27.67%
- Decrease in combined a-g and CTE completion rate from 37.3% to 27.6%
- Decrease in students enrolling in courses or rigor (Advanced Placement 170 to 148, Dual Enrollment 57 to 48)
- Decrease in AP pass rate from 27.6% to 11.6%

In order to support students in these areas, the district is embarking on several new initiatives. These include adding an increase in the availability of instructional coaching at the secondary level; piloting new a-g approved course options; and the addition of a college and career specialist who will support increased A-G access and improved A-G completion rate, increased CTE pathway completion, and increased FAFSA submission rates for students who are English Language Learners, Foster Youth, and economically disadvantaged students.

4. Graduation Rate:
Although our graduation rate improved this was due in part to a waiver of certain requirements due to the pandemic in combination with other efforts such as extensive transcripts audits. In order to sustain these gains, the district has taken a number of actions to support our students. These include a coordinator of data and assessment to assist with monitoring critical student success metrics and increases in counseling services. Addition actions planned to support this area include a college and career specialist, Child Welfare and Attendance Coordinator, Foster youth Liaison, and an EL specialist to support the needs of English Language Learners, Foster Youth, and economically disadvantaged students.

5. Suspension Rate:
Our suspension rate for 2020-2021 was near zero due to students being on distance learning for the whole year. Internal data suggests that the 2021-2022 school year will see similar suspension rates to the 3 years immediately preceding the pandemic (between 5.5 and 6.5%). Expulsion rates, however, are expected to show an increase over pre-pandemic levels. We have identified a need to expand our alternative to the suspension program to better allow for the participation of elementary and middle school students. Participating in this program allows students to receive services that are intended to promote better choices and reduce recidivism for English Language Learners, Foster Youth, and economically disadvantaged students. In addition, the district will be proceeding with the establishment of an alternative learning center to provide educational optional and appropriate support for students exhibiting severe behaviors. The alternative learning center will utilize a curriculum that addresses core academic standards and the skills needed to return to a traditional setting after no more than two semesters.

LCAP Highlights

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

The 2022-23 LCAP includes Actions and Services to address various needs identified by stakeholder groups and achieve the LCAP goals. These include:

1) Accelerated Learning For All Students As Part of Our Learning Recovery Plan:
a) The district will employ 4 Elementary Reading Specialists to strengthen the pedagogy and knowledge of systematic approaches to reading instruction
b) The district will employ 4 Elementary Math Intervention Teachers to support professional learning with a focus on cognitive-guided math Instruction to support improving student outcomes in mathematics.
c) The district will employ a District English Language Development Specialist to support professional learning in all curricular and instructional areas to improve student outcomes for English Learners.
d) The district will add 5 days to Instructional Coaches' work calendars for professional development planning and preparation.
e) The district will implement intensive English Language Development instructional support materials to foster accelerated English language acquisition outcomes for English Learners.

2) Professional Development: The District will develop and implement a comprehensive Professional Development plan with emphasis on universal academic support, supplemental intervention support, and intensified interventions and supports. This plan will include the use of consultants, additional days/hours for teachers, release time, and stipends for engaging students in enrichment activities.

3) Social-Emotional Learning Support: The District will employ one homeless/foster youth liaison full-time to case manage our students. In addition, the district will maintain 6 school counselors to help address the social-emotional needs of students as part of learning recovery. Also, the District will continue to employ additional mental health personnel. The district will also contract with an agency to provide more intensive mental health and wrap-around services for our students.

4) Strengthening Student and Parent Connectedness: Actions here are related to those addressing Accelerated Learning and Social-Emotional Learning Support and include the following:
a) The district will employ a District Parent and Community Liaison to help cultivate parental relationships with the school district.
b) The district will employ 6 site Parent Ambassadors for the purpose of building community within the school.
c) The district will improve services to families struggling with school engagement by structuring site and district attendance committees.

Other key features of the LCAP include:
1) Safety and Security Coordinator
2) Elementary Assistant Principals

3) Assistant Principal positions at the middle and high schools in lieu of deans
4) Child Welfare and Attendance Coordinator
5) The District will pilot a phonological and phonemic awareness curriculum for elementary grades and will be working on implementation in 2022-2023.
6) Increase hours for Library Media Specialists to provide extended library hours and provide site libraries as community hubs to students and their families

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.

The following schools are eligible for comprehensive support and improvement:

Hemmerling Elementary
Hoffer Elementary
Nicolet Middle School
Banning Independent School

Support for Identified Schools

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

Banning Unified School District has partnered with the Riverside County Office of Education (RCOE) to support the four schools in developing and administering a comprehensive needs assessment and creating a plan to address the inequities that emerge as a result of analyzing the data. The needs assessment results, in conjunction with local and state California Dashboard indicators, will drive the development of the School Plan 2022-23 ESSA Comprehensive Support and Improvement Prompts Form Page 2 of the Banning Unified School District for Student Achievement (SPSA) and the actions contained within the plan. The district has several different district-wide planning committees which provide input and suggestions to each school site. Each school site meets regularly with staff to apprise them of data results and provides an opportunity for discussion and next steps. The district involved a variety of educational partner groups to gain input regarding the inequities present as a result of the needs assessment. The LEA met with the district-level advisory committee groups such as District Parent Advisory Committee, District English Learner Advisory Committee, and the Strategic Planning Advisory Group. The school sites have a CSI team that meets regularly as well as school site council meetings.

These groups have been aware of Hoffer Elementary, Hemmerling Elementary, Nicolet Middle, and Banning Independent Studies' CSI status since the spring of 2021. The LEA is currently analyzing the results of the needs assessment and an item that came to the forefront was the

need to address the chronic absenteeism, proficiency rates in mathematics and English Language Arts as well as English Language Learner progress of its students at all school sites.

Additional supports in English language arts and mathematics are also a concern for Banning High School and New Horizons will be addressed in their SPSA. Hoffer Elementary, Hemmerling Elementary, Nicolet Middle, and Banning Independent Schools had common resource inequity identified based on the collaborative work between the LEA and educational partners. The district has worked collaboratively with schools and has made significant progress in creating common benchmark assessments, analyzing student performance data, and developing interventions based on the results of those exams. Student Achievement is a focus area at the forefront of each school's SPSA. Banning Independent Studies School teachers have expressed a need for training in the field of supporting the unmotivated learner. Because Banning Independent Studies School is an alternative model to a traditional comprehensive high school, they serve a different clientele of students who were not necessarily successful in a traditional setting. These students carry social-emotional issues with them daily and the teachers have expressed a lack of knowledge as to how to assist these students. The teachers have requested training specific to addressing the needs of their student population. This action will be accounted for in the SPSAs.

In the early spring of 2020, CSI schools engaged in 3-days of site-level pieces of training led by RCOE, which included an overview of ESSA requirements for CSI, a broad data analysis of the Dashboard, educational partners data analysis (deep review of Dashboard, resource inequities), and root cause analysis strategies. From those pieces of training, CSI site teams utilized various strategies to investigate the root cause of the low-performance dashboard indicators such as empathy interviews, process/mapping, 5-Whys Protocol, and Fishbone Diagram. CSI sites engaged educational partner teams in a deeper data analysis based on the focus areas of strengths and needs, identified resource inequities, and an evaluation of their current initiative (initiative mapping). These activities led teams to clearly define their problem statement framing the CSI Plans for each site. By means of reflective questions, findings from the needs assessment, and data analysis, all CSI teams crafted their site-specific Aim Statements (What specifically are sites trying to accomplish), as well as conducted Evidence-Based Intervention Activity to determine interventions or change ideas to best address the site needs. The school sites have CSI teams that meet regularly as well as school site council meetings to review, monitor and evaluate the plan.

Monitoring and Evaluating Effectiveness

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

The LEA will implement a similar strategy as is in place for evaluating and monitoring the effectiveness of its LCAP's actions in relation to the metrics and goals. This includes evaluating reports detailing progress toward implementing actions and services as well as the relevance of budgeted expenditures and continuing to revise those as new situations arise.

The district will evaluate the progress toward performance on expected outcomes, particularly those highlighted in the state Dashboard. Monitoring real-time data of LCAP Dashboard indicators will be through Aeries Analytics which includes chronic absenteeism, achievement data (i-Ready/Banning Common Assessments), and discipline. The district will use the Schoolwide SPSA Monitoring Tool, a comprehensive monitoring tool created by RCOE, that will enable the administration to easily access the implementation of the SPSA and its effectiveness. In conjunction with coaching provided by RCOE, the CSI school sites will meet regularly with RCOE to review data regarding academic

achievement, behavior, and social-emotional learning. The CSI school sites will meet at least quarterly with the LEA team to discuss findings, monitor results, and develop the next steps. The district-level team will conduct site visits, provide feedback to teachers and administration and ensure alignment with the SPSAs' actions, goals, and services.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We have included educational partners' feedback as we had collected input. The District used the following process for educational partners' input:

1. Developed a Needs Assessment
a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Achievement, and Engagement.
b. Assembled available data into a user-friendly format to report trends with data including prior years, or to establish baseline data
2. Provided a link on the District's website for submitting community partners' input through email throughout the development of the LCAP
3. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DPAC, DELAC, SEPAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide input. Educational partners' input was assembled in a database and categorized by themes. The following dates were for some of the educational partners' input meetings:

- LCAP Annual Review and Community Partner Input meeting, including DPAC and Special Education Advisory Committee from August 2021 through May 2022.
- Public presentation of California Dashboard data occurred on October 13, 2021
- A public hearing was conducted for the Educator Effectiveness Fund on Nov 10, 2021
- Public presentation and approval of LCAP-aligned SPSAs occurred on Jan 12, 2022
- Public presentation and approval of LCAP progress occurred on Feb 16, 2022
- DELAC Educational Partners Input meetings were held on February 17, 2022, and March 31, 2022
- SPAG Educational Partners Input meetings were held on February 28, 2022, and March 23, 2022
- Consultation with certificated bargaining unit on February 9, 2022, and March 14, 2022
- The SELPA Coordinator was consulted on February 11, March 11, and May 5, May 26, 2022
- Consultation with classified bargaining on February 9, 2022, March 14, 2022, and May 20, 2022
- School Principals discussed the LCAP with their school site councils during the Spring of 2022
- Attended Countywide Foster Care Educational Partners meeting to obtain input on the needs of Foster Youth
- A public hearing was conducted for the A–G Completion Improvement Grant on Apr 27, 2022
- Consulted instructional coaches on 5/5/22
- A public hearing was conducted for the Expanded Learning Opportunities Program on May 11, 2022

4. Educational Partners were provided qualitative and quantitative data on teacher credentialing, facilities conditions, instructional materials availability, test scores, student attendance, suspension and expulsion rates, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into presentations at all the above-listed educational partners' meetings.
5. Categorized educational partners' input into themes and analyzed for possible LCAP changes. The following themes emerged as "High Value" for educational partners:

a. Accelerated Learning
b. Professional Development
c. Social-Emotional Learning Support
d. Strengthening Student/Family Connectedness
6. Provided a draft of our 2022 LCAP on the district website for all educational partners to review before all public comment meetings 2021-22 Local Control Accountability Plan for Banning School District
7. Advertised and conducted a public hearing to seek input on the LCAP at the June 8, 2022, Governing Board meeting.
8. Adopted the LCAP at the June 29, 2022, Governing Board meeting.

Educational Partner engagement was solicited through a multi-lens approach, shown below:
LCAP Survey: Perception data were solicited via a survey designed to assess/solicit input on the services as they relate to the eight state priorities offered to Banning Unified School District students. The surveys were developed to match the participants while allowing cross-tabulation and analysis to compare and contrast the perceptions of family, staff, and students on the same issues. This data was disaggregated by educational partners group, school level, and site and otherwise cross-referenced with other survey instruments. It should be noted that educational partners, bargaining unions, SELPA, WestEd, and RCOE input were used to affirm the design of the instruments and make modifications for triangulation analysis. This survey was conducted over a ten-week period in spring 2022.

LCAP Feedback Meetings: In the following events, a presentation by District staff provided an intentional scaffold to analyze student performance using the California Dashboard data, solicit feedback on areas of priority framed by the district LCAP goals, solicit prioritized feedback on the needs of students, and services provided by Banning Unified School District, as well as solicit feedback on proposed focus areas of priority described by the Banning Unified School District LCAP.

In addition to site-based School Site Council meetings where site allocations of Concentration/Supplemental funding use and impact were discussed, the following virtual platforms were provided for feedback:

LCAP Parent Advisory Meetings comprised of a parent representative and a representative of each school site. The LCAP Parent Advisory Meetings served as platforms to update educational partners on LCAP measurement, evaluation, and renovation. - The District office worked with school sites to actively recruit the following attendees:

- Students (middle and high school students attended)
- Parents (Hispanic, White, African-American, Asian, etc.) from elementary, middle, and high schools across the District
- Parents of English Learners, students in special education, and Foster Youth
- Teachers, Counselors, etc.
- Site Administrators (Principals and Assistant Principals from each level)
- District Administrators (Classified and Certificated)

Banning Teachers Association- BTA reviewed several data points relating to attendance, reading and math gaps, and special populations.

This focus group met on February 9, 2022, March 14, 2022, and May 20, 2022.

California School Employees Association Collaboration – The California School Employees Association Chapter 147 reviewed several data points relating to attendance, reading and math gaps, and special populations. This focus group met on May 20, 2022.

Town Halls – Educational Services Department facilitated town hall meetings (certificated and classified) at every school and for each department by division at the District Office. The purpose of these meetings was to gain input on staff connected to the LCAP Goals.

LCAP all educational partners meeting - All educational partners were invited to attend a public meeting to review the LCAP process, the LCAP goals, and prior feedback given. Educational Partners were then asked to provide additional feedback related to the district's goals.

A summary of the feedback provided by specific educational partners.

LCAP Survey Data:

The survey was distributed through many means including ParentSquare, the website, all staff emails, and a direct mailer to families. Nearly half of the respondents had a student in our district. While the majority were employees. Many of our employees are also parents of students in our district and were counted in both categories (67% employees, 45% parents). The survey revealed several key issues. In particular, only 63% of respondents felt that the district clearly communicated attendance policies and 67% of respondents felt that students were meeting achievement expectations and making progress towards graduation. When asked to provide input on district priorities, 42% of respondents identified better access to technology, and 30% identified strengthening the academic program as their top priority. The survey's open-ended comments centered on tutoring and other academic supports, math curriculum, and better communication regarding parental involvement opportunities.

Fifty-three parents responded to the survey. Their responses indicate that they believe the district has systems and processes in place to support student learning and to aid in the creation of a positive climate. A significant minority did however indicate that they were not well informed regarding the district's systems to increase achievement, and a significant minority felt that BUSD facilities were in need of improvement. Respondents recommended increasing opportunities for parents to volunteer on campus, increasing extra-curricular, increasing the frequency of communication with parents, and increased administrative staff to support elementary students.

Fifty-five certificated staff responded to the survey. Their responses indicate that they believe the district has systems and processes in place to support student learning and to aid in the creation of a positive climate. Respondents recommended an increase in alternative education options for students, increased access to technology, support, and personnel to assist with reading intervention, an increase in counselors and counseling services, support for college admissions (more information, FAFSA assistance, etc.), parent outreach services, and increased student access to intervention services.

Eighteen Classified staff members responded to the survey. Their responses indicate that they believe the district has systems and

processes in place to support student learning and to aid in the creation of a positive climate. Respondents recommended the establishment of a Parent-Teacher Association or similar collaborative body, and more security personnel.

The LCAP survey was also distributed to secondary students. The majority of secondary students surveyed felt that the district clearly communicated policies and that the district maintained a positive learning environment. Student responses indicated a desire to see increased access to courses of rigor, better access to technology, enhanced extra-curricular activities, increased access to college and career counseling, and additional language options beyond Spanish courses.

Parent Advisory Committees:

- District Advisory Committee (DPAC) - An LCAP-specific presentation was held on February 15, and March 29, 2022. School sites actively recruited the students (middle and high school students attended), parents (Hispanic, White, African-American, Asian, etc.) from elementary, middle, and high schools across the District, parents of English Learners, students in special education, and of Foster Youth, teachers, counselors, and support staff. Site administrators as well as the district administrators were invited. Despite efforts, no students were in attendance. The committee recommended examining strategies to increase instructional coaching as it related to instructional strategies, an increase in tutoring, professional development of all staff on work-related topics including ELD, improving the functionality of security cameras, increased focus on social-emotional learning, and an increase in opportunities for parents to volunteer in their child's school.

- District Parent English Learner Advisory Committee (DELAC) - An LCAP-specific presentation was held on February 17, 2022, and March 31, 2022. This committee reviewed mid-year LCAP data. DELAC recommended LCAP recommendations included the following: a learning center/community hub, extended tutoring time, late buses for the Boys and Girls Club participants, planning time opportunities for teachers, increase in library services, drug and alcohol counseling, improved nighttime lighting, improved security cameras, and an increase in family nights and high-interest evening events.

- Special Education Parent Advisory Committee (SEPAC) - This committee meet on 5/24/22 and recommended an increase in the number and in the variety of speakers from partner agencies who could come address parents This group parents regarding resources and services. This body also recommended retaining and expanding personnel to assist with behaviors (e.g. behavior tech, BCBAs, etc).

Other Educational Partners Input opportunities:
- Public presentations have occurred throughout the year. These presentations have allowed the district to inform the public about topics such as school goals, progress on dashboard indicators, and progress on LCAP metrics. Opportunities for public comment on those presentations are afforded through bodies such as DPAC, DELAC, and SPAG. Where appropriate public hearings have been held to allow educational partners to directly address the board with their feedback and suggestions.

- A Student Advisory Committee Meeting was held in mid-September. This forum was established in the Fall of 2020 to create a platform to collect student voices on relevant topics. Student concerns included the number and variety of extracurricular activities. This committee recommended adding high-interest student activities where possible.

- Principals and Leadership meetings were held monthly starting in August 2021. Principals' input included staffing needs, instructional supports, materials, intervention programs, technology as well as Social-emotional learning. A root cause analysis was conducted at every site with the principal and staff to identify areas of high priority and high impact. The themes of sites identified need to be considered in the development of the LCAP. Areas of critical need included the following: ELA/Math, Chronic Absenteeism, Suspension, and CCI/Grad Rate. The chosen actions align with these priority areas. The needs of unduplicated students and students with disabilities were prioritized and targeted by the actions and services planned.

- Banning Teachers Association – BTA reviewed mid-year LCAP data and data points relating to attendance, reading and math gaps, and special populations. LCAP services and actions recommended included improving the districtwide implementation of Multi-Tiered Systems of Support to address behavioral and social-emotional needs seen during the return to campus this year, increasing the number of reading specialists, math intervention teachers, and expanding the dual enrollment partnership with MSJC. This focus group met on February 9, 2022, March 14, 2022, and May 20, 2022.

- California School Employees Association Collaboration – The California School Employees Association Chapter 147 reviewed mid-year LCAP data and data points relating to attendance, reading and math gaps, and special populations. This focus group recommended further examination of methods for parent outreach including outreach position(s). This focus group met on May 20, 2022.

- The Strategic Action Planning Group (SPAG) - Met monthly throughout the year to provide feedback on various planning documents. The SPAG meetings on February 28, 2022, and March 23, 2022, were LCAP specific. Participants were invited to review mid-year LCAP data feedback related to the four goals. Key feedback included recommendations that included a return to in-person parent meetings, increased social-emotional support, increased security cameras, increased coaching and staff mentoring programs, and increased opportunities for students to participate in tutoring.

- Special Education Local Plan - SELPA consultation and support was garnered through Special Education Parent Advisory (SEPAC) Meetings held on February 8, April 12, and May 24, and through phone and in-person meetings to ensure compliance and alignment of the district plan. Consultant participated and provided feedback as well as worked directly with Director of Special Education to develop a SEP for CDE approval.

- Instructional Coaches: consultation for instructional coaches occurred on 5/5/22. The coaches recommended an increase in the coaches' calendar by 5 days in order to facilitate planning time with principals, and elementary reading coaches to address gaps in phonemic awareness, and professional development for teachers regarding the needs of Trans Youth.

- All educational partners meeting: educational partners were invited to review LCAP data and comment on all actions in the draft LCAP on 5/16/22. Feedback was obtained on all goals, especially regarding instructional support, school safety, and parent engagement. The recommendations from this meeting include measures to increase campus safety and the addition of support personnel along with associated professional development.

Educational Partners' input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ACCELERATING LEARNING: Provide further support and coaching focused on accelerating learning and intervention; employ instructional coaches and reading coaches, and paraeducators; release time for data analysis/planning.

2. PROFESSIONAL DEVELOPMENT: Increase/sustain professional learning for staff in specific areas and provide more choice; instructional strategies for accelerating learning; focused professional learning for English Learners, Special Education, and other student groups; ensure that training is specific to all employee groups (teachers, counselors, administration, paraprofessionals)

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: Continue the increase counseling services, increase mental health support; implement/training the social-emotional learning curriculum (Second Step/Character Strong/Capturing Kids Hearts); implementation district MTSS Systems of Support uniformly

4. STRENGTHENING STUDENT/FAMILIES CONNECTEDNESS: Emphasize personal relationships with students; increase on-campus high-interest evening events, and increase transportation services to promote the use of afterschool programs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Community partners' input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ACCELERATING LEARNING for all students as part of our Learning Recovery Plan: The District is maintaining the current level of class size grades in Transitional Kindergarten through Third, continuing instructional coaches teachers at each site, increasing the coaches calendar by 5 days to facilitate increased planning time with principals, the addition of elementary reading coaches to address gaps in phonological and phonemic awareness and provide release time for additional planning. The District and schools continue to provide support for evidence-based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum in Spanish and English and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the Banning Common Assessments the district uses. The district will be offering a Summer School to support learning recovery and expand learning time. The district will also be

continuing to improve technology access and systems for a more seamless transition for students' learning within the walls of the school and beyond the school to expand their learning time. Additionally, teachers will be supported with ongoing training with district-provided hardware and software. (GOAL 1, ACTIONS 7,13, 1, 14, 6, 4, 5, 8,11, 2, ,3). Actions 1, 4, 5, 6, and 15 have been modified based on the input received. These actions will provide increased coaching staff and related professional development (input from DPAC, SPAG, Principals, Instructional Coaches, certificated bargaining unit, and all educational partners), increased support for ELD (Input from DELAC and principals), additional curriculum to support phonemic awareness (input from certificated survey and certificated bargaining unit, all educational partners, all educational partners), and increased support for college and career awareness (input from the certificated survey, student survey, principals, and certificated bargaining unit).

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2022-23 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high-need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Professional Learning has expanded to incorporate more training on the curriculum and instructional supports for students in need of universal academic support, supplemental intervention materials, online curriculum and applications, and intensified intervention supports. Our Educational Technology Coordinator will provide instructional coaching and creates a culture to foster collaborative relationships for teachers and para-educators within our district in the area of educational technology. Where possible training will be focused on targeted employee groups (e.g. secondary teachers, paraprofessionals, administrators, etc.) (GOAL 2, ACTIONS 1, 2). Action 1 has been modified based on the input received. These actions will provide professional development to support instructional coaches (input from DPAC, and all educational partners)

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: The District plans to continue with 7 FTE counselors and 1 Mental Health Therapist, and 2 additional MTSS Counselors: A Homeless/Foster Youth Liaison, and a bilingual counselor. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of the SEL curriculum to create universal SEL support for students and the counselors provide more supplemental SEL support and our mental health therapists or contracted services provide students with more intensive SEL support. The District is continuing to build the system and support restorative practices by continuing to employ ATS teachers. One district administrator-level position tasked with responsibilities for overseeing child warfare and attendance and improving student engagement. The district will continue to deeply implement this next year our adopted Social Emotional Learning curriculum (Second Step ES/Character Strong MS/Capturing Kids Hearts HS), as well as explore options to better support the unique needs of Trans Youth. (GOAL3, ACTIONS 1, 2, 3, 4) Actions 3, 7, 8, and 9 have been modified or added based on the input received. These actions will provide increased support for students experiencing behavioral issues (input from the certificated survey, DPAC, DELAC, SPAG, SEPAC, principals, certificated bargaining unit, and all educational partners), and or increase services intended to promote a positive school culture (input from certificated survey, DPAC, DELAC, SPAG, all educational partners), and increase safety on school busses (input from DELAC, all educational partners)

4. STRENGTHENING STUDENT/FAMILIES CONNECTEDNESS: The District has continued to support lower class sizes to best meet the needs of an in-person model that allows a strong focus on the whole child. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school. The district will increase parent engagement through a newly

established parent center where parents can access district and community resources. Additionally, late bus routes are added to increase after-school intervention and extra-curricular participation. (GOAL 4, ACTIONS 1, 2) Action 1 has been modified based on the input received. This action will provide staffing to promote parent involvement and parent-school partnerships to ensure an ongoing positive culture and climate. (input from certificated survey, DPAC, DELAC, SEPAC, SPAG, classified bargaining unit, and all educational partners)

Goals and Actions

Goal

Goal #	Description
1	Accelerate student academic achievement through rigorous and engaging culturally responsive and standard-based instructional strategies preparing all students to be college and career ready upon graduation and to be lifelong learners.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of accelerated learning goals:

1. Assure the highest educational achievement level by implementing the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue implementing the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes for students with disabilities.
4. Provide additional instructional materials and professional development for content areas such as ELA, Mathematics, History-Social Science, and NGSS.
5. 100% fully credentialed teachers to appropriate assignments as measured by credential audits and review of appropriate assignments according to Education Code section 44258.9.
6. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
7. Provide supplemental and intensified support to students who require more academic support (MTSS).
8. Increase extra-curricular and enrichment student opportunities
9. Provide early learning opportunities before Kindergarten
10. Increase the percent of students meeting the Physical Fitness Test

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically conducting programs and supports to address the targeted needs of unduplicated pupils and all students in the area of college and career readiness. Implementing district common assessments, providing teacher time for data analysis and planning, along with establishing strongly Designated and Integrated English Language Development are key to preparing students for academic achievement. Providing extra/co-curricular, and Career Technical Education along with afterschool and summer programs prepare students to be world-ready, and offering dual enrollment and Dual Language Immersion opportunities offers students/teachers a variety in instructional delivery. To ensure success for struggling learners as well as accelerated learners, AVID programs, credit recovery/tutoring, and Advanced Placement programs give our young people a chance to close gaps in both achievement and equity. Finally, essential programs for our Students with Disabilities, Foster Youth, English learners,

Low income and Preschoolers all lead to students finding their next steps and direction after high school. Goal One was developed to monitor achievement metrics including California Dashboard data and District Common Assessments on student progress "toward standard" in Math and English Language Arts (ELA), English learner progress, A-G completion rates for high school students, graduation/dropout rates, student progress in Advance Placement, and social-emotional learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Scale score points distance from standard	2018-19 SBAC ELA Student Groups - Distance from Standard All students: 67.3 below standard African American: 85.4 below standard English Learner: 85.9 points below standard Hispanic: 68.2 points below standard Homeless: 74.9 points below standard Multiple races: 67.0 points below standard	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			SBAC ELA Student Groups - Distance from Standard All students: 0 points below standard African American: 0 points below standard English Learner: 0 points below standard Hispanic: 0 points below standard Homeless: 0 points below standard Multiple races: 0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 70.4 points below standard Students with disabilities: 133.4 points below standard White: 54.1 points below standard American-Indian: 88.9 points below standard				Socioeconomically Disadvantaged: 0 points below standard Students with disabilities: -70 points below standard White: +10 points above standard American-Indian: 0 points below standard
CAASPP Mathematics Scale score points distance from standard	2018-19 SBAC Math Student Groups - Distance from Standard All students: 101.8 points below standard African American: 126.2 points below standard	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			SBAC Math Student Groups - Distance from Standard All students: 0 points below standard African American: -25.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner: 107.3 points below standard				English Learner: -25.0 points below standard (
	Hispanic: 103.0 points below standard				Hispanic: -25.0 points below standard
	Homeless: 111.2 points below standard				Homeless: 0 points below standard
	Multiple races: 83.6 points below standard				Multiple races: 0 points below standard
	Socioeconomically Disadvantaged: 104.6 points below standard				Socioeconomically Disadvantaged: 0 points below standard
	Students with disabilities: 159.1 points below standard				Students with disabilities: -78.7 points below standard
	White: 94.6 points below standard				White: -25.0 points below standard
	American-Indian: 122.7 points below standard				American-Indian: -49.5 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program: ELA (as measured by CASSPP grade 11 score reporting)	2018-19 28.87% prepared or conditionally prepared African American: 25.8% English Learner: 4.1% Asian: 46.1% Hispanic: 26.4% Homeless: 21.4% Socioeconomically Disadvantaged: 27.3% Students with disabilities: 9.4% White: 36.6% American-Indian: 15.38%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			53% prepared or conditionally prepared African American: 40% English Learner: 36% Asian: 61% Hispanic: 41% Homeless: 36% Socioeconomically Disadvantaged: 43% Students with disabilities: 25% White: 51% American-Indian: 30%
Early Assessment Program: Math (as measured by CASSPP grade 11 score reporting)	2018-19 12.02% prepared or conditionally prepared African American: 3.2% English Learner: 0%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			32% prepared or conditionally prepared African American: 23% English Learner: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian:15.3% Hispanic: 11.8% Homeless: 7.1% Socioeconomically Disadvantaged: 10.6% Students with disabilities: 3.2% White: 17.1% American-Indian: 8.3%				Asian: 35% Hispanic: 32% Homeless: 27% Socioeconomically Disadvantaged: 31% Students with disabilities: 23% White: 37% American-Indian: 28%
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 11.9% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment African American: 9.1% English Learner: 1.6% Asian: 23.1% Hispanic: 10.6%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			60% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment African American: 39% English Learner: 32% Asian: 53% Hispanic: 41% Homeless: 41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 10.6% Socioeconomically Disadvantaged: 11.8% Students with disabilities: 5.1% White: 16.0% American-Indian: 7.1%				Socioeconomically Disadvantaged: 42% Students with disabilities: 25% White: 46% American-Indian: 37%
California Alternative Assessment (CAA) English Language Arts	2018-19 9.9% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			40% Level 3 "Understanding"
California Alternative Assessment (CAA) Mathematics	2018-19 12% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			36% Level 3 "Understanding"
Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language	2019-20 Master Schedule: Courses offered with additional support for all English Learners	Added 5 sections of ELD to Nicolet Master Schedule.			Master Schedule: Courses offered with additional support for all English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficiency as measured by master schedule					
English Learner Reclassification Rate (internal calculation reclassed / total ELs)	2019-20 9.7% of English Learners reclassified as Fluent-English Proficient (RFEP)	2021-22 3.8% of English Learners were reclassified as Fluent-English Proficient (RFEP)			20% of English Learners reclassified as Fluent-English Proficient (RFEP)
Credentialed Teacher Rate	2019-20 4 Teachers held a provisional permit	Data will become available in later this year Internal estimates are that all teachers are appropriately credentialed			100.0% of teachers credentialed
Appropriately Credentialed and Assigned Teacher Rate	2019-20 3 Middle School and 1 High School Teachers were not fully credentialed for one or more courses	Data will become available in later this year Internal estimates are that all teachers are appropriately credentialed			100.0% appropriately credentialed and assigned
Credentialed Teacher Teaching Outside of Subject Area Rate	2019-20 3 Middle School and 1 High School Teachers	Data will become available in later this year			0% of teachers assigned outside of subject area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	were not fully credentialed for one or more courses	Internal estimates are that all teachers are appropriately credentialed			
Teacher of English Learners Misassignment Rate	2019-20 11 Teachers did not possess an EL authorization	Data will become available in later this year Internal estimates are that <1% of teachers do not possess a full EL authorization			0% of teachers without English Language Development authorization
Maintain 100% of students with access to standards-aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials (Annual William Visit)	2019-20 Maintained 100% of students with access to standards aligned textbooks	Maintained 100% of students with access to standards aligned textbooks			Maintained 100% of students with access to standards aligned textbooks
Students graduating A-G qualified as reported in CALPADS EOY. (Students reported as A-G completers divided by the total number of graduates)	2019-20 30.09% of students graduating A-G qualified African American: 28.57%	2020-2021 27.67% of students graduating A-G qualified			60% of students graduating A-G qualified African American: 68% English Learner: 61%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner: 21.62% Hispanic: 34.78% Homeless: 20.00% Multiple races: 50.00% Socioeconomically Disadvantaged: 30.23% Students with disabilities: 5.88% White: 10.34% American-Indian: 8.33%	African American: 14.71% English Learner: 15.56% Hispanic: 28.81% Homeless: 3.85% Multiple races: 12.50% Socioeconomically Disadvantaged: 26.80% Students with disabilities: 1.64% White: 34.21% American-Indian: 18.18%			Hispanic: 64% Homeless: 50% Multiple races: 80% Socioeconomically Disadvantaged: 60% Students with disabilities: 35% White: 40% American-Indian: 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (Dataquest)	2018 Meeting 5 of 6 fitness standards African American Grade 5: 23.1% Grade 7: 37.5% Grade 9: 38.1% American-Indian: Grade 9: 37.5% Asian: Grade 5: 41.6% Grade 7: 35.3% Grade 9: 40.0% Hispanic: Grade 5: 33.4% Grade 7: 34.6% Grade 9: 41.3% White: Grade 5: 22.9% Grade 7: 34.4% Grade 9: 47.4% Socioeconomically Disadvantaged: Grade 5: 33.0% Grade 7: 33.9% Grade 9: 40.3%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			Meeting 5 of 6 fitness standards African American Grade 5: 33% Grade 7: 48% Grade 9: 58% American-Indian: Grade 9: 48% Asian: Grade 5: 52% Grade 7: 45% Grade 9: 50% Hispanic: Grade 5: 43% Grade 7: 44% Grade 9: 52% White: Grade 5: 33% Grade 7: 45% Grade 9: 57% Socioeconomically Disadvantaged: Grade 5: 43% Grade 7: 43% Grade 9: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy	Calpads EOY 2019-20: 7.5%	2020-2021 4.4%			15%
FAFSA Completion	Race to complete: 2019-20 Banning High: 40.5% Banning Independent Study : 19% New Horizons High School: 21.4%	Banning High 2021-2022 45% Banning Independent Study : 16% New Horizons High School: 11%			Banning High: 70% Banning Independent Study : 50% New Horizons High School: 50%
College and Career Readiness	2019-20 21.5% Ready African American: 20.8 English Learner: 4.3% Hispanic: 21.3% Homeless: 13.0% Multiple races: 41.7%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.			36%% Ready African American: 35.0% English Learner: 19% Hispanic: 36% Homeless: 28% Multiple races: 56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 22.0 % Students with disabilities: 2.5% White: 7.9%				Socioeconomically Disadvantaged: 37% Students with disabilities: 18% White: 23%
GATE Identification	Grade 3 19-20 N Tested = 21 White: 28.5% African American 6.5% Filipino 14.2% Asian: 5.2% Hispanic: 0% Students with disabilities: 3.1% English Learner: 1.1% Homeless: 3.8% Socioeconomically	Grade 3 & 4 N Tested = 692 White: 1.37% African American 1.9% Filipino 40.2% Asian: 0% Hispanic: 3.8% Students with disabilities: 0% English Learner: 1.6% Homeless: 0% Socioeconomically			White: %3 African American 16% Filipino 28% Asian: 11% Hispanic: 6% Students with disabilities: 6% English Learner: 5% Homeless: 7% Socioeconomically Disadvantaged: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 4.3%	Disadvantaged: 3.0%			
Combined A-G and CTE Completion Rate (CALPADS EOY: unduplicated count of students reported as A-G completers or CTE completers divided by the total number of graduates)	2019-20 BUSD 37.33% African American: 34.6% English Learner: 21.62% Hispanic: 34.78% Homeless: 53.33% Socioeconomically Disadvantaged: 38.00% Students with disabilities: 19.0% White: 21.12% American-Indian: 25.00%	2020-2021 BUSD: 27.67% African American: 14.71% English Learner: 15.56% Hispanic: 28.81% Homeless: 3.85% Socioeconomically Disadvantaged: 26.80% Students with disabilities: 1.64% White: 34.21% American-Indian: 18.18%			BUSD 67% African American: 64% English Learner: 51% Hispanic: 65% Homeless: 83% Socioeconomically Disadvantaged: 68% Students with disabilities: 49 White: 51% American-Indian: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Special Education Students Receiving a Certificate of completion	80.7% regular diploma	81.97% combined diplomas and certificates of completion			90% combined diplomas and certificates of completion
CTE Completers as reported on CALPADS EOY	2019-2020 23 completers (9.9%)	53 Completers 14.52%			90 Completers (30%)
Access to rigorous courses (Student information system / master schedule)	Unduplicated pupils one or more AP classes: 170 one or more dual enrollment courses: 57 CTE course: 423 Students with disabilities one or more AP classes: 3 one or more dual enrollment courses: 2 CTE course: 113	one or more AP classes: 148 one or more dual enrollment courses: 48 CTE course: 592 Students with disabilities one or more AP classes: 0 one or more dual enrollment courses: 1 CTE course: 81			Unduplicated pupils one or more AP classes: 196 one or more dual enrollment courses: 66 CTE course: 487 Students with disabilities one or more AP classes: 7 one or more dual enrollment courses: 8 CTE course: 158
Implementation of Academic Standards	2020-2021 (Suspended on	2021-2022 (Dashboard)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dashboard Self-Reelection Tool)	Dashboard but conducted internally and reported to board of trustees) Professional Development: English Language Arts – Common Core State Standards for English Language Arts: 4 English Language Development (Aligned to English Language Arts Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 History - Social Science: 3 Next Generation Science Standards: 3 Instructional Materials English Language Arts – Common Core	English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 4 Mathematics – Common Core State Standards for Mathematics: 5 History - Social Science: 3 Next Generation Science Standards: 3 Instructional Materials English Language Arts – Common Core State Standards for			Professional Development: English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 History - Social Science: 4 Next Generation Science Standards: 4 Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 History - Social Science: 4 Next Generation Science Standards: 3 Policy & Program Support English Language Arts – Common Core State Standards for English Language Arts: 4 English Language Development (Aligned to English Language Arts Standards): 4	English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 History-Social Science: 4 Next Generation Science Standards: 3 Policy & Program Support English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 4			English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 History - Social Science: 5 Next Generation Science Standards: 4 Policy & Program Support English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mathematics – Common Core State Standards for Mathematics: 4

History-Social Science: 4

Next Generation Science Standards: 4

Implementation of Standards

Career Technical Education: 4

Physical Education Model Content Standards: 3

World Language: 4

Health Education Content Standards: 4

Visual and Performing Arts: 3

Engagement of School Leadership | Mathematics – Common Core State Standards for Mathematics: 5

History-Social Science: 4

Next Generation Science Standards: 4

Implementation of Standards

Career Technical Education: 4

Physical Education Model Content Standards: 3

World Language: 4

Health Education Content Standards: 4

Visual and Performing Arts: 3 | | | Standards for Mathematics: 5

History - Social Science: 5

Next Generation Science Standards: 5

Implementation of Standards

Career Technical Education: 5

Physical Education Model Content Standards: 4

World Language: 5

Health Education Content Standards: 5

Visual and Performing Arts: 4

Engagement of School Leadership |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Identifying the professional learning needs of groups of teachers or staff as a whole: 4 Providing support for teachers on the standards they have not yet mastered: 3 Identifying the professional learning needs of individual teachers: 4	Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 4 Providing support for teachers on the standards they have not yet mastered: 3 Identifying the professional learning needs of individual teachers: 4			Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 4 Identifying the professional learning needs of individual teachers: 5
English Learner Progress (CA Dashboard)	2019 40.8% of ELLs gained one level or maintained level 4.	2021 (Internal calculation due to dashboard suspension) 35.28% of ELLs gained one level or maintained level 4.			52% of ELLs gained one level or maintained level 4.
AP Pass rate (scores of 3 or more divided by the total number of tests administered)	Score of 3 or better: 27.6%	Score of 3 or better: 11.6%			42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Updated: See Prompt 4					
AP Pass Rate, Percentage of students (Percent of students passing 1 or more exams)	48%	8%			60%
I-Ready Reading Growth: Percentage of students who gained one or more levels (K-5)	Kinder Cabazon 30% Central 47% Hemmerling 41% Hoffer 48% First Cabazon 37% Central 40% Hemmerling 45% Hoffer 35% Second Cabazon 39% Central 52% Hemmerling 27% Hoffer 52% Third Cabazon 42% Central 58% Hemmerling 47% Hoffer 49% Fourth Cabazon 61% Central 53%	Kinder Cabazon 52% Central 37% Hemmerling 65% Hoffer 54% First Cabazon 52% Central 59% Hemmerling 60% Hoffer 35% Second Cabazon 63% Central 71% Hemmerling 44% Hoffer 74% Third Cabazon 59% Central 58% Hemmerling 65% Hoffer 53% Fourth Cabazon 56% Central 50%			Kinder Cabazon 70% Central 60% Hemmerling 85% Hoffer 75% First Cabazon 70% Central 80% Hemmerling 80% Hoffer 55% Second Cabazon 80% Central 90% Hemmerling 65% Hoffer 95% Third Cabazon 80% Central 80% Hemmerling 85% Hoffer 85% Fourth Cabazon 75% Central 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hemmerling 43% Hoffer 39% Fifth Cabazon 45% Central 57% Hemmerling 50% Hoffer 54%	Hemmerling 45% Hoffer 53% Fifth Cabazon 53% Central 60% Hemmerling 41% Hoffer 55%			Hemmerling 65% Hoffer 75% Fifth Cabazon 75% Central 80% Hemmerling 60% Hoffer 75%
I-Ready Math Growth: Percentage of students who gained one or more levels (K-8)	Kinder Cabazon 43% Central 37% Hemmerling 37% Hoffer 36% First Cabazon 40% Central 26% Hemmerling 43% Hoffer 25% Second Cabazon 33% Central 52% Hemmerling 32% Hoffer 56% Third Cabazon 39% Central 52% Hemmerling 39% Hoffer 58% Fourth Cabazon 52%	Kinder Cabazon 16% Central 25% Hemmerling 50% Hoffer 26% First Cabazon 35% Central 54% Hemmerling 53% Hoffer 52% Second Cabazon 64% Central 56% Hemmerling 44% Hoffer 62% Third Cabazon 53% Central 71% Hemmerling 75% Hoffer 62% Fourth Cabazon 57%			Kinder Cabazon 35% Central 45% Hemmerling 70% Hoffer 45% First Cabazon 55% Central 75% Hemmerling 70% Hoffer 70% Second Cabazon 85% Central 75% Hemmerling 65% Hoffer 80% Third Cabazon 70% Central 90% Hemmerling 95% Hoffer 80% Fourth Cabazon 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Central 49% Hemmerling 40% Hoffer 45% Fifth Cabazon 40% Hemmerling 43% Hoffer 50% Sixth 33% Seven 36% Eighth 37%	Central 51% Hemmerling 48% Hoffer 70% Fifth Cabazon 60% Central 56% Hemmerling 58% Hoffer 72% Sixth 43% Seven 44% Eighth 41%			Central 70% Hemmerling 60% Hoffer 90% Fifth Cabazon 80% Central 75% Hemmerling 80% Hoffer 90% Sixth 65% Seven 65% Eighth 60%
Teacher retention	2020-2021 Baseline 24 retirements 12 other separations	Data not available yet, but initial estimates suggest that there will less than 5 retirements and less than 10 other separations.			Total turn over (separations and retirements) of less than 15 teachers.
Summer School Credits Recovered	2020-2021 Baseline 2235 credits recovered average of 7.7 credits per student	Data not available until the end of summer.			3000 credits recovered average of 8.5 credits per student

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Supports	Employ Instructional Coaches to provide coaching support for teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, and technology integration that	$1,027,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes coaching on how to meet the needs of students needing additional support to succeed with a focus on unduplicated count students: 1) Employ 2.0 FTEs Secondary ELA/ELD and Math Instructional Coaches 2) Employ 4.0 FTEs Elementary Instructional Coaches 3) Continue to fund .70 FTE for the Director of Educational Services and support staff 4) Fund .50 FTE for Transitional Kindergarten Coordinator to provide instruction for students who do not qualify for Kindergarten 5) 0.2 FTE to provide coaching support for writing across the curriculum grades 6-12 6) Math Lesson Study Sessions - Math Coaching 7) Added 5 days to Instructional Coaches' work calendars		
1.2	Technology: Infrastructure and Supports	Provide a robust, reliable, secure, and scalable digital network to continually enhance and improve the instructional program, available resources, and staff productivity, and to increase services and engagement for unduplicated count students: 1) Funding a technology allocation to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete 2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies 3) Continue to fund 4.0 FTEs Technology Technicians for repairs, updated systems, and increased support for the districtwide 1:1 technology initiative with a focus to increase student engagement for the unduplicated count and students with disabilities 4) Employ a 1.0 FTE Educational Technology Coordinator to plan and coordinate the provision of digital resources and training for teachers, students, and parents.	$1,491,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5) Fund .30 FTE for the Director of Technology to support teachers with updated hardware and software to support the needs of unduplicated students (ELA and math intervention programs, digital tools, digital software)		
1.3	Digital Learning Software Systems	Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement the core curriculum for all students, including unduplicated count students. Software to include: 1) Edmentum 2) Illuminate 3) Padlet 4) Nearpod 5) SeeSaw 6) Teacher Pay Teachers 7) ESGI (TK, Kindergarten, Grade 1) 8) Renaissance AR/MyOn Digital Library	$347,000.00	No
1.4	Student Interventions and Supports	Employ staff to provide support related to local and state assessments, management systems, data monitoring, and intensive interventions with a focus on unduplicated count students: 1) Continue to fund .70 FTE for the Coordinator of Data and Assessment planned for all years of the LCAP 2) Provide funding for 1.6 FTEs for BARR Coordinators to support secondary schools 3) Provide funding for 4.0 FTEs for Elementary Reading Specialists 4) Provide funding for 4.0 FTEs for Elementary Math Intervention Teachers 5) Budget and expenditure monitoring support	$1,623,867.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Language Development Program Supports	Provide targeted support to English Language Learner students and teachers with coaching support, professional learning experiences, ELD curricular support, EL progress monitoring, and interventions that include teacher coaching on how to meet the needs of EL students needing additional support to succeed, including unduplicated count: 1) Continue to employ 2.0 FTEs for Counselors to support the academic needs of secondary English Learner students 2) Continue to employ a Language Specialist to assist with the translation of documents and parent outreaches 3) Provide integrated and designated professional development for teachers to support Dual Language and Structured English Immersion students. 4) Evaluate and analyze the English language development curriculum for language acquisition alignment needs 5) Employ 1.0 FTE English Language Development, Specialist 6) English Language Development Digital Platform (ELPAC Aligned) 7) Intensive English Language Development Instructional Materials for grades 4-8	$683,185.00	Yes
1.6	Supplemental Instructional/Intervention Materials	Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students: 1) Social/Emotional Learning Curriculum 2) LANGUAGE! Live - Voyager 3) IXL English and Math 4) Read Naturally 5) Don Johnston - Snap and Read/Co-Writer 6) I-Ready English Language Arts and Math & Teacher Toolbox	$385,565.00	No

Action #	Title	Description	Total Funds	Contributing
		7) Rosetta Stone for English Learners and Immigrant Students (English Language Acquisition) 8) Math Intervention Curriculum 9) Various other Google APPS and instructional materials personalized for students based on their unique intervention needs 10) English Intervention Curriculum 11) Phonological and Phonemic Awareness Elementary Curriculum		
1.7	Transitional Kindergarten Program	Continue to support and expand Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten: 1) Support Dual Immersion Transitional Kindergarten (TK) 2) Expand Transitional Kindergarten (TK)	$20,000.00	Yes
1.8	Paraprofessionals	Provide Paraprofessionals for General Education classrooms grades TK - 1 to promote learning recovery in response to COVID-19 pandemic impact on classroom instruction during 2022-23 for unduplicated count students: 1) Increase 3-hour part-time paraprofessionals to 6 hours 2) Continue funding additional time for paraprofessionals to support unduplicated special education students 3) To provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher 4) To provide support for Unduplicated Count students in literacy and mathematics under the direction of a certificated teacher	$630,189.00	Yes
1.9	Recruitment and Retention Plan	The needs of unduplicated count students and students with disabilities were considered first in an effort to recruit and retain	$2,098,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experienced high qualified teachers by continuing to fund per cell salary increases and certificated salary schedule reorganization.		
1.10	Career Technical Education (CTE)	Employ Career Technical Education (CTE) Teachers to provide students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options for unduplicated count students: 1) Employ 2.0 FTEs for CTE Teachers to support an expansive CTE high school program; 1.8 FTE CTE Grant-funded 2) Provide funding for CTE curriculum, materials, and supplies 3) Add 2.0 FTE Technical Theater and Drama Teachers	$1,014,728.00	Yes
1.11	Summer Recovery Program	Operate a 4 week Summer Recovery Program to promote learning recovery for students adversely impacted by the COVID-19 pandemic, including unduplicated count, by providing academic intervention services with integration of digital resources: 1) Planned for Summer 2022 and 2023	$879,794.00	No
1.12	Student Extra-Curricular and Enrichment Opportunities	Employ extra-curricular and Enrichment teachers to provide students with a robust and well-rounded instructional program providing extra-curriculum, enrichment opportunities, and additional library access, including unduplicated count students. 1) 2.0 FTEs for ES Physical Education Teachers; Add 2.0 FTE for ES Physical Education Teachers; 2) 1.0 FTE for MS Visual and Performing Arts Teachers	$2,165,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) 1.0 FTE for Orchestra Teacher 4) 1.0 FTE for HS Athletic Director 5.) 1.0 FTE for HS Athletic Clerk 6) 7.0 FTEs for Library Media Specialists 7) Provide funding to ensure proper and safe athletic equipment 9) Provide funding for academic field trips and sports transportation 10) Provide additional hours for Librarian Technicians 11) Enrichment Stipends		
1.13	Maintain Class Size	Maintain class sizes to provide a conducive learning environment that will support differentiated instruction, small groups, and scaffolded support to improve student learning: 1) Grades TK - 3 (24:1)	$6,752,000.00	No
1.14	Teacher Collaboration Time	Provide teachers collaboration time for data analysis, curriculum pacing, and intervention planning to help close the achievement gap for unduplicated students.	$2,197,094.00	Yes
1.15	Academic Supports and Interventions	Provide school counselors to work with students to address their academic and developmental needs, including unduplicated count students: 1) Continue to fund 3.0 FTEs for Counselors for academic and behavioral support to address the social and emotional learning needs of students 2) Provide support for students taking AP Exams 3) Continue supporting AVID Program grades K - 12	$676,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4) Employ 1 FTE College and Career Readiness Specialist to oversee the HS Career Center		
1.16	Academic Supports and Interventions	Provide school counselors to work with students to address their academic and developmental needs. 1) Continue to fund 2.0 FTEs Counselors to focus on academic supports	$309,599.00	No
1.17	Student Extra-Curricular and Enrichment Opportunities	Employ extra-curricular and Enrichment teachers to provide students with a robust and well-rounded instructional program providing extra-curriculum, and enrichment opportunities. 1) 1.0 FTE for MS Physical Education Teacher	$146,147.00	No
1.18	Maintain Class Size	The needs of unduplicated count and students with disabilities were considered first in maintaining class sizes in order to provide a conducive learning environment that will support differentiated instruction, small groups, and scaffolded support to improve student learning: 1) Additional teachers staffed in excess of the collective bargained union ratios for grades TK-12	$873,023.00	Yes
1.19	Career Technical Education (CTE)	Employ Career Technical Education (CTE) Teachers to provide students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options for students:	$401,717.00	No

Action #	Title	Description	Total Funds	Contributing
		1) Continue to fund 2.17 FTEs for CTE Teachers to support an expansive CTE high school program		
1.20	Before/After School Program	Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan).	$1,226,623.00	No

Goal Analysis [2021-22]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were substantive challenges in the implementation of planned actions as noted in the following actions:

Planned Actions:
A1, Item 1 -Employing 2.0 FTEs Secondary ELA/ELD and Math Instructional Coaches were planned for the 2021-2022 school year. The Math Instructional Coach was hired at the beginning of the school year. The ELA/ELD Instructional Coach position was offered and accepted but the teacher was not released from the current district of employment. The ELA/ELD Instructional Coach is scheduled to start at the beginning of the 2022-2023 school year.

A1, Item 2 - Employing 4.0 FTEs Elementary Instructional Coaches was planned for the 2021-2022 school year. Three out of the four elementary instructional coaching positions were filed for the 2021-2022 school year. The open positions are open and we anticipate filling them by the end of this school year.

A8, Item 1 - An increase of 3-hour part-time paraprofessionals to 6 hours was planned for the 2021-2022 school year. Currently, there are 15 paraprofessional positions districtwide of which 4 have remained vacant. Only 3 paraprofessionals accepted a 3-hour increase, therefore not all students received the same level of support. In addition, due to the shortage in the labor force, 4 vacant positions were not filled for the 2021-2022 school year and therefore creating inequity of services among our unduplicated count students.

A12; Item 6 - 1.5 FTE for Library Media Clerks was written in the 2021-2022 school year. Item 6 has been rewritten to reflect the correct position classification and funding to reflect services provide for time services dedicated to increasing and improving support.

Generally, the District assumes a variance of 10% or more to be a material difference:

A1: Originally budgeted for two ELA Instructional Coaches but only one position was posted. ELA and 1 Elementary Instructional Coach were not hired due to labor shortage.
A2: Technology equipment and devices were purchased through one-time funding.
A3: Digital learning software was purchased through one-time funding.
A4: BARR coordinator was funded through alternative funding sources
A5: Staff was not hired due to labor shortages
A6 Intervention materials were purchased through one-time funding
A8: Due to the shortage in the labor force, 4 paraprofessional vacant positions were not filled.
A10: Temporary positions were offered to address the created by AB 130 therefore those teachers were not offered participation in CTI.
A11: Summer school staff shortage post-pandemic
A12: Budgeted for a full year of transportation for sporting activities but due to the fall COVID restrictions placed on student athletics, not all funds were expended.
A13: Enrollment increase relative to projections resulted in larger class sizes
A14: Increased cost in this action due to expanded opportunities for collaboration
A17: The expenditures were included in Action 12
A18: Enrollment increase relative to projections resulted in larger class sizes

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

A 1 The instructional coaches and other supports were effective in providing teachers with the necessary support to meet students' academic, social-emotional, and behavioral needs. Instructional Supports including a Secondary Math Instructional Coaches, 3 Elementary Instructional Coaches, 1 Teacher Period - Jane Shaffer Writing Support, Transitional Kindergarten Coordinator, Director of Educational Services, and Support Staff have contributed to the closing the achievement gaps. There are learning gaps for our unduplicated students. Our instructional coaches were able to utilize data to collaborate with teachers and PLCs, as well as address the specific learning needs of English Learners, low-income students, Foster/Homeless students, and students with disabilities. The secondary math coach has supported the middle school students through an effective RTI model. She pushed into one period of 6, 7, and 8-grade math classes in which students have demonstrated significice growth. An RTI model of intervention in reading was also supported by the elementary coaches. I-ready growth data indicates that the majority of students are making progress. Coaches used Read Naturally to establish baseline reading levels

and worked with leveled groups. Elementary students with the most significant reading gaps increase on average by 2 or more grade levels. A Jane Schaffer certified trainer and English teacher at BHS was provided a period release to provide writing workshops for secondary teachers in informational/expository, narrative, and response to literature writing. A total of 22 teachers were trained by this trainer. The Coordinator of Transitional Kindergarten has worked in increasing the opportunity for more children to participate in preschool and transitional kinder by opening additional classrooms this year. The Educational Services department has improved systems and processes to ensure all students are provided with an excellent educational experience. The above-mentioned actions will support the goal of accelerating student achievement and are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level. This action has been effective as measured by i-Ready scores.

A 2 Technology and Infrastructure and Supports included Teacher & Student Devices, Upgrade network, 4 Technology Technicians, an Educational Technology Coordinator, and a Director of Technology. The district has ensured that all students are provided a Chromebook and all teachers are given a laptop if they choose. Upgrades to the network have started to ensure the infrastructure can support the increase in computers and software usage. In addition, 4 technology technicians support the technology needs of the district through a ticket request system. The Educational Technology Coordinator support teachers with the application of instructional technology in the classroom, while the Director of Technology supports the hardware and network. The above mention actions will support the goal of accelerating student achievement. This action has been effective as measured by the district maintaining 1:1 devices at all campuses and through the implementation of additional digital resources such as Padlet, Nearpod, SeeSaw, MyOn, etc.

A 3 Digital Learning Software systems included Edmentum, Illuminate, Padlet, SeeSaw, Teachers pay Teachers, ESGI, Renaissance AR, and MyOn, the digital library. ESGI implementation was effective. Teachers report that this program offers them an easy way of assessing and collecting data to meet the diverse learning needs of students. By utilizing this program during a challenging year, teachers have been able to target student support through classroom differentiation and grade-level interventions. Illuminate is effective in providing common teacher-created assessments and student-specific data to evaluate student progress and develop intervention and acceleration opportunities. The various digital platforms supported the increased student engagement by providing different opportunities to demonstrate learning, differentiate instruction, and create authentic assessments. The above-mentioned actions will support the goal of accelerating student achievement. This action has been effective as measured by the implementation of additional digital resources such as Padlet, Nearpod, SeeSaw, MyOn, etc, and increased in academic measures such as I-ready scores.

A 4 Student Interventions and Supports included a Coordinator of Data and Assessment and a part-time and full-time BARR Coordinator. The Coordinator of Data and Assessment provided relevant data to District and school staff from federal, state, and local data sources from which state and local indicators are derived and advised on the use of formative and summative data within the federal, state, and local continuous improvement and accountability system for the purpose of improving student performance. The BARR Program implemented at Nicolet Middle School is supported by a part-time coordinator. Banning High School implemented the program utilizing a full-time BARR Coordinator. The BARR model uses eight interlocking strategies that build intentional relationships (staff to staff, staff to student, and student to student) and utilizes real-time data to enable schools to achieve concrete academic, social, and emotional outcomes for each and every student. These strategies include a focus on the whole student; professional development for teachers, counselors, and administrators; use of BARR's I-Time Curriculum to foster a climate for learning; creation of cohorts of students; regular meetings of the cohort teacher teams;

conducting risk review meetings; engaging families in student learning; and engaging administrators. The above-mentioned actions will support the goal of accelerating student achievement through early intervention. In addition, the planned reading specialists will address newly identified learning gaps for our unduplicated students, utilize data to collaborate with teachers and PLCs as well as address the specific learning needs of English Learners, low-income students, and Foster/Homeless students, and students with disabilities. This action has been effective and is being monitored through metrics such as graduation rate, A-G completion rate, i-Ready, and local assessment data.

A 5 English Language Development Supports included 2 Secondary Counselors, a Language Specialist for Translation, Integrated/Designated ELD Professional Development opportunities, and teacher collaboration time to evaluate and select an intensive ELD Curriculum. Two counselors are designated to oversee the college and career path of English Learners at the secondary level. Counselors ensure students are maintaining a GPA of 2.0 or better, scheduled in A-G courses, and are making language acquisition progress. The district language specialist ensures all IEPs are translated into Spanish and interprets for site and district meetings. Integrated/Designated ELD Professional Development opportunities were scheduled with Dr. Jose Medina on creating an Equitable Classroom, and Kris Nicolls on utilizing the Wonders curriculum to provide students with integrated and designated English Language Development. Recent data, such as the reclassification rate and A-G completion and access has demonstrated an increased need in this area. The English Learner students' academic achievement and proficiency rates will increase as a result of the additional support (intensive curriculum, digital platform, and support personnel) which will positively impact reclassification rates. This action has been moderately effective. While critical steps have been taken, this has not yet translated to improved rates of reclassification and EL progress.

A 6 Supplemental Instructional/Intervention Materials utilized this year included Social/Emotional Learning Curriculum, LANGUAGE! Live - Voyager, IXL English and Math, Read Naturally, Don Johnston - Snap and Read/Co-Writer, I-Ready English Language Arts and Math & Teacher Toolbox, Rosetta Stone for English Learners and Immigrant Students (English Language Acquisition), Math Intervention Curriculum, various other Google APPS and instructional materials personalized for students based on their unique intervention needs and English Intervention Curriculum. Analysis of student-level i-Ready data indicates learning gaps including phonemic awareness and phonics. The above-mentioned actions will support the goal of accelerating student achievement and addressing newly identified learning gaps. Steps taken to date have been effective as measured by an increase in i-ready scores. New baseline scores for local measures such as the Banning Common Assessment will be added in next year's LCAP.

A 8 Paraprofessionals included an Increase of to 3-hour part-time paras to 6-hours and provided additional funding 30 minutes time for paraprofessionals that were established in the prior LCAP and continued here. This action supports the goal of accelerating student achievement through increased small group instruction, allowing for more instructional differentiation, and increasing service minutes for students with disabilities.

A 9 Recruitment and Retention Plan was implemented for the needs of unduplicated count students and students with disabilities were considered first in an effort to recruit and retain experienced high qualified teachers by continuing to fund per cell salary increases. Districts that compensate teachers at a competitive rate are more likely to retain good talent. Research indicates that effective teachers have the highest impact on student learning. The district's goal is to recruit and retain the most effective teachers. The district has added a metric to

goal one to better track this and during the 2020-21 school year 36 teachers left (24 due to an early retirement incentive). Initial data suggests that a significantly lower number of teachers will leave the district in 2021-22.

A 10 Career Technical Education (CTE) action included funding for 2 CTE teachers and the curriculum, materials, and supplies to support the program at Banning High School. CTE outcomes such as the number of completers have improved. The high school counselors and CTE teachers are making concerted efforts to conduct targeted recruitment to increase unduplicated and identified student groups' participation in CTE pathways which will increase A-G readiness, college credits, and/or industry certifications in the future.

A 11 Summer Recovery Program action provided the funding to operate a 6-week Summer Recovery Program to promote learning recovery for students adversely impacted by the COVID-19 pandemic, including unduplicated count students, by providing academic intervention services with integration of digital resources. Over 600 students attended the 2021 summer program, while almost 800 attended during the summer of 2022. High school students were given the opportunity to recover credits while middle school students participated in English and math intervention programs. Elementary students also participated in English and math intervention programs. A total of 2235 credits were recovered during the summer of 2021 and the summer of 2022 is on track to recover over 2800 credits. A metric to better track the effectiveness of this program has been added.

A 12 Student Extra-Curricular and Enrichment Opportunities included 4 elementary school physical education teachers, a middle school Visual and Performing Arts teacher, an Orchestra teacher, a high school Athletic Director, 7 Library Media Specialists, safe athletic equipment, academic field trips, sports transportation, additional hours for Library Media Specialist, teacher stipends to support enrichment programs after school hours, and extra-curricular and enrichment opportunities. By providing extracurriculars, co-curricular, and after-school programs, and sports students are provided positive connections to the school and greater access to academic tutoring. The effectiveness of this action is tracked through the monitoring of the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, the percentage of ELs reclassifying or progressing a level, chronic absenteeism.

G 1. A 14 Teacher Collaboration Time provided teachers time to analyze common assessment data and work on grade-level standards matrices adjustments, curriculum pacing, and intervention planning to help close the achievement gap for unduplicated students. These professional Learning Communities analyze local assessment data to drive instruction and student learning. Increases in i-Ready scores demonstrate that these are effective practices.

A 15 Academic Supports and Interventions included funding for 3 counselors to provide academic and behavioral support to address the social and emotional learning needs of students. AP enrollment and exam participation for our unduplicated and identified student groups. High school staff is making intentional efforts to increase enrollment in advanced coursework, especially for our unduplicated and identified student groups. Metrics indicated both a decrease in AP enrollment and AP outcomes during the pandemic.

A 18 Maintain Class Size action provided funding to add teachers to staff in excess of the collective bargained union ratios for grades Transitional Kindergarten - 12. There are learning gaps for our unduplicated students, especially our English Learners, but our teachers are

able to address the specific learning needs of English Learners, low-income, Foster/Homeless students, and students with disabilities due to the lower-class sizes. Teachers felt that smaller class sizes improved their ability to assess and monitor student achievement.

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.

Metrics
A 1 Special Education Students Receiving a Certificate of completion: This has been combined to a single percentage in order to make for easier comparisons of growth and to better reflect the intent of ensuring that all Special Education Students complete a diploma or a certificate.
A 1 AP Pass rate (Dataquest: scores of 3 or more divided by a total number of tests administered). A comparison of raw data from the test vendor to CDE Dataquest revealed that Dataquest is not accurate. This metric has been updated to reflect calculations based on raw data from College Board.
A 1 AP Pass rate (1 or more exams): This metric has been added for clarity.
A 1 Instructional Supports: I-ready diagnostic growth has been added to provide insight into the RTI initiatives provided by the instructional coaches
A 1 Teacher retention: this metric was added to better track the effectiveness of teacher retention initiatives.
A 1 Summer School Credits Recovered: This metric was added to better track the effectiveness of summer school.
Several metrics were not available due to the suspension of the dashboard and have been marked as not available in the tables above.

Additional Actions:
A 4: Student Interventions and Supports: addition of an LCAP technician to provide increased clerical support to monitor the expenditures and impacts on unduplicated pupils. Addition of 4 elementary reading specialists to address gaps in phonemic awareness and phonics skills.
A 5: English Language Development Supports: addition of an ELD specialist, ELPAC-aligned digital platforms, and intensive ELD materials to better support the needs of LTELs
A 7: Support and expand Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten:
A 6: Supplemental Instructional/Intervention Materials: addition of targeted supplemental curriculum to address gaps in phonemic awareness and phonics skills.
A 14: Teacher Collaboration Time: Addition of a college and career specialist to support increased a-g access and improved a-g completion rate, to support increased CTE pathway completion, and support increased FAFSA submission rates.
A 12: STEAM Instructional Coach FTE was moved to ELOG funding.
A 12: Added 1.0 FTE for Athletic Clerk
A 20: Added a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners.

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

Goals and Actions

Goal

Goal #	Description
2	Build the capacity of teachers and principals as instructional leaders by offering relevant and regular professional development opportunities centered around the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Education Leaders (CPSELS) to strengthen the skill set of all staff.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of the goal with a focus on the whole child:

1. With the implementation of adopted California Standards, Frameworks, corresponding newly adopted curriculum, intervention strategies, social-emotional learning, and one-to-one devices, Certificated and Classified staff will need to receive adequate training to effectively implement coursework in the classroom.
2. An increase in certificated teachers and administrators has shown a need to provide additional support systems for certificated personnel and administrators.
3. Certificated, classified, and administrators will be provided with adequate support and resources to ensure that students are being supported in a culturally responsive environment academically, behaviorally, and emotionally.

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically addressing the targeted needs of unduplicated students, and all students by recruiting and hiring high-quality teachers, providing Banning USD students with highly trained teachers and classified staff who have extensive opportunities for professional development, offering high-quality teachers/classified staff with leadership training opportunities, shared leadership at school sites, cultural competence coaching, and sustained support through professional opportunities. Goal two was developed to monitor achievement metrics including teacher professional development participation, teacher/staff implementation of professional development, teacher credentialing, and season teacher mentor support program. Banning USD will be provided with a district infrastructure, and ongoing learning opportunities all year to develop their personal practice to improve teaching and learning in our district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All General Education Teachers Highly Qualified	4.5% of teachers did not possess a full credential or EL authorization	Data not yet available Internal estimates are that all teachers are appropriately credentialed			Reduced the percentage of teachers without a full credential or EL authorization
Professional Development Feedback: Certificated	Positive responses to questions concerning relevance of Professional Development on district administered survey: 50% Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 68%	Summer training feedback surveys were open ended and 64% of the responses were positive			Positive responses to questions concerning relevance of Professional Development on district administered survey: 70% Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 80%
Professional Development Feedback: Classified	Positive responses to questions concerning relevance of Professional Development on district administered survey: 65%	Not Available			Positive responses to questions concerning relevance of Professional Development on district administered survey: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 72%				Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 85%
CTI annual survey report data on program effectiveness.	metric not included	Percentage of candidates who are well matched on the annual CTI survey: 96% Percentage of candidates meeting with their coach at least once per week: 65% weekly / 35% multiple times per week Percentage of candidates who feel that their CTI work is aligned to district expectations: 57% fully 39% moderately 4% somewhat			Percentage of candidates who are well matched on the annual CTI survey: 100% Percentage of candidates meeting with their coach at least once per week: 100% Percentage of candidates who feel that their CTI work is aligned to district expectations: 80% fully 20% moderately

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide supplemental Professional Development opportunities for teachers, paraprofessionals, and staff to support the implementation of Common Core State Standards, instructional interventions, program oversight, and to enhance learning for the unduplicated count students, including the English Language Development for English learners, to include the following: 1) Universal Design for Learning for K-12 teachers 2) iReady training for Grade K-8 teachers 3) New Teacher Training 4) Literacy Initiative for Grade K-3 teachers 5) Guided Language Acquisition Design (GLAD) Dual Immersion Teacher Training 6) Social-Emotional curriculum training for all teachers 7) SpringBoard training for high school ELA teachers 8) Jane Schaffer Writing training for 6-12 teachers 9) Progress monitoring reading training for K-12 teachers 10) Accessibility tools training for all teachers 11) English Language Development training for all teachers 12) Amplify Curriculum Training - includes ELD component 13) Paraeducators will be offered training on various topics such as digital learning, best practices in curriculum support, and behavioral management strategies 14) Classified staff will be offered training in first aid, CPR, and AED use 15) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager	$1,137,532.00	Yes
2.2	California Teacher Induction (CTI) Program	The needs of unduplicated count students and students with disabilities were considered for first best instruction to support new teachers through the California Teacher Induction (CTI) Program. The second tier of preparation is a two-year job-embedded individualized induction program focused on extensive support and mentoring to new teachers in their first and second years of teaching.	$96,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) District teachers for coaching 2) Providing county-level professional development support for new teachers		
2.3	Peer Assistance and Review (PAR) Program	Provide a district-level professional program of structured mentorship, observation, and rigorous, standards-based evaluation of teachers to improve student outcomes with a focus on the needs of the unduplicated count. 1) District teachers as mentors planned for all years of the LCAP 2) District PAR Committee planned for all years of the LCAP	$40,000.00	Yes

Goal Analysis [2021-22]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were substantive differences in the implementation of planned actions as noted in the following actions:

A 1 Professional Development virtual options were offered after school and highly attended. Additional professional opportunities were added to the calendar due to the newly implemented district common assessments, data protocol training provided, and other instructional training.

A 3 Due to the teacher's bargaining MOU, no teachers were formally evaluated therefore no one was recommended for PAR for the 2021-2022 school year.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

A1: Additional were incurred due to virtual professional opportunities offered after school.
A2: A number of teachers were hired on temporary contracts therefore those teachers were not part of the CTI program.
A3:As a result of the Teacher's bargaining MOU, teachers were not formally evaluated during the 2020-2021 school year therefore teachers were not referred to PAR during the 2021-2022 school year.

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

A 1 Professional development, curriculum development, and collaboration have been effective in providing teachers and all staff with the necessary strategies to re-engage students back to full-time in-person learning. District-wide professional development was offered to all staff in a variety of areas including social-emotional learning, student/staff mental health, accelerating learning, professional learning communities, behavioral strategies, and trauma-informed practices. Professional Development and collaboration have shifted from districtwide training to targeted site and grade/departmental training. District-wide professional development was offered to all staff in a variety of areas including social-emotional learning, student/staff mental health, accelerating learning, professional learning communities, unit pacing, and assessment planning to support staff before the school year began. The professional development was offered virtually in synchronous and asynchronous formats. Amplify curriculum training was provided for secondary teachers to include ELD component Teachers and the classified staff was compensated for their time. Curriculum development has been focused primarily on addressing students' learning and the use of social-emotional learning materials. Even with the pandemic, elementary and middle school ELD curriculums were piloted for implementation in the 22-23 school year. Grade level and department teams have begun collaborating to align curriculum, instruction, and assessments at all school levels district-wide. Three days are planned during the summer to collaborate and plan units of study (5-week cycles) and assessments in English and math. By increasing the capacity of all staff, the above actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

A2 California Teacher Induction (CTI) funding was provided for teachers to participate in the induction program through RCOE. A larger than the normal number of teachers needed additional mentoring due to retirement incentives being offered during the 2021-2022 school year and newly hired teachers being new to the profession. Funding was also provided to fund mentor teachers for all CTI teachers. Mentors experienced multiple pieces of training to guide the induction experience, including supporting students academically, social-emotionally, and behaviorally. Each candidate collaborated with their mentor to successfully gather data to assess her/his teaching and student learning needs to identify goals for inquiry for their Individual Learning Plan (ILP). The mentors then facilitated the selection of a variety of individualized learning experiences that catered to the teacher's professional needs and teaching context, using a wide variety of tools, including video observation and the Continuum of Teaching Practice. The teachers demonstrated their knowledge and skills to support the

full range of learners in their classrooms during Colloquium. One hundred percent of current induction participants are on track to successfully complete the program. By maximizing student access to first best instruction, these two actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

A3 Peer Assistance and Review (PAR) Program funding was provided to hire district teachers as mentors and pay for additional time for PAR Committee members to evaluate the program and candidates. Due to the Memoranda of Understanding (MOU) agreed upon with the bargaining units during the 2020-2021 school year, teachers were not recommended for the PAR for the 2021-2022 school year. It is anticipated teachers will be recommended at the close of the 2021-2022 school year for the upcoming 2022-2023 PAR Program. By maximizing student access to first best instruction, these two actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

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.

The district will seek to improve feedback data from the smaller training format. Other actions will be continued.

Metrics
To better monitor the effectiveness of CTI, metrics have been added to monitor the quality of the coach match, the frequency of coaching meetings, and the alignment of CTI work to district PD goals

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	Cultivate a safe and healthy learning environment in a climate that is culturally responsive to all students and staff, has tiered academic, behavior, and social emotional interventions and supports and provides emotional safety for students and staff.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning with a focus on the whole child:

1. Increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey and Google survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Maintain or increase the support for mental health services and counseling services.
6. Provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support (MTSS).
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically addressing the targeted needs of our unduplicated pupils in the following areas: Student attendance, which is an integral part of overall achievement, suspension/expulsions to determine proportionality and discrepancies in school discipline, and student/parent culture and climate. Data collection helped determine student engagement in school, student/parents' perceptions of safety, student emotional health, and access to support. Goal three was developed to monitor the progress of chronic absenteeism, suspensions/expulsions, school climate, and overall satisfaction with schooling in Banning USD, as well as to conduct root causes to identify students who are not experiencing success at school. This goal is crucial as it provides programs to eliminate barriers for students such as ensuring student access to licensed clinicians at school, parent access to programs and supports for families, and engagement efforts such as athletics, clubs, and activities to help students to feel connected at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Health Kids: Adults Really Care About Children	2018-2019: 74.7% responded positively	Data is collected on a two year cycle			82% positive responses
California Health Kids: Learning Environment is Supporting/Inviting, Connectedness	2018-2019: 70.0% responded positively	Data is collected on a two year cycle			80% positive responses
California Health Kids: Parents are Involved & Welcomed	2018-2019: 71.3% responded positively	Data is collected on a two year cycle			82% positive responses
California Health Kids: Adults Treat Students With Respect	2018-2019: 77.6% responded positively	Data is collected on a two year cycle			88% positive responses
California Health Kids: Students Treat Adults With Respect	2018-2019: 58.4% responded positively	Data is collected on a two year cycle			68% positive responses
California Health Kids: Promotes Cultural Diversity	2018-2019: 81.9% responded positively	Data is collected on a two year cycle			92% positive responses
California Health Kids: Harassment/Bullying is Moderate to Severe	2018-2019: 35.3% responded affirmatively	Data is collected on a two year cycle			25% respond affirmatively responses
California Health Kids: Clarity of Rules & Expectations	2018-2019: 67.4% responded positively	Data is collected on a two year cycle			77% positive responses
California Health Kids: Discipline Problems Handled Fairly	2018-2019: 67.1% responded positively	Data is collected on a two year cycle			77% positive responses
Suspension Rates: Percent of students (Internally Calculated)	All Students: 6%	2020-21 All Students: 0%			All Students: 4.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian or Alaska Native: 7.7% Asian: 3% African American: 10.5% Filipino: 2.3% Hispanic: 5.5% White: 5.9% Multiple Races/ Two or More: 7.2% Socioeconomically Disadvantaged: 6.2% English Learner: 4.4% Students with Disabilities: 10.5% Foster Youth: 20.3% Homeless Youth: 6.8%	American Indian or Alaska Native: 0% Asian: 0% African American: 0% Filipino: 0% Hispanic: 0% White: 0% Multiple Races/ Two or More: 0% Socioeconomically Disadvantaged 0% English Learner: 0% Students with Disabilities: 0%			American Indian or Alaska Native: 4.5% Asian: 2.5% African American: 6.9% Filipino: 1% Hispanic: 4.5% White: 4.5% Multiple Races/ Two or More: 4.5% Socioeconomically Disadvantaged: 4.5% English Learner: 2.3% Students with Disabilities: 6.9% Foster Youth: 12.8% Homeless Youth: 4.5%
Chronic Absenteeism Rate: Percent of students (Internally Calculated)	2019-20 Estimated (internal calculation from SIS data)	2020-2021 (Dataquest)			All Students: 13.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students: 19.3% American Indian or Alaska Native: 23 % Asian: 5.9% African American: 22.9% Filipino: 10.3% Hispanic: 18.9% White: 20.7% Multiple Races/ Two or More: 29.9% Socioeconomically Disadvantaged: 19.6% English Learner: 9.9% Students with Disabilities: 24.5% Foster Youth: 20.8% Homeless Youth: 28.1%	All Students: 29% American Indian or Alaska Native: 35% Asian: 15.7% African American: 36.9% Filipino: 8.7% Hispanic: 29.4% White: 27.4%% Multiple Races/ Two or More: 26.0%% Socioeconomically Disadvantaged: 29.9% English Learner: 9.9% Students with Disabilities: 33.6% Foster Youth: 55.3% Homeless Youth: 44.9%			American Indian or Alaska Native: 15.2% Asian: 2.5% African American: 15.1% Filipino: 5.5% Hispanic: 13.5% White: 14.4% Multiple Races/ Two or More: 22.4% Socioeconomically Disadvantaged: 13.9% English Learner: 2.5% Students with Disabilities: 15.8% Foster Youth: 12.7% Homeless Youth: 19.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Mid-year estimate for 2021-22 (conducted in March - certification will occur during the summer) All Students: 38% American Indian or Alaska Native: 40.6% Asian: 33.3% African American: 38.7% Filipino: 19.1% Hispanic: 37.5% White: 42.4% Multiple Races/ Two or More: 41.7% Socioeconomically Disadvantaged: 39.0% English Learner: 33.8% Students with Disabilities: 38.9%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate: Percent of students (Internally Calculated)	2019-2020 All students: 0.02% African American: 0.23%	2020-2021: All students: 0% African American: 0%			All Students: 0% African American: 0%
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	72.3% meeting at least 5 out of 6 HFZ standards	No data gathered due to the pandemic			88.0% meeting at least 5 out of 6 HFZ standards
Middle School Dropout Rate: Percent of Students (Internally Calculated)	0.45% of students dropping out of middle school	0.8% of students dropping out of middle school			0.0% of students dropping out of middle school
State School Facility Inspection Tool (FIT)	2019-20: Banning High - Good on 7 of 8 criteria Banning Independent Study - Good on 5 of 8 criteria Cabazon - Good on 8 of 8 criteria Central - Good on 5 of 8 criteria	January 2022 Banning High - Good on 7 of 8 criteria Banning Independent Study - Good on 5 of 8 criteria Cabazon - Good on 8 of 8 criteria Central - Good on 5 of 8 criteria			Banning High - Good on 8 of 8 criteria Banning Independent Study - Good on 7 of 8 criteria Cabazon - Overall Exemplary Central - Good on 7 of 8 criteria

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Florida Street - Good on 7 of 8 criteria Hemmerling - Good on 7 of 8 criteria Hoffer - Good on 7 of 8 criteria New Horizons - Good on 6 of 8 criteria Nicolet - Good on 7 of 8 criteria	Florida Street - Good on 7 of 8 criteria Hemmerling - Good on 7 of 8 criteria Hoffer - Good on 6 of 8 criteria New Horizons - Good on 6 of 8 criteria Nicolet - Good on 7 of 8 criteria			Florida Street - Good on 8 of 8 criteria Hemmerling - Good on 8 of 8 criteria Hoffer - Good on 8 of 8 criteria New Horizons - Good on 8 of 8 criteria Nicolet - Good on 8 of 8 criteria
School Attendance rate (Student Information System: days attended / expected days of attendance)	19-20 Overall: 93.6% Homeless: 92.1% ELL: 94.9% SWD: 92.8% SED: 93.9% Hispanic: 93.9% Black/African Am: 93.3% White: 93.6%	Estimated 21-22 Overall: 82.6% Homeless: 76.2% ELL: 84.8% SWD: 81.5% SED: 82.6% Hispanic: 82.4% Black/African Am: 81.9% White: 83.6%			Overall: 96% Homeless: 96% ELL: 98% SWD: 96% SED: 98% Hispanic: 98% Black/African Am: 98% White: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Am Indian/Alskn Nat: 93.6%	Am Indian/Alskn Nat: 79.0%			Am Indian/Alskn Nat: 98%
Dropout rate (Dataquest)	Overall: 17.1% African American: 7.6% American Indian or Alaska Native: 21.2% Hispanic: 20.4% White: 17.8% English Language Learners: 22.4% Homeless: 25% Students with Disabilities: 17.3% Socio-Economically Disadvantaged Students: 17.0%	Overall: 17.8% African American: 21.4% American Indian or Alaska Native: 27.3% Hispanic: 16.8% White: 10.8% English Language Learners: 27.0% Homeless: 8% Students with Disabilities: 12.3% Socio-Economically Disadvantaged Students: 12.3%			Overall: 7.1% African American: 2.5% American Indian or Alaska Native: 11% Hispanic: 10% White: 8% English Language Learners: 12% Homeless: 15% Students with Disabilities: 7% Socio-Economically Disadvantaged Students: 7.0%
Graduation Rate (Calpads)	Overall: 69.9	2020-2021 Overall: 72.60%			Overall: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 78% Hispanic: 70.2% White: 57.9% English Language Learners: 55.3% Homeless: 60.9% Students with Disabilities: 60% Socio-Economically Disadvantaged Students: 71.1%	African American: 61.76% Hispanic: 74.58% White: 78.95% English Learner: 55.56% Homeless: 65.38% Students with disabilities: 68.85% Socioeconomically Disadvantaged: 73.20%			African American: 90% Hispanic: 80% White: 68% English Language Learners: 68% Homeless: 68% Students with Disabilities: 68% Socio-Economically Disadvantaged Students: 80%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Well-Being Initiatives	The needs of unduplicated count students were considered in providing behavioral improvement programs; school connectedness endeavors, and other student well-being initiatives, and training staff on initiative implementation: 1) Implement College and Career Guidance Initiative for middle and high school students to identify their interests and career choices. Encourage schools to offer elective courses in career exploration.	$1,411,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2) Continue to fund 4.0 FTEs for ES Counselors to provide intensified support to students who require more academic, behavioral, and/or emotional support (MTSS); 3) Fund additional 2.0 FTEs for Secondary Counselors to provide intensified support to students who require more academic, behavioral, and/or emotional support (MTSS) 4) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being 5) Conduct an annual student survey to determine the level of safety and connectedness felt by students 6) Continue to allocate $200 to all teachers to promote a positive and engaging class environment 7) Collaborative Learning Solutions Consultants 8) Blue Water Consultants 9) Sensory-based elementary playground equipment 10) Outdoors Fitness high and middle school equipment		
3.2	Student Mental Health Initiatives	Employ Therapists for mental health services, and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students: 1) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 2) Track progress for students who are chronically absent and provide support 3) 4.0 FTEs for Therapist for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students; 2.0 FTEs planned for 2021-2022 ELOG; 0.6 FTE for Mental Health Services; 1.4 FTE for 2021-2022 LCAP; 4.0 FTEs planned for subsequent 2 years 4) 1 FTE Educational Related Mental Health Services Psychologist 5) 1 FTE Behavior Specialist 6) 2 FTEs Behavioral Tech 7) Additional mental health supports	$1,123,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Improve Student Attendance Initiatives	The needs of unduplicated count students were considered in the development and implement a comprehensive student attendance improvement plan to include: 1) Attendance incentives 2) Effective use of Student Attendance Review Team contracts, Site Attendance Teams, District Attendance Review Team, and Student Attendance Review Board referrals 3) Employ 6.5 FTE Bilingual Clerks for engaging with the community 4) Academic incentives to reward and motivate positive student engagement 5) .50 FTE Coordinator of Student Support Services to monitor student attendance	$668,242.00	Yes
3.4	Supplemental School Personnel	Providing funding to employ supplemental school personnel to increase academic and positive behavior intervention services for unduplicated count students was considered as defined in the School Plan for Student Achievement (SPSA). The following are the supplemental staff: 1) Continue to employ 2.0 FTE Alternative to Suspension Teachers and hire 1 additional FTE 2) Continue to employ 2.27 FTE for ATS/ISI Aides 3) Continue to employ 1.0 FTE for Clerk Staff to support athletics 4) Continue to employ 1.25 FTE for Health Aides to support the needs of unduplicated count and students with disabilities 5) Fund 1.0 FTE for the District and Middle School Registrar to accurately screen homeless and foster youth, English language learners, and students qualifying for additional programs 6) Employ 1.0 FTE Foster/Homeless Youth Liaison 7) Addition Licenced Vocational Nurse to increase health services	$868,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Administrative Support	Due to the high needs of our community, students, and parents, provide high school administrators, middle school administrators, elementary school administrators, and supporting staff to increase positive behavior supports, increase attendance, and support instructional practices in language arts, math, and integrated language development to support English Learners, foster youth, and low-income students. 1) 1.0 FTEs for HS Assistant Principals 2) 1.0 FTEs for MS Assistant Principals 3) 2.0 FTEs for ES Assistant Principals 4) 2.0 FTEs for Assistant Principal Secretaries 5) .50 FTE for Child Welfare and Attendance Coordinator	$893,189.00	Yes
3.6	School Connectedness	Provide funding to improve safety management systems, personnel, and equipment to ensure a safe school environment and school connectedness for duplicated count students. 1) Lobby Guard to ensure campus safety 2) Upgrade school public announcement systems to enhance school communication 3) Employ 1.0 FTE for HS Associated Student Body Teacher to increase student connectedness of unduplicated student count 4) Provide site allocations to support student climate initiatives for unduplicated students and students with disabilities. 5) Continue to fund yard duty aides to support positive student behavior	$1,311,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Secure, Safe, and Engaging Learning Environment	Provide a safe and secure school learning environment for staff and unduplicated count students: 1) Continue to fund 14.5 FTEs for campus supervisors. Supervision will provide an added safety measure that will allow for unduplicated count students to participate in before and after school intervention and enrichment programs. 2) Provide campus supervisors with training and certification to enhance the skills and techniques 3) Maintain clean and safe facilities to provide a positive learning environment 4) Provide after-hours campus patrol to secure overnight security for evening and night activities (moved to base) 5) 1 FTE for Safe and Supportive Schools Coordinator	$995,808.00	Yes
3.8	Transportation Services	Provide safe and reliable transportation services for students to increase school participation for unduplicated students to include English Learners, Foster Youth, and students economically disadvantaged. 1) Add late bus routes 2) Provide adequate routing to minimize school/home arrival delays 3) Improve transportation safety	$563,000.00	Yes
3.9	Alternative Learning Center	Provide a temporary alternative instructional setting by referral (due process) with low-class size for at-promise students with significant behavioral issues in order to improve performance on General Education objectives (Alternative Learning Center or ALC) for unduplicated count students. 1) 1 FTE for ALC Teacher 2) 1 FTE for Paraeducator	$139,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Administrative Support	Due to the high needs of our community, students, and parents, provide high school administrators, middle school administrators, elementary school administrators, and supporting staff to increase positive behavior supports, increase attendance, and support instructional practices in language arts, math, and integrated language development to support all students. 1) 1.0 FTEs for HS Assistant Principals 2) 1.0 FTEs for MS Assistant Principals 3) .25 FTE for Child Welfare and Attendance Coordinator	$324,064.00	No

Goal Analysis [2021-22]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Our attendance rate declined significantly due to COVID quarantines and illnesses. In response, the Director, Pupil Services, and Counselors are working closely with families to connect them with needed resources and services. Our schools have been offering independent study contracts to students out for an extended period of time and teachers connect with students regularly to support them while completing the independent study contract. The short-term independent study program has been a significant challenge to fully implement, since parents have the option of declining this service, and some have. The school connectedness action was significantly affected by the ever-changing guidelines in relation to COVID 19 response to staff and student exposures and infections.

The return to in-person learning has reinforced the need for staff training in the mental health initiative and to rebuild the systems that drive them. Counselors have seen a significant increase in student self-referrals for anxiety, especially from middle school students. It was important this year to have increased counseling support as students returned to full-time, in-person learning. The administrative support action item has had unique challenges with staff attrition and the ability to hire staff. The supplemental personnel action item was understaffed this year and the unique challenges the students and staff faced returning into the space have even necessitated a need to staff all positions and to add additional support. Lastly, additional bus routes could not be added due to difficulties in securing drivers and filling

vacancies in that department. While positions have been flown, the district has experienced difficulty in obtaining qualified candidates for all vacancies.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

A1: Additional cost associated with counseling staff was identified. A positive learning environment initiative was expanded to all certificated personnel across the district.

A 3: The 7.5 FTEs for bilingual clerks were continued. However, 2 positions became vacant during the year.

A 5: Positions were continued, however, the Middle School Dean and Vice-Principal became vacant during the year.

A 6: School connectedness activities and events were reduced due to COVID restrictions.

A 7: Due to the labor shortage, positions could not be filled immediately. In addition, supply chain issues delayed many purchases and or the delivery of items related to this action.

A 8: Additional services were added to this action.

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

The increase in counseling services has allowed more students to receive 1:1 sessions, group sessions, and classroom-based lessons. Counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They also serve on the site-based Multi-Tiered System of Support (MTSS) team. The district will focus on the area of safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal.

G3 A1: Student Well-Being Initiatives
The district's mental health/social-emotional well-being and MTSS supports are effective and critical in the return to in-person learning. We have 2 MTSS secondary counselors, 4 elementary, and 4 marriage and family therapists. Our elementary counselors are spending much of their time supporting students' social-emotional well-being and behavior in the classroom. We partner with Victor Community Services which provides services to connect students, staff, and their families with necessary care within the community and to provide Direct Services. We

also link families to additional community services such as Oasis and Riverside University Health Systems. These services have been crucial for our school community and will only benefit our staff and students' well-being. Additional training and support are needed for staff and additional actions will be added to support this initiative. Banning USD has partnered with Collaborative Learning Solutions to dive deeper into a district root cause analysis in the areas of student discipline, attendance, and special education services. We are in the initial fact findings and planning stages of a two-year process. The district has also partnered with Blue Water Consultants to support the expansion of the Alternative-to-Suspension Program to the elementary and middle school levels. It is anticipated the program expansion will decrease suspension and expulsion rates at elementary and middle schools. The use of Collaborative Learning Solutions and Blue Water Consultants are expected to be effective as both partners bring a wealth of best practice and implementation knowledge which they use to support BUSD's Initiatives to increase the capacity of our staff in relation to this area of need. It is expected that this action will result in a decrease in suspension and chronic absenteeism rates, and have a positive impact on the student's access to instruction.

G3 A2: Student Mental Health Initiatives
The district's Foster and Homeless Youth services are provided by the school site through linkage to an educational partner such as RCOE or Victor Community Services and need to be enhanced with more District oversight to be more effective in meeting the needs of our students. We support enrollment and school site personnel to provide immediate support for enrollment and with any basic needs with our linkage to our community partners Victor Community and Safe Family Justice Center and the through collaboration with the District Attorneys' office for additional resources. There are specialized services to support these students with their academic needs such as a Response to Intervention in-class support and before/after school tutoring. Additionally, there are vouchers for students and their families in need of support. Our foster and homeless students have been severely impacted by the COVID-19 pandemic. The services provided have been crucial in creating some stability for students and families so the school can be a focus.

The work between mental health support and the focus on Foster Youth and Homeless youth needs to be supported more intensively to be more effective. The data from our mental health staff and our community partners support a need to split the actions of support Foster/Homeless Youth and Tier 3 individual mental health supports for the 2022-2023 school year.

G3 A3: Improve Student Attendance Initiatives
There has been a significant increase in student absenteeism during the current school year. This has been attributed in part to the need to quarantine large numbers of students during COVID surges and to difficulties experienced by some students during their transitions back to campus after remote learning. The district was putting systems in place and making gains in improving attendance and chronic absenteeism rates prior to the pandemic. There are currently 7.5 FTEs of bilingual clerk personnel supported through the LCAP. At this time, 1 FTE of a Child Attendance Welfare Coordinator is being added to support an intentional focus on attendance for the upcoming school year. These services and school site teams provide family supports to remove barriers to student absences and will be crucial in the future. These actions, including the addition of a Child Attendance Welfare Coordinator, are expected to result in a significant decrease in chronic absenteeism during the 2022-2023 school year.

G3 A4: Supplemental School Personnel

The District Healthy Kids Survey and Dashboard data indicate a need for improved and increased services for unduplicated students to improve school climate and improve learning environments. This need is being addressed by providing funding to employ supplemental school personnel to increase academic and positive behavior intervention services. This has been challenging due to the inability to hire, retain staff, and provide consistent services. This action is regarded as partially effective due to limitations in hiring supplemental personnel. 1.0 FTE Alternative to Suspension Teacher for Middle and High school was hired and has provided services for students. The services are effective and focus on quality restorative practice strategies but there is a daily cap on the number of students who can be served. There is a need to hire for the existing FTE in the LCAP and to hire 1 additional FTE for elementary. The focus on attendance and students arriving to class on time has been supported by 2.27 FTE for ATS/ISI Aides. This has been effective in reducing the number of Tardies at the school site. An increase in student engagement has been supported by 1.0 FTE for Clerk Staff to support athletics. Returning to in-person instruction during the time of COVID has reinforced the need for the 1.25 FTE for Health Aides to support the needs of the unduplicated count. The health aides have been able to screen students to ensure a safe and healthy learning environment and this has been effective along with other increased nursing staff provided by one-time funding. The district registrar has significantly contributed to the accurate and timely identification of unduplicated pupils. This position has ensured that all students are screened and our unduplicated pupil count has increased from 86% to 92% in part due to more thorough data collection.

G3 A5: Administrative Support
The high school administrators (Dean and Assistant Principal), middle school administrators (Dean and Vice-Principal), and supporting staff were hired to increase positive behavior supports, increase attendance, and support instructional practices for English Learners, foster youth, and low-income students in ELA, math, and integrated language development. This part of the initiative has been not as effective as it could be due to staff attrition and the inability to recruit a replacement. The dean will be upgraded to assistant principal in an effort to recruit and retain qualified staff. The 2.0 Assistant/Vice Principal Secretaries are effective in supporting the site administration in increasing in improving services to staff. A 1.0 FTE for Child Welfare and Attendance Coordinator will be added to support all aspects of Goal 3.

G3 A6: School Connectedness
This action provides funding to improve safety management systems, personnel, and equipment to ensure a safe school environment for unduplicated students. This action has been carried forward from the 2019-2020 LCAP and is effective as indicated by stakeholder feedback and healthy kids data indicating an increase in the feeling safe at school.

G3 A7: Secure, Safe, and Engaging Learning Environment
This action focused on providing a safe and secure school learning environment for staff and unduplicated counts. This action has been effective in ensuring all sites have school supervisors to ensure school safety. Extra supervision will provide an added safety measure that will allow for unduplicated count students to participate in before and after school intervention and enrichment programs. This action is carried over from the 2019-2020 LCAP and has new actions to increase and improve services such as sensory playground equipment to provide for more engaging experiences during before and after school and enrichment times. This action was implemented by hiring campus supervisors and substitutes to check in and out with students, provide supervision, make initial contact as students come to school, and

support the school climate by building relationships with students. This action is effective as measured by an increase in California Healthy Kids Survey data for an increase in school connectedness.

G3 A8: Transportation Services
Transportation has been an area of need all year. Staff shortages and difficulty in recruiting and retaining staff have not enabled the District to add late routes. The District will be adding initiatives to ensure the effectiveness of this initiative.

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.

Metrics
In order to better illustrate the trend in chronic absenteeism, an internally calculated mid-year estimate for the current school year (2021-22) using SIS attendance data has been included in addition to the chronic absentee data for 2020-21.
In order to better obtain data between Health Kids cycles, the district is planning a robust survey to be conducted each year to provide insight into this area. This survey data will be included beginning with the 2022-2023 LCAP.

Additional Actions:
G3 A1: Student Well-Being Initiatives
- Contract with Collaborative Learning Solutions
- Contract with Blue Water

G3 A2: Student Mental Health Initiatives
- 1 Educational Related Mental Health Services Psychologist
- 1 Behavior Specialist
- 2 Behavioral Tech
- Mental Health Supports

G3 A3: Improve Student Attendance Initiatives
- Child Welfare & Attendance Coordinator

G3 A4: Supplemental School Personnel
- 2 ATS Teachers Elementary and Middle Schools
- 1 Foster/Homeless Youth Liaison

G3 A5:Administrative Support
- 2 MS Assistant Principals (Instead of 1 VP & Dean)
- 2 Elementary Assistant Principal
- .25 FTE for Child Welfare and Attendance Coordinator

G3 A7: Secure, Safe, and Engaging Learning Environment
- The action was renamed "Secure, Safe, and Engaging Learning Environment". The action was originally titled "Secure and Safe Learning Environment".
- Sensory-based elementary playground equipment has been added to support the anticipated expansion of TK classes offered by our district.
- Safety and Security Coordinator

G3 A8: Systems to improve transportation safety will ensure students are accounted for to and from school.

G3.A9 Alternative Learning Center (ALC)
- The implementation of a temporary alternative instructional setting by referral (due process) with low-class size for at-promised students with significant behavioral issues and the addition of a paraeducator for support

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
4	Increase parent and community engagement by developing sustained and transparent relationships with community stakeholders as partners and collaborators

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the learning goal with a focus on strengthening student and parent connectedness :

1. Increase parent participation in programs and volunteer activities as measured by the number of parent volunteers and volunteer hours
2. Seek parent input for the decision-making process at the district and site level for all students including unduplicated students and students with exceptional needs as measured by the number of parents participating in district and site committees and meeting minutes
3. Strengthen the home-to-school connection
4. More parent education workshops on how to support their children

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically addressing the targeted needs of our unduplicated pupils, and all of our students in the following areas: Parental and community engagement, which is an integral part of overall achievement, and student/parent culture and climate. Input collected helped determine student engagement in school, parent and community involvement, student/parents' perceptions of effective district communication, student emotional health, and access to support were of high priority. Goal four was developed to monitor parent engagement, district communication, school climate, and overall satisfaction with schooling in Banning USD. This goal is crucial to increase parents' and community engagement and students' perceptions of school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent LCAP Survey Respondents	2020 - 2021 - 104 Parents Responded	46 Parents Responded			500 parents responding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Parent Survey (CSPS) Respondents	2018-2019 218 - Parents Responded	Data is collected on a two year cycle			600 parents responding
California Healthy Kids (CHK) Survey Data	2018-2019 60 Parents Responded	Data is collected on a two year cycle			300 parents responding
Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)	2018-2019 DPAC - 6 parents average School Site Councils - 4 parents average ELAC - 4 parents average DELAC - Formed in 20/21 Special Education advisory committees: 12 parents average	DPAC - 6 parents average School Site Councils - 3 ELAC - 2 DELAC - 1 parents Special Education advisory committees: 2			2018-2019 DPAC - 12 parents average School Site Councils - 10 parents average ELAC - 10 parents average DELAC - 12 parents average Special Education advisory committees: 20 parents average
Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Average of 2 per month	Average of 2 per month			4 per month

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of "Good News" items shared with parents (e.g. students achievement or celebrations)	No baseline	Action commenced in March 22 Average of 1 per week			Minimum of 1 per week when school is in session
Latino Literacy Project Participation	No baseline	Families in regular attendance Cabazon: 7 Central: 3 Hemmerling: 6			10 families in regular attendance

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Involvement	The needs of unduplicated students were considered in providing workshops, coordinating community resources, and expanding the use of electronic and face-to-face methods for parents to connect and engage within the school community: 1) Implement The Latino Family Literacy Project across all elementary and transitional kindergarten sites to support TK - 3 reading initiative. 2) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families. 3) Employ 1 FTE Parent and Community District Liaison to help cultivate parental relationships with the school district. 4) Employ 6 FTEs Site Parent Ambassadors for the purpose of building community within the school 5) Increase hours for Library Tech to provide extended library hours for students and their families	$383,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Parent and Community Communication	Improve communication between schools and the community to expand the use of electronic and face-to-face methods for parents to connect and engage within the school community: 1) Improve parent communication by engaging with public information services 2) Provide messaging marquees to increase parent and community communication and engagement	$344,000.00	Yes

Goal Analysis [2021-22]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Due to pandemic restrictions, the District canceled in-person parent workshops. Online opportunities were provided but were not well attended. Due to pandemic restrictions, parents have not been allowed on campus to volunteer as has been done in the past. The District ordinarily appreciates and welcomes parents to participate in various volunteer opportunities and their child's learning. These restrictions have made it difficult to continue improving parent engagement.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

A 1: The implementation of outreach programs was limited due to COVID-related restrictions on volunteers and campus visits which needed to be imposed at different times throughout the year.
A 2: Unexpected delays in implementing parent communication measures decrease the cost of this action.

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

G4 A1: Parent and Community Involvement: The district's educational partner engagement has been maintained. Our DELAC, DPAC, and SEPAC met virtually throughout the year. Parents were appreciative of the opportunity to authentically engage and provide input for our

many plans. Student advisories met virtually with the superintendent and executive cabinet to provide authentic input on school and how the COVID-19 pandemic has affected them as students both academically and social emotionally. The additional supports contemplated will increase family and student engagement which will increase attendance and student learning. It is expected that this action will result in an increased number of families participating in the Latino Literacy project and participating in additional parent outreach programs that incorporate each school's instructional program for delivery to parents and families. The addition of the Parent and Community District Liaison and Site Parent Ambassadors will assist in both the design of the outreach programs and in gaining parent participation.

G4 A2: Parent and Community Communication: The district's efforts to keep the community informed have been expanded but the effectiveness of the new initiative such as our "Good New" communications or the installation of new marquees in the spring can not be assessed at this time. New metrics to track these initiatives are being added to the LCAP. It is expected that this action will increase the percentage of parents feeling well informed regarding the district's systems to increase achievement as measured by the annual LCAP survey and in combination with goal action 4.1 increase the number of families participating in parent outreach programs.

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.

Metrics
G4 A1: Parent and Community Involvement:
- Latino Literacy Project participation. The 16 families that participated have been included to gauge the effectiveness of this new initiative.

G4 A2: Parent and Community Communication
- Added the tracking of district-shared "Good News" items. These focus on student achievement and celebrations. This is a vital first step in building communication channels that support the parent outreach described in action 1.

Actions:
Our educational partners and metrics in the Reflections: Identified Need section of the LCAP continue to indicate the importance of parent and family engagement. For 2022-23, the District plans to offer at least three (3) workshops to help parents in their role; and develop their understanding of the instructional program and how they can help their child(ren) to succeed. In addition, the District will employ a Parent and Community District Liaison and 6 site Parent Ambassadors to expand and improve communication with parents, staff, and the community.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$17,730,042	$2,330,688

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
42.93%	4.29%	$1,651,863.00	47.21%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1. The following response addresses the following actions/services as they work together to increase, improve and sustain services and outcomes as measured by local indicators for unduplicated students:

1.1 Instructional Support

1.2 Technology Infrastructure and Support

1.4 Student Interventions and Supports

1.5 English Language Development Program Support

1.7 Transitional Kindergarten Program

1.8 Paraprofessionals

1.9 Recruitment and Retention Plan

1.10 Career Technical Education

1.12 Student Extra-Curricular and Enrichment Opportunities

1.14 Instructional Collaboration

1.15 Academic Supports and Intervention

1.18 Maintain Class Size

2.2 California Teacher Induction (CTI) Program

2.3 Peer Assistance and Review (PAR) Program

3.1 Student Well-Being Initiatives

3.2 Student Mental Health Initiatives

3.3 Improve Student Attendance Initiatives

3.4 Supplemental School Personnel

3.5 Administrative Support

3.6 School Connectedness

3.7 Secure and Safe Learning Environment

3.8 Transportation Services

3.9 Alternative Learning Center

4.1 Parent and Community Involvement

4.2 Parent and Community Community Communication

Banning is considered a high-poverty district. Approximately 92% of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 92.2% of the student population is Socioeconomically Disadvantaged; 17.1% are English Learners; 1.4% are placed in Foster Care placements; 4.4% are Homeless Youth. Banning Unified School District is represented by the following ethnic distribution: 71.1% Hispanic or Latino students, 10.9% White, 7.3% African-American, 2.8% Two or More Races, 2.6% American Indian or Alaska Native, Asian 4.1%, and at 1% or less each from Filipino, and Pacific Islander ethnicities. BUSD is most proud of how students are improving the achievement of two subgroups improved their dashboard colors in Math: Students with Disabilities - Orange - Increased and White - Yellow - Increased Significantly. Additionally, Suspension rates improved for: Foster youth, Homeless youth, and African American students, and the CCI indicator improved for homeless youth.

The District in the 2018-2019 school year had a dramatic increase in Chronic Absenteeism. Chronic Absenteeism increased for all subgroups except African Americans. A significant factor was the teachers' strike which had a significant and lasting impact on attendance. Our internal data suggest that during the following year, 19-20, BUSD was on track to have very similar chronic absentees numbers. As of the March 12th pandemic closure, chronic absenteeism numbers were very similar to the year-to-date numbers from the prior year. This suggests that

initiatives carried out during the 19-20 school year were not effective. Our attempts to address chronic absenteeism during distance learning have likewise not been effective. A depth root cause analysis was carried out as part of the development of this plan. Going forward actions and services which place greater emphasis on early detection and effective intervention will be necessary for socio-economically disadvantaged students, foster youth, and homeless students. The English and Math scores for the district continue to decline for the past three years in 2019 students were 101.8 below standard in math and 67.3 points below standard in English Language Arts.

An examination of achievement dates for unduplicated students revealed that socioeconomically disadvantaged students, homeless, and English Learners were red on the ELA and math indicators for 2020 as compared to Asian, Hispanic, and White Students who were orange and yellow on the California Dashboard. An equity gap was also seen with regards to the 2020-2021 combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 3.85% and EL students at 15.56% vs 34.21% for white students. Likewise, there is an equity gap in graduation rates with ELs graduating at 55% and Homeless students at 60%, compared to a 70% overall district graduation rate in 19-20 and similar equity gaps in 20-21. In addition, there has been a decrease in the EL reclassification rate from 9.7% in 2019-2020 to 3.8% in 2021-22 and a 5% decrease in the percentage of EL students who gained one level or maintained level 4 from the 2020 to 2021 dashboards. Homeless and EL students are experiencing lower graduation rates (65% and 55% vs. 72.6 overall), while, drop-out rates for EL students are also notably elevated (27% compared to all students at 17.8%).

Unduplicated pupils were being suspended at rates above the district average. Due to distance learning, there was a near 0% suspension rate for 2020-2021, but it is expected that suspension rates for unduplicated pupils will be elevated again in 2021-2022.

All Students 6.0%

Homeless 6.8%

Foster: 20.3%

Socioeconomically Disadvantaged: 6.2%

In addition, chronic absenteeism rates for unduplicated pupils have increased.

EL 9.9% in 19/20 to 33.8% in 21/22

Homeless 28.1% in 19/20 to 52.15% in 21/22

Foster 20.8% in 19/20 to 38.4% in 21/22

Socioeconomically Disadvantaged 19.6% in 19/20 to 38.9% in 21/22

The Data above necessitates the need to increase and improve services for unduplicated students. The above-mentioned actions for all students will improve first-best instruction, and provide Social and Emotional Learning and equitable access to technology.

2. The following schoolwide or Districtwide actions are effective for meeting the goals for Socio-economically disadvantaged students, and foster and homeless youth. The actions focus on first-best instruction, access to 21st Century learning skills, school climate, and teaching and learning that will benefit all students but especially the 92% of students that are socio-economically disadvantaged, 1.2% of foster youth, and 4.4% of homeless students by increasing access to resources and state standards.

Goal 1

An examination of achievement data for unduplicated students revealed that socioeconomically disadvantaged students, homeless, and English Learners were red on the ELA and math indicators for 2020 as compared to Asian, Hispanic, and White Students who were orange and yellow on the California Dashboard. An equity gap was also seen with regards to the 2020-2021 combined A-G and CTE completion rate, with homeless at 3.85% and EL students at 15.56% vs 34.21% for white students. Likewise, there is an equity gap in graduation rates with ELs graduating at 55% and Homeless students at 60%, compared to a 70% overall district graduation rate in 19-20 and similar equity gaps in 20-21. In addition, there has been a decrease in the EL reclassification rate from 9.7% in 2019-2020 to 3.8% in 2021-22 and a 5% decrease in the percentage of EL students who gained one level or maintained level 4 from the 2020 to 2021 dashboards.

1.1 instructional Support:

The parent, teacher, and staff feedback, and achievement data above, indicated a need for professional development, reading data, unpacking standards, using data, instructional strategies, small group instruction, and planning for intervention. Instructional Coaches to provide coaching support for teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed with a focus on unduplicated count students and students with disabilities which will support increased and improved services for non-duplicated students.

Employ Instructional Coaches to provide coaching support for teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed with a focus on unduplicated count students

1) Employ 2.0 FTE Secondary ELA/ELD and Math Instructional Coaches

2) Employ 4.0 FTE Elementary Instructional Coaches

3) Continue to fund .7 FTE for the Director of Educational Services and support staff

4) Fund .50 FTE for Transitional Kindergarten Coordinator to provide instruction for students who do not qualify for Kindergarten

5) 0.2 FTE to provide coaching support for writing across the curriculum grades 6-12

Instructional support includes A Director of Educational services who will monitor and support instruction in the classroom to improve first-best instruction which will impact unduplicated students. The Transitional Kindergarten Coordinator will provide support and coaching for developing the capacity for teachers to garner the California Pre-school learning foundations and the first half of kindergarten standards to increase kindergarten readiness for unduplicated student populations and increase student outcomes due to early childhood education. This action is a continuing action in the LCAP to increase and improve services by using evidence-based practices to improve teaching and learning by supporting teachers directly. This action has been determined to be effective by the instructional support team by developing a balanced assessment system, implementing a common assessment, and reviewing the results with an emphasis on student achievement. Local measures of the common assessments and I Ready data indicate students have made measurable growth across the district.

For the 2022-2023 school year the District has a continued need to focus on improving first-best instruction by increasing the work year and capacity of the coaches and teachers, especially in math. Math continues to be a global need based on 2021-2022 I-Ready data for the 2022-2023 school year.

To improve and increase instructional support services the following initiatives will be added to this action:

6) Math Lesson Study Sessions - Math Coaching

7) Added 5 days to Instructional Coaches' work calendars

The above actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

1.2 Technology Infrastructure and Support:

As 21st Century Learning Skills and a blended learning environment become more prevalent leveraging online digital resources and creating safe/secure online spaces has become a priority to ensure equitable learning environments. Stakeholder input indicates a need for digital learning resources, increased access to devices for teachers/students, access to the internet with more bandwidth, and additional staff to provide support for 1 to 1 student device implementation. Provide a robust, reliable, secure, and scalable digital network to continually enhance and improve the instructional program, available resources, and staff productivity, and to increase services and engagement to unduplicated count students.

1) Funding a technology allocation to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete

2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies

3) Continue to fund 4.0 FTE Technology Technicians for repairs, updated systems, and improved access to 1:1 technology

4) Employ a 1.0 FTE Educational Technology Coordinator to plan and coordinate the provision of digital resources and training for teachers, students, and parents.

5) Fund .30 FTE for the Director of Technology to support teachers with updated hardware and software to support the needs of unduplicated students (ELA and math intervention programs, digital tools, digital software)

The above-mentioned actions will increase access to technology, and innovative online learning strategies with increased engagement, data-driven instruction, and individualized intervention will support the needs of the 92% of students that are socio-economically disadvantaged, 1.2% of foster youth, and 4.4% of homeless students by increasing access to resources and state standards. This is a continued action for the 2022-2023 school year. This action is effective as demonstrated by the use of technology across all grade levels and in all aspects of instruction. As the need to increase 21st-century learning skills and environments continues to be a priority going into the 2022-2023 school year this action continues into the 2022-2023 LCAP.

By ensuring that students have access to devices, digital platforms, and equipment necessary for 21st Century Learning, the above actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

1.4 Student Interventions and Supports

Student academic assessment data indicates student performance data is overall in orange for ELA and red in Math. This necessitates the need for additional support in looking at student needs and using data to inform instruction.

Employ staff to provide support related to local and state assessments, management systems, data monitoring, and intensive interventions with a focus on unduplicated count students and students with disabilities:

1) Continue to fund .70 FTE for the Coordinator of Data and Assessment planned for all years of the LCAP

2) Provide funding for 1.6 FTE for BARR Coordinators to support secondary schools

This action is continuing action to improve and increase services. Some gains were made in some school sites for ELA, Math, and Absenteeism which indicates the action is partially effective for the 2021-2022 school year. The action will be increased and additional evidence-based practices will be initiated as part of this action to increase effectiveness for the 2022-2023 LCAP. The students still show a need for increased achievement and additional support for the areas of reading and math and the implementation of the LCAP interventions.

The following initiatives will be added to increase the services to unduplicated students:

3) Provide funding for 4.0 FTEs for Elementary Reading Specialists

4) Provide funding for 4.0 FTEs for Elementary Math Intervention Teachers

5) Budget and expenditure monitoring support

The above-mentioned initiatives will increase the support and in-class intervention for the areas of reading math for unduplicated students for the 2022-2023 school year. This action and increased services will be measured by an increase in local I-Ready data from the baseline data from the 2021-2022 school year.

1.5 English Language Development (ELD) Program Support

The ELD program support will provide additional support to designated English learners districtwide to increase and improve services for English Language Learner services.

Provide targeted support to English Language Learner students and teachers with coaching support, professional learning experiences, ELD curricular support, EL progress monitoring, and interventions that include teacher coaching on how to meet the needs of EL students needing additional support to succeed, including the unduplicated count.

1) Continue to employ 2.0 FTE for Counselors to support the academic needs of secondary EL students

2) Continue to employ a Language Specialist to assist with the translation of documents and parent outreaches

3) Provide integrated and designated professional development for teachers to support Dual Language and Structured English Immersion Programs.

4) Evaluate and analyze the English language development curriculum for language acquisition alignment needs

The increased services will increase the academic achievement of English Learners districtwide. This initiative is carried over from the 2021-2022 LCAP. The data does partially supports the effectiveness of these actions by an increase in subgroup performance at Central and Cabazon. The action is carried over with the function and responsibilities of the counselors and language specialists being adjusted using evidence-based practices to improve student outcomes.

The following initiatives will be added to increase the services to unduplicated students:

5) Employ 1.0 FTE English Language Development, Specialist

6) English Language Development Digital Platform (ELPAC Aligned)

7) Intensive English Language Development Instructional Materials for grades 4-8

The above-mentioned initiatives will improve the effectiveness of the initiative of the 1.5 English Language Development (ELD) Program Support by addressing the need for consistent evidence-based daily ELD support. The digital platform will provide a system to ensure consistent ELD and monitoring of instruction. The ELD Specialist will monitor the support and provide professional development and coaching for teachers to ensure effective ELD support. This action is expected to result in an increase in the percentage of unduplicated pupils meeting metrics such as graduation rate, a-g completion rate, i-Ready, and local assessment data

1.7 Transitional Kindergarten Program

The Transitional Kindergarten Program will provide the first of a two-year kindergarten program for 4-year-olds within the Banning USD. Transitional kindergarten will give our youngest kindergarteners a better foundation to start school. Each year, the window for eligibility widens by two more months. By the 2025-26 school year, all 4-year-olds can attend TK in an elementary school in Banning USD. Early childhood education will be provided through a TK program that will support increased and improved services for non-duplicated students.

The above-mentioned initiatives will provide an early foundational education in Social Emotional Development, Language and Literacy, English Language Development, and Mathematics for unduplicated students for the 2022-2023 school year. This action and increased services will be measured by an increase in local ESGI data from the baseline data from the 2021-2022 school year. It is anticipated that students who participate in the Transitional Kindergarten Program will enter Kindergarten with stronger foundational skills in the following above-mentioned areas.

1.8 Paraprofessionals

Stakeholder data indicates a need for extra support in the classrooms and with TK and Kindergarten. The needs of unduplicated count student

Provide Paraprofessionals for General Education classrooms grades TK - 1 to promote learning recovery in response to COVID-19 pandemic impact on classroom instruction during the 2021-22 school year: The increase in hours was voluntary and not all 3-hour employees increased their hours. This limited the effectiveness of this initiative. For the 2022-2023 LCAP this initiative will be continued due to the need to provide individualized support as students recover from learning loss from distance learning and the impact of the pandemic.

1) Increase 3-hour part-time paraprofessionals to 6 hours

2) Continue funding additional time for paraprofessionals to support unduplicated special education students

3) To provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher

4) To provide support for Unduplicated Count students in literacy and mathematics under the direction of a certificated teacher

The action is carried over which the function and responsibilities of the paraeducators are being adjusted using evidence-based practices to improve student outcomes. This program was effective as all positions were either filled with permanent or substitute employees and local data support the action with the unduplicated count of students making improvements on local indicators.

1.9 Recruitment and Retention Plan

The needs of unduplicated count students and students with disabilities were considered first in an effort to recruit and retain experienced high qualified teachers by continuing to fund per cell salary increases and certificated salary schedule reorganization. The increase in salary will enable the District to recruit the best teachers with the experience and skills to teach unduplicated students to improve student achievement. This 2019-2020 LCAP initiative carried over into the 2021-2022 LCAP has been repurposed by focusing on retaining and recruiting teachers with experience in evidence-based practices and data-driven instruction. The salary schedule has been reorganized to increase retention of staff as the district has seen attrition in the 2020-2021 school year and attrition is expected for the 2021-22 school year. The effectiveness of this newly repurposed action will be evidenced in the 2022-2023 school year by a reduction in attrition for the 2023-2024 school year. It is expected that by retraining qualified teachers the district will experience gains in student outcomes such as CAASPP, Graduation rate, A-G rate, EL reclassification, etc.

1.10 Career Technical Education (CTE)

The needs of unduplicated count students were considered first in the development of a broad-based CTE program with a variety of pathways and a need to increase the A-G completion Rate for the District. Although the College and Career Indicator has been suspended due to the pandemic, local data indicate that unduplicated pupils have experienced a decline with respect to measures of college readiness such as the combined A-G CTE completion rate (see goal 1 data above). To address this need BUSD has employed Career Technical Education (CTE) Teachers to provide students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options for unduplicated count students:

1) Employ 2.0 FTE for CTE Teachers to support an expansive CTE high school program; 1.8 FTE CTE Grant-funded

2) Provide funding for CTE curriculum, materials, and supplies

This is a carried-over action for the 2021-2022 LCAP. This action is effective as students have shown interest in the new CTE pathways and have increased our student enrollment in CTE pathways. An increase in completion rates of the CTE pathway will evaluate the effectiveness for the 2022-2023 school year. It is expected that this action will increase A-G readiness, college credits, and/or industry certifications in the future.

1.12 Student Extra-Curricular and Enrichment Opportunities

The needs of the unduplicated count students were considered first with the development of extra-curricular and enrichment opportunities. The California Healthy Kids data indicates a need for improvement in the area of students being connected to the school. research indicates extra-curricular activities such as sports and music increase opportunities for students to feel connected to the school.

Employ extra-curricular and Enrichment teachers to provide students with a robust and well-rounded instructional program providing extra-curriculum, enrichment opportunities, and additional library access, including unduplicated count students and students with disabilities.

1) 2.0 FTEs for ES Physical Education Teachers; Add 2.0 FTE for ES Physical Education Teachers

2) 1.0 FTE for MS Visual and Performing Arts Teachers

3) 1.0 FTE for Orchestra Teacher

4) 1.0 FTE for HS Athletic Director

5.) 1.0 FTE for HS Athletic Clerk

6) 7.0 FTEs for Library Media Specialists

7) Provide funding to ensure proper and safe athletic equipment

9) Provide funding for academic field trips and sports transportation

10) Provide additional hours for Librarian Technicians

11) Enrichment Stipends

This initiative is a carried-over action PE teachers were hired and provided PE services for elementary students during the 2021-2022 school year. Stakeholder data substantiated the addition of 2 more PE teachers and the effectiveness of this action. Athletic equipment was purchased and field trips were provided this action was implemented and effective as substantiated by stakeholder feedback. By providing extracurriculars, co-curricular, and after-school programs, and sports students are provided positive connections to the school and greater access to academic tutoring. The effectiveness of this action is tracked through the monitoring of the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, the percentage of ELs reclassifying or progressing a level, chronic absenteeism.

1.14 Teacher Collaboration Time

The District dashboard indicates a need for the improvement of academic performance in all areas for the unduplicated count students. Research supports professional learning communities and teacher collaboration time.

Provide teachers collaboration time for data analysis, curriculum pacing, and intervention planning to help close the achievement gap for unduplicated students and students with disabilities.

This action was implemented in the 2020-2021 school year and local indicator data show improvement in unduplicated count student data. This carried-over action is effective.

The above action is expected to result in an increase in the percentage of Unduplicated Pupils scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

1.15 Academic Supports and Intervention

The needs of unduplicated count students were considered first when adding additional academic support. The stakeholder data supports the need for counselors and access to advanced courses and college preparation.

Provide school counselors to work with students to address their academic and developmental needs, including unduplicated count students and students with disabilities:

1) Continue to fund 3.0 FTE for Counselors for academic and behavioral supports to address the social and emotional learning needs of students

2) Provide support for students taking AP Exams

3) Continue supporting AVID

This action is being carried over and is effective as measured by an increase in graduation rate and the career college readiness indicator. The following initiative is being added to this action to increase services:

4) College and Career Readiness Specialist

The above action is expected to result in an increase in the percentage of Unduplicated Pupils passing AP exams, completing the FAFSA, graduating on time, and the combined A-G/CTE completion rate.

1.18 Maintain Class Size

The needs of unduplicated count students were considered first in maintaining class sizes in order to provide a conducive learning environment that will support differentiated instruction, small groups, and scaffolded support to improve student learning. Teachers will be able to mitigate learning loss by focusing on the needs of unduplicated count students. This action is a carried-over action from the 2019-2020 LCAP. The effectiveness of this action has not been measured as the action has been modified to include data-driven instruction which focuses on the unduplicated count of students to increase outcomes which are measured in the spring of 2022.

This action is expected to assist in mitigating learning gaps, and as a result, the above action is expected to result in an increase in the percentage of Unduplicated Pupils scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

Goal 2:

An examination of achievement data for unduplicated students revealed that socioeconomically disadvantaged students, homeless, and English Learners were red on the ELA and math indicators for 2020 as compared to Asian, Hispanic, and White Students who were orange and yellow on the California Dashboard. An equity gap was also seen with regards to the 2020-2021 combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 3.85% and EL students at 15.56% vs 34.21% for white students. Likewise, there is an equity gap in graduation rates with ELs graduating at 55% and Homeless students at 60%, compared to a 70% overall district graduation rate in 19-20 and similar equity gaps in 20-21. In addition, there has been a decrease in the EL reclassification rate from 9.7% in 2019-2020 to 3.8% in 2021-22 and a 5% decrease in the percentage of EL students who gained one level or maintained level 4 from the 2020 to 2021 dashboards. As a result of this review the Banning Unified School District has determined that the following needs exist:

1. With the implementation of adopted California Standards, Frameworks, corresponding newly adopted curriculum, intervention strategies, social-emotional learning, and one-to-one devices, Certificated and Classified staff will need to receive adequate training to effectively implement coursework in the classroom.

2. An increase in certificated teachers and administrators has shown a need to provide additional support systems for certificated personnel and administrators.

3. Certificated, classified, and administrators must be provided with adequate support and resources to ensure that students are being supported in a culturally responsive environment academically, behaviorally, and emotionally.

To address this need, BUSD will take the actions below:

2.1 Professional Development

Professional development focusing on the needs of socioeconomically disadvantaged students, homeless, and English Learners is needed to improve instructional practices to increase academic achievement.

Provide supplemental Professional Development opportunities for teachers, paraprofessionals, and staff to support the implementation of Common Core State Standards, instructional interventions, program oversight, and to enhance learning for the unduplicated count students, including the English Language Development for English learners, to include the following:

1) Universal Design for Learning for K-12 teachers

2) iReady training for Grade K-8 teachers

3) New Teacher Training

4) Literacy Initiative for Grade K-3 teachers

5) Guided Language Acquisition Design (GLAD) Dual Immersion Teacher Training

6) Social-Emotional curriculum training for all teachers

7) SpringBoard training for high school ELA teachers

8) Jane Schaffer Writing training for 6-12 teachers

9) Progress monitoring reading training for K-12 teachers

10) Accessibility tools training for all teachers

11) English Language Development training for all teachers

12) Amplify Curriculum Training - includes ELD component

13) Paraeducators will be offered training on various topics such as digital learning, best practices in curriculum support, and behavioral management strategies

14) Classified staff will be offered training in first aid, CPR, and AED use

15) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager

By increasing the capacity of all staff, the above actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

2.2 California Teacher Induction (CTI) Program and 2.3 Peer Assistance and Review (PAR) Program

To better support student achievement and address the equity gaps listed above (CAASPP, A-G/CTE rate, EL reclassification, etc), the district must provide support to new or struggling teachers above and beyond what is detailed in Action 2.1 Actions 2.2 (CTI) and 2.3 (PAR) will support first best instruction, differentiated instruction, small groups, and scaffolded support to improve student learning. Teachers will be able to mitigate learning loss by focusing on the needs of unduplicated count students. Improved instruction will increase services and academic achievement for unduplicated students. PAR has been a reoccurring action but has been only partially implemented until the 20-21 school year. The data from the 2021-2022 school year demonstrate the effectiveness of this action by all teachers being exited and graduating from PAR.

By maximizing student access to first best instruction, these two actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level.

Goal 3.
Our stakeholder groups identified the importance of the following areas when considering the development of learning with a focus on the whole child:
1. Increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey and Google survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Maintain or increase the support for mental health services and counseling services.
6. Provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support (MTSS).
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)

An examination of metrics found that in the baseline year, unduplicated pupils were being suspended at rates above the district average. Due to distance learning, there was a near 0% suspension rate for 2020-2021, but it is expected that suspension rates for unduplicated pupils will be elevated again in 2021-2022.
All Students 6.0%
Homeless 6.8%

Foster: 20.3%
Socioeconomically Disadvantaged: 6.2%

In addition, chronic absenteeism rates for unduplicated pupils have increased.
EL 9.9% in 19/20 to 33.8% in 21/22
Homeless 28.1% in 19/20 to 52.15% in 21/22
Foster 20.8% in 19/20 to 38.4% in 21/22
Socioeconomically Disadvantaged 19.6% in 19/20 to 38.9% in 21/22

Homeless and EL students are experiencing lower graduation rates (65% and 55% vs. 72.6 overall). In addition, dropout rates for EL students are notably elevated at 27% compared to all students at 17.8%

The District Healthy Kids Survey and Dashboard data further indicated a need for improved and increased services for unduplicated students to improve school climate and improve learning environments. This action is carried over into the 2022-2023 school year.

3.1 Student Well-Being Initiatives
The needs of unduplicated count students were considered first in providing social-emotional improvement programs; school connectedness endeavors, and other student well-being initiatives and training staff on implementation:
1) Implement College and Career Guidance Initiative for middle and high school students to identify their interests and career choices. Encourage schools to offer elective courses in career exploration.
2) Continue to fund 4.0 FTEs for ES Counselors to provide intensified support to students who require more academic, behavioral, and/or emotional support (MTSS);
3) Fund additional 2.0 FTEs for Secondary Counselors to provide intensified support to students who require more academic, behavioral, and/or emotional support (MTSS)
4) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being
5) Conduct an annual student survey to determine the level of safety and connectedness felt by students
6) Continue to allocate $200 to all teachers to promote a positive and engaging class environment
7) Collaborative Learning Solutions Consultants
8) Blue Water Consultants
9) Sensory-based elementary playground equipment
10) Outdoors Fitness high and middle school equipment

The following initiatives are being added to increase services and effectiveness of the action:
8) Blue Water Consultants

- Contract with Collaborative Learning Solutions for MTSS
- Contract with Blue Water for Alternative Learning Center and Alternative to Suspension Program.

9) Sensory-based elementary playground equipment
10) Outdoors Fitness high and middle school equipment

It is expected that this action will result in a decrease in suspension and chronic absenteeism rates, and have a positive impact on students' access to instruction.

3.2 Student Mental Health Initiatives

During the return to in-person instruction, a significant need was noted for mental health services. During the 2021-22 school year, district mental health therapists served and conducted, and supported over 150 risk assessments. Stakeholder data and a reduction in risk assessments support the effectiveness of this initiative.

Additional mental health therapists will provide intensive individual counseling services and support for unduplicated count services first. Employ Therapists for mental health services, and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students, students with disabilities, and parents toward:
1) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities
2) Track progress for students who are chronically absent and provide support
3) 4.0 FTE for Therapists for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students; 2.0 FTE planned for 2021-2022 ELOG; 0.6 FTE for Mental Health Services; 1.4 FTE for 2021-2022 LCAP; 4.0 FTE planned for subsequent 2 years

The following initiatives are being added to increase services and effectiveness of the action:
4) 1 Educational Related Mental Health Services Psychologist
5) 1 Behavior Specialist
6) 2 Behavioral Tech

By providing greater access to mental health personnel and ongoing support to address student mental health needs, it is expected that there will be a reduction in serious at-risk behaviors as measured by suspensions, referrals, and risk assessments.

3.3 Improve Student Attendance Initiatives
The need for this action was first identified in the 2019 dashboard. Socioeconomically Disadvantaged and Homeless subgroups declined from yellow in 2018 to red in 2019, while ELs declined from Green to Orange during the same time period. Though official calculations have been suspended, Banning USD has mainlined internal estimates. The following subgroups have shown notable increases in chronic absenteeism during the pandemic
EL 9.9% in 19/20 to 33.8% in 21/22
Homeless 28.1% in 19/20 to 52.15% in 21/22

Foster 20.8% in 19/20 to 38.4% in 21/22
Socioeconomically Disadvantaged 19.6% in 19/20 to 38.9% in 21/22

It is also worth noting that the BUSD homeless population has increased from 194 in 2020-2021 to 504 in 2021-2022.

The needs for unduplicated pupils were considered in the development and implement a comprehensive student attendance improvement plan to include:
1) Attendance incentives
2) Effective use of Student Attendance Review Team contracts, Site Attendance Teams, District Attendance Review Team, and Student Attendance Review Board referrals
3) Employ 6.5 FTE Bilingual Clerks for engaging with the community
4) Attendance and Academic incentives to reward and motivate positive student engagement
This is a continued initiative with new actions and is partially effective as there has been increasing in attendance and a decrease in chronic absenteeism at some school sites.

The following initiatives are being added to increase services and effectiveness of the action:
5) Child Welfare & Attendance Coordinator

These actions are expected to result in a significant decrease in chronic absenteeism during the 2022-2023 school year.

3.4 Supplemental School Personnel
The District Healthy Kids Survey and Dashboard data indicate a need for improved and increased services for unduplicated students to improve school climate and improve learning environments The needs of unduplicated count students were considered first in providing restorative practices; school connectedness endeavors, and other student well-being initiatives and training staff on implementation: supplemental school personnel supports unduplicated count students first.

This need is being addressed by providing funding to employ supplemental school personnel to increase academic and positive behavior intervention services, and to improve school connectedness:
Provide funding to employ supplemental school personnel for intervention services to improve student learning and academic achievement and positive behavior intervention by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students as defined in their School Plan for Student Achievement (SPSA). The following are the supplemental staff:
1) Continue to employ 2.0 FTE Alternative to Suspension Teachers and hire 1 additional FTE
2) Continue to employ 2.27 FTE for ATS/ISI Aides
3) Continue to employ 1.0 FTE for Clerk Staff to support athletics
4) Continue to employ 1.25 FTE for Health Aides to support the needs of unduplicated count and students with disabilities
5) Fund 1.0 FTE for the District and Middle School Registrar to accurately screen homeless and foster youth, English language learners, and

students qualifying for additional programs
6) Employ 1.0 FTE Foster/Homeless Youth Liaison
7) Addition Licenced Vocational Nurse to increase health services

The following initiatives are being added to this action to increase effectiveness:
1) Continue to employ 2.0 FTE Alternative to Suspension Teachers and hire 1 additional FTE

- Continue existing action, and add 1 ATS Teacher for Elementary
7) 1 Foster/Homeless Youth Liaison

It is expected that this action will result in improved percentages of positive responses to measures of school connectedness on the Ca Healthy Kids Survey, as well as increased support for students experiencing behavioral challenges with a corresponding reduction in the suspension rate.

3.5 Administrative Support
Due to the high needs of our community, students, and parents, provide high school administrators, middle school administrators, elementary school administrators, and supporting staff to increase positive behavior supports, increase attendance, and support instructional practices in language arts, math, and integrated language development to support English Learners, foster youth, and low-income students.
1) 1.0 FTEs for HS Assistant Principals
2) 1.0 FTEs for MS Assistant Principals
4) 2.0 FTEs for Assistant Principal Secretaries

Note: These positions reflect a change in title from the 2021 LCAP (Dean and Vice Principal are not Assistant Principals)

This is an action to support student climate and academics at the school site and has been partially implemented for the 2021-2022 school year. Staffing attrition and the recruitment issues have limited the ability of the District to fully implement this action and to determine the effectiveness of this action.

Due to the high needs of our community, students, and parents, provide high school administrators, middle school administrators, elementary school administrators, and supporting staff to increase positive behavior supports, increase attendance, and support instructional practices in language arts, math, and integrated language development to support English Learners, foster youth, and low-income students.

The action is being updated with the following changes to improve services and increase effectiveness:
3) 2.0 FTEs for ES Assistant Principals
5) .50 FTE for Child Welfare and Attendance Coordinator

It is expected that this action will result in improved percentages of positive responses to measures of school connectedness on the Ca Healthy Kids Survey, as well as increased support for students experiencing behavioral challenges with a corresponding reduction in the suspension rate.

3.6 School Connectedness

Provide funding to improve safety management systems, personnel, and equipment to ensure a safe school environment for unduplicated students.
1) Lobby Guard to ensure campus safety
2) Upgrade school public announcement systems to enhance school communication
3) Employ 1.0 FTE for HS Associated Student Body Teacher to increase student connectedness of unduplicated student count
4) Provide site allocations to support student climate initiatives for unduplicated students and students with disabilities.
5) Continue to fund yard duty aides to support positive student behavior
Action 6 of this initiative is carried forward from the 2019-2020 LCAP and is effective as indicated by stakeholder feedback and healthy kids data indicating an increase in the feeling safe at school. The action was implemented and before school, lunch, recess, and after school supervision was provided and was effective as measured by the implementation.

It is expected that this action will result in improved percentages of positive responses to measures of school connectedness on the Ca Healthy Kids Survey.

3.7 Secure and Safe Learning Environment
Provide a safe and secure school learning environment for staff and unduplicated count students:
1) Continue to fund 14.5 FTEs for campus supervisors. Supervision will provide an added safety measure that will allow for unduplicated count students to participate in before and after school intervention and enrichment programs.
2) Provide campus supervisors with training and certification to enhance the skills and techniques
3) Maintain clean and safe facilities to provide a positive learning environment
4) Provide after-hours campus patrol to secure overnight security for evening and night activities (moved to base)

This action is carried over from the 2019-2020 LCAP and has new actions to increase and improve services. This action was implemented by hiring campus supervisors and substitutes to check-in and out with students, provide supervision, make initial contact as students come to school, and support the school climate by building relationships with students. This action is effective as measured by an increase in California Healthy Kids Survey data for an increase in school connectedness.
Continue to fund 14.5 FTE for campus supervisors; 18.8 FTE for campus supervisors is being discontinued for 2022-2023. Campus supervisors will also build and maintain relationships with students by conducting check-in and check-out with identified unduplicated count

students.
The additional supervision will be able to meet the needs of the community input, the needs of unduplicated count students, and increase academic achievement through improving student engagement and increased academic achievement.
The evidence in the California Healthy Kids Survey shows an increase in school connectedness and feeling safe on campus which indicates this action is effective for this. The action is being carried over with additional components to increase the effectiveness and to improve support and services as measured by the 2021-2022 data for school climate.

The following initiatives are updated to increase services and improve effectiveness:
5) 1 FTE for Safe and Supportive Schools Coordinator

The above steps will result in check-in and out with students, provide increased supervision, create a welcoming environment as students come to school, support the school climate by building relationships with students, and increase engagement during before and after school and enrichment times. It is expected that this action will result in improved percentages of positive responses to measures of school connectedness on the Ca Healthy Kids Survey.

3.8 Transportation Services

An examination of achievement data for unduplicated students revealed that socioeconomically disadvantaged students, homeless, and English Learners were red on the ELA and math indicators for 2020 as compared to Asian, Hispanic, and White Students who were orange and yellow on the California Dashboard. An equity gap was also seen with regards to the 2020-2021 combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 3.85% and EL students at 15.56% vs 34.21% for white students. Likewise, there is an equity gap in graduation rates with ELs graduating at 55% and Homeless students at 60%, compared to a 70% overall district graduation rate in 19-20 and similar equity gaps in 20-21. In addition, there has been a decrease in the EL reclassification rate from 9.7% in 2019-2020 to 3.8% in 2021-22 and a 5% decrease in the percentage of EL students who gained one level or maintained level 4 from the 2020 to 2021 dashboards. In addition, the following subgroups have shown notable increases in chronic absenteeism during the pandemic
EL 9.9% in 19/20 to 33.8% in 21/22
Homeless 28.1% in 19/20 to 52.15% in 21/22
Foster 20.8% in 19/20 to 38.4% in 21/22
Socioeconomically Disadvantaged 19.6% in 19/20 to 38.9% in 21/22
These data indicate a need for student support.

Additional bus routes and a routing system/bus improvements will increase access for unduplicated count students to access after-school tutoring, a 7th period, and enrichment opportunities.
Provide safe and reliable transportation services for students to increase school participation for unduplicated students to include English Learners, Foster Youth, and students economically disadvantaged.
1) Add late bus routes

2) Provide adequate routing to minimize school/home arrival delays
This is continued action was not fully implemented.

It is expected that by providing greater access to tutoring and enrichment opportunities, the above actions are expected to result in an increase in the percentage of socioeconomically disadvantaged students, homeless, and English Learners scoring near or above standard on CAASPP testing, scoring on grade level on other local measures, and the percentage of ELs reclassifying or progressing a level. The provision of reliable bussing is expected to be a contributing factor in reducing chronic absenteeism.

3.9 Alternative Learning Center
The district has maintained a low expulsion rate for several years: 0.02% in 2019-2020 and 0% in 2020-2021. However, there has been a significant increase in serious behaviors (drugs, knives, fighting, etc) in the 2021-2022 school year which has resulted in principals recommending 44 students for expulsion. While a significant number of these cases resulted in alternative placements and suspended enforcement contracts, this increase has revealed a need for more intensive in-district alternatives which can be attempted prior to expelling a student.

Alternative Learning Center is being added to the district's existing spectrum of programs and services in order to provide a temporary alternative instructional setting by referral (due process) with low-class size for at-promise students with significant behavioral issues in order to improve performance in General Education objectives.

It is expected that this action will reduce the number of students being recommended for expulsion, and lead to an improved expulsion rate. Please note, that while the expulsion baseline data shows a very low rate, internal data indicates that this rate has increased for the current year (2021-2022). Since the elevated data for 2021-2022 will not be reported until the 2023 LCAP, the impact of this action will not been seen until the 2024 LCAP when the 2022-2023 data is reported. It is expected that there will be a decrease between the expulsion rates from the 2023 LCAP to the 2024 LCAP.

4.1 Parent and Community Involvement
Parent surveys indicate a need for more parent engagement and training. The needs of the unduplicated students were considered first as this action was developed.
Provide workshops, coordinate community resources, and expand the use of electronic and face-to-face methods for parents to connect and engage within the school community:
1) Implement The Latino Family Literacy Project across all elementary and transitional kindergarten sites to support TK - 3 reading initiative.
2) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families.
This is a continued action that was partially implemented. The Latino Literacy Program was effective at Hemmerling Elementary.

The following initiatives are updated or added to increase implementation and effectiveness:
3) 1 Parent and Community District Liaison to help cultivate parental relationships with the school district.

4) 6 Site Parent Ambassadors for the purpose of building community within the school
5) Increase hours for Library Media Specialists to provide extended library hours for students and their families

It is expected that this action will result in an increased number of families participating in the Latino Literacy project and participating in additional parent outreach programs that incorporate each school's instructional program for delivery to parents and families. The addition of the Parent and Community District Liaison and Site Parent Ambassadors will assist in both the design of the outreach programs and in gaining parent participation. It is expected that this will result in improved levels on the following metrics:

- Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)
- Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs
- Latino Literacy Project Participation

4.2 Parent and Community Communication
Parent surveys indicate a need for more parent and community communication. The needs of the unduplicated students were considered first as this action was developed.
Improve communication between schools and the community to expand the use of electronic and face-to-face methods for parents to connect and engage within the school community:
1) Improve parent communication by engaging with public information services
2) Provide messaging marquees to increase parent and community communication and engagement
This is a carried-over action. A communication media company was hired and has been partially effective.

It is expected that this action will increase the percentage of parents feeling well informed regarding the district's systems to increase achievement as measured by the annual LCAP survey and in combination with goal action 4.1 increase the number of families participating in parent outreach programs.
It is expected that this will result in improved levels on the following metrics:

- Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)
- Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs
- Latino Literacy Project Participation
- Number of "Good News" items shared with parents (e.g. students' achievement or celebrations)

To assist in tracking outcomes related to this action, surveys will be modified for the 2022-2023 school year to allow for the inclusion of an additional metric, "parents feeling well informed regarding the district's systems to increase achievement as measured by the annual LCAP survey".

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Banning Unified School District high needs unduplicated student count represents 92.27% of students in the District which provides a minimum proportionality percentage (MPP) funding amount of $13,840,561 in supplemental and concentration revenue for the 2021-2022 school year. This equates to an MPP rate of the total base of 35.82% for the 2021-2022 school year. This funding support services and programs for Socioeconomically disadvantaged students, English Learners, Foster Youth, and students identified as homeless. Our District LCAP Focuses on four goals in the areas of accelerating student achievement, building the capacity of teachers and instructional leaders, safe and healthy learning environments, and parent and community engagement which are aligned with the 8 state priority areas of student achievement, school climate, implementation of common core standards, basic services, course access, student engagement parent and community involvement and other student outcomes.

All supplemental and concentration LCFF funding was utilized to increase or improve services to support students by giving priority consideration to the 92.27% of high-needs socioeconomically disadvantaged students. Additional federal funds were used to supplement and support the 92.27% of high-needs unduplicated students. Banning Unified School District has several planned actions and services to target our high-need of unduplicated count students. Actions and services implemented in a district-wide or school-wide approach are evidence-based practices data-driven and determined to be essential from stakeholder input. Many of the district-wide expenditures described in the LCAP are available to all students with priority given to improving the services for unduplicated students with a focus on student actions. While all students may receive some services, the services will be rendered giving priority to the unduplicated count students. The actions and services for foster youth, homeless, English learners, and socioeconomically disadvantaged students include actions included under the following initiatives:
1.1 Instructional Support
1.2 Technology Infrastructure and Support
1.4 Student Interventions and Supports
1.5 English Language Development Program Support
1.7 Transitional Kindergarten Program
1.8 Paraprofessionals
1.9 Recruitment and Retention Plan
1.10 Career Technical Education
1.12 Student Extra-Curricular and Enrichment Opportunities
1.14 Teacher Collaboration Time
1.15 Academic Supports and Intervention
1.18 Maintain Class Size
2.1 Professional development
2.2 California Teacher Induction (CTI) Program
2.3 Peer Assistance and Review (PAR) Program
3.1 Student Well-Being Initiatives
3.2 Student Mental Health Initiatives

3.3 Improve Student Attendance Initiatives
3.4 Supplemental School Personnel
3.5 Administrative Support
3.6 School Connectedness
3.7 Secure and Safe Learning Environment
3.8 Transportation Services
4.1 Parent and Community Involvement
4.2 Parent and Community Community Communication

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 response addresses the following increased actions/services using additional concentration grant funds as they work together to increase, improve and sustain services and outcomes as measured by local indicators for unduplicated students:

1.1 Instructional Support
To improve and increase instructional support services the following initiatives will be added to this action:
9) 4 Math Intervention Teachers to provide direct services to students performing below grade level in math.

1.4 Student Interventions and Supports
To improve and increase Student Interventions and Supports the following initiatives will be added to this action:
4) 4 Elementary Reading Specialists to provide direct services to students performing below grade level in reading.

1.15 Academic supports and interventions
The following initiative is being added to this action to increase services to unduplicated students:
4) College and Career Readiness Specialist to provide direct services to students in furtherance of on-time graduation and college and career readiness.

3.2 Student Mental Health Initiatives
The following initiatives are being added to increase services and effectiveness of the action:
8) 1 Educational Related Mental Health Services Psychologist to provide direct services related to behavioral supports and emotional learning needs of students identified through the MTSS process.

9) 1 Behavior Specialist to provide direct services related to behavioral support and emotional learning needs of students identified through the MTSS process.

3.3 Improve Student Attendance Initiatives
The following initiatives are being added to increase services and effectiveness of the action:
5) Child Welfare & Attendance Coordinator to provide direct services to students and families who are in need of behavioral or attendance support.

3.4 Supplemental School Personnel
The following initiatives are being added to this action to increase effectiveness:
6) 1 ATS Teachers ES and hire for the existing LCAP 1 FTE MS to provide direct services to students and families who are in need of behavioral or attendance support.
7) 1 Foster/Homeless Youth Liaison to provide direct services to improve student learning and academic achievement and positive behavior intervention.

3.5 Administrative Support
The action is being updated with the following changes to improve services and increase effectiveness:
1).2 HS Assistant Principals (In lieu of 1 AP & Dean) to provide direct services to students identified through the MTSS process.
2) 2 MS Assistant Principals (In lieu of 1 VP & Dean) to provide direct services to students identified through the MTSS process.
3)2 ES Assistant Principals to provide direct services to students identified through the MTSS process.

3.7 Secure and Safe Learning Environment
The following initiatives are updated to increase services and improve effectiveness:
1) Continue to fund 14.5 FTE for campus supervisors. Supervision will provide an added safety measure that will allow for unduplicated count students to participate in before and after school intervention and enrichment programs.

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	0	58.6:1

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 certificated staff providing direct services to students	0	18.3:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,435,432.00	$3,481,167.00		$4,332,010.00	$35,248,609.00	$28,337,879.00	$6,910,730.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Supports	English Learners Foster Youth Low Income	$340,617.00	$112,219.00		$574,769.00	$1,027,605.00
1	1.2	Technology: Infrastructure and Supports	English Learners Foster Youth Low Income	$443,824.00			$1,047,184.00	$1,491,008.00
1	1.3	Digital Learning Software Systems	All				$347,000.00	$347,000.00
1	1.4	Student Interventions and Supports	English Learners Foster Youth Low Income	$1,421,047.00	$153,258.00		$49,562.00	$1,623,867.00
1	1.5	English Language Development Program Supports	English Learners	$385,592.00	$75,112.00		$222,481.00	$683,185.00
1	1.6	Supplemental Instructional/Intervention Materials	All				$385,565.00	$385,565.00
1	1.7	Transitional Kindergarten Program	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
1	1.8	Paraprofessionals	English Learners Foster Youth Low Income	$426,735.00	$203,454.00			$630,189.00
1	1.9	Recruitment and Retention Plan	English Learners Foster Youth Low Income	$2,098,458.00				$2,098,458.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Career Technical Education (CTE)	English Learners Foster Youth Low Income	$998,273.00	$16,455.00			$1,014,728.00
1	1.11	Summer Recovery Program	All		$879,794.00			$879,794.00
1	1.12	Student Extra-Curricular and Enrichment Opportunities	English Learners Foster Youth Low Income	$2,084,583.00	$80,998.00			$2,165,581.00
1	1.13	Maintain Class Size	All	$6,752,000.00				$6,752,000.00
1	1.14	Teacher Collaboration Time	English Learners Foster Youth Low Income	$2,197,094.00				$2,197,094.00
1	1.15	Academic Supports and Interventions	English Learners Foster Youth Low Income	$676,291.00				$676,291.00
1	1.16	Academic Supports and Interventions	All	$309,599.00				$309,599.00
1	1.17	Student Extra-Curricular and Enrichment Opportunities	All	$146,147.00				$146,147.00
1	1.18	Maintain Class Size	English Learners Foster Youth Low Income	$873,023.00				$873,023.00
1	1.19	Career Technical Education (CTE)	All	$401,717.00				$401,717.00
1	1.20	Before/After School Program	All		$1,226,623.00			$1,226,623.00
2	2.1	Professional Development	English Learners Foster Youth Low Income	$20,000.00			$1,117,532.00	$1,137,532.00
2	2.2	California Teacher Induction (CTI) Program	English Learners Foster Youth Low Income	$96,000.00				$96,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Peer Assistance and Review (PAR) Program	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
3	3.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	$1,105,159.00			$305,895.00	$1,411,054.00
3	3.2	Student Mental Health Initiatives	English Learners Foster Youth Low Income	$237,611.00	$680,133.00		$205,598.00	$1,123,342.00
3	3.3	Improve Student Attendance Initiatives	English Learners Foster Youth Low Income	$653,764.00	$14,478.00			$668,242.00
3	3.4	Supplemental School Personnel	English Learners Foster Youth Low Income	$829,872.00	$38,643.00			$868,515.00
3	3.5	Administrative Support	English Learners Foster Youth Low Income	$851,765.00			$41,424.00	$893,189.00
3	3.6	School Connectedness	English Learners Foster Youth Low Income	$1,311,131.00				$1,311,131.00
3	3.7	Secure, Safe, and Engaging Learning Environment	English Learners Foster Youth Low Income	$995,808.00				$995,808.00
3	3.8	Transportation Services	English Learners Foster Youth Low Income	$563,000.00				$563,000.00
3	3.9	Alternative Learning Center	English Learners Foster Youth Low Income	$139,367.00				$139,367.00
3	3.10	Administrative Support	All	$324,064.00				$324,064.00
4	4.1	Parent and Community Involvement	English Learners Foster Youth Low Income	$348,891.00			$35,000.00	$383,891.00
4	4.2	Parent and Community Communication	English Learners Foster Youth Low Income	$344,000.00				$344,000.00

2022-23 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
$41,301,209	$17,730,042	42.93%	4.29%	47.21%	$19,501,905.00	0.00%	47.22 %	**Total:**	$19,501,905.00
								LEA-wide Total:	$14,909,814.00
								Limited Total:	$524,959.00
								Schoolwide Total:	$4,067,132.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,617.00	
1	1.2	Technology: Infrastructure and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,824.00	
1	1.4	Student Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,421,047.00	
1	1.5	English Language Development Program Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$385,592.00	
1	1.7	Transitional Kindergarten Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Florida Street Learning Center TK	$20,000.00	
1	1.8	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth	All Schools	$426,735.00	

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			
1	1.9	Recruitment and Retention Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,098,458.00	
1	1.10	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Banning High School 9-12	$998,273.00	
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,084,583.00	
1	1.14	Teacher Collaboration Time	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nicolet Middle and Banning High School 6-12	$2,197,094.00	
1	1.15	Academic Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$676,291.00	
1	1.18	Maintain Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$873,023.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.2	California Teacher Induction (CTI) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,000.00	
2	2.3	Peer Assistance and Review (PAR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,105,159.00	
3	3.2	Student Mental Health Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,611.00	

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	3.3	Improve Student Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$653,764.00	
3	3.4	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$829,872.00	
3	3.5	Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nicolet Middle and Banning High School 6-12	$851,765.00	
3	3.6	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,311,131.00	
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$995,808.00	
3	3.8	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$563,000.00	
3	3.9	Alternative Learning Center	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$139,367.00	
4	4.1	Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,891.00	
4	4.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$29,056,353.00	$25,396,638.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Support	Yes	$976,825.00	$939,151.00
1	1.2	Technology: Infrastructure and Support	Yes	$1,444,728.00	$1,125,240.00
1	1.3	Digital Learning Software Systems	No	$347,000.00	$200,955.00
1	1.4	Student Interventions and Supports	Yes	$357,965.00	$89,273.00
1	1.5	English Language Development Program Support	Yes	$536,374.00	$335,651.00
1	1.6	Supplemental Instructional/Intervention Materials	No	$548,565.00	$76,200.00
1	1.7	Transitional Kindergarten Program	No	$0.00	$0
1	1.8	Paraprofessionals	Yes	$777,253.00	$290,703.00
1	1.9	Recruitment and Retention Plan	Yes	$1,153,572.00	$924,705.00
1	1.10	Career Technical Education (CTE)	Yes	$668,034.00	$550,434.00

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	Summer Recovery Program	No	$879,794.00	$32,597.00
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	$2,071,005.00	$1,549,592.00
1	1.13	Maintain Class Size	No	$7,617,434.00	$6,925,009.00
1	1.14	Teacher Collaboration Time	Yes	$652,286.00	$2,197,094.00
1	1.15	Academic Supports and Interventions	Yes	$438,744.00	$428,705.00
1	1.16	Academic Supports and Interventions	No	$310,213.00	$305,903.00
1	1.17	Student Extra-Curricular and Enrichment Opportunities	No	$93,320.00	0
1	1.18	Maintain Class Size	Yes	$1,884,306.00	$1,750,616.00
1	1.19	Career Technical Education (CTE)	No	$301,031.00	$296,884.00
2	2.1	Professional Development	Yes	$1,162,709.00	$1,287,126.00
2	2.2	California Teacher Induction (CTI) Program	Yes	$96,000.00	$60,000.00
2	2.3	Peer Assistance and Review (PAR) Program	Yes	$10,000.00	$0
3	3.1	Student Well-Being Initiatives	Yes	$653,570.00	$1,161,117.00

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	3.2	Student Mental Health Initiatives	Yes	$474,028.00	$468,447.00
3	3.3	Improve Student Attendance Initiatives	Yes	$590,012.00	$335,125.00
3	3.4	Supplemental School Personnel	Yes	$600,030.00	$558,815.00
3	3.5	Administrative Support	Yes	$722,069.00	$685,300.00
3	3.6	School Connectedness	Yes	$1,101,550.00	$899,984.00
3	3.7	Secure and Safe Learning Environment	Yes	$1,659,665.00	$982,704.00
3	3.8	Transportation Services	Yes	$407,934.00	$608,115.00
4	4.1	Parent and Community Involvement	Yes	$111,455.00	$147,942.00
4	4.2	Parent and Community Communication	Yes	$408,882.00	$183,251.00

2021-22 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)
$16,213,471	$13,840,561.00	$14,561,608.00	($721,047.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Support	Yes	$281,565.00	$605,359.00		
1	1.2	Technology: Infrastructure and Support	Yes	$395,670.00	$675,924.00		
1	1.4	Student Interventions and Supports	Yes	$244,649.00	$89,273.00		
1	1.5	English Language Development Program Support	Yes	$337,550.00	$302,773.00		
1	1.8	Paraprofessionals	Yes	$312,253.00	$215,104.00		
1	1.9	Recruitment and Retention Plan	Yes	$1,153,572.00	$924,705.00		
1	1.10	Career Technical Education (CTE)	Yes	$514,166.00	$476,188.00		
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	$2,071,005.00	$1,549,592.00		
1	1.14	Teacher Collaboration Time	Yes	$652,286.00	$2,197,094.00		
1	1.15	Academic Supports and Interventions	Yes	$438,744.00	$428,705.00		
1	1.18	Maintain Class Size	Yes	$1,884,306.00	$1,750,616.00		
2	2.1	Professional Development	Yes	$45,177.00	$56,457.00		

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	2.2	California Teacher Induction (CTI) Program	Yes	$96,000.00	$60,000.00		
2	2.3	Peer Assistance and Review (PAR) Program	Yes	$10,000.00	$0		
3	3.1	Student Well-Being Initiatives	Yes	$653,570.00	$834,865.00		
3	3.2	Student Mental Health Initiatives	Yes	$164,258.00	$166,838.00		
3	3.3	Improve Student Attendance Initiatives	Yes	$535,708.00	$335,125.00		
3	3.4	Supplemental School Personnel	Yes	$600,030.00	$558,815.00		
3	3.5	Administrative Support	Yes	$722,069.00	$685,300.00		
3	3.6	School Connectedness	Yes	$1,101,550.00	$899,984.00		
3	3.7	Secure and Safe Learning Environment	Yes	$733,162.00	$809,583.00		
3	3.8	Transportation Services	Yes	$407,934.00	$608,115.00		
4	4.1	Parent and Community Involvement	Yes	$76,455.00	$147,942.00		
4	4.2	Parent and Community Communication	Yes	$408,882.00	$183,251.00		

2021-22 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)
$38,549,347	$16,213,471	0.0%	42.06%	$14,561,608.00	0.00%	37.77%	$1,651,863.00	4.29%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  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]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  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.

- **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 the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  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 + 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)

  - 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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