

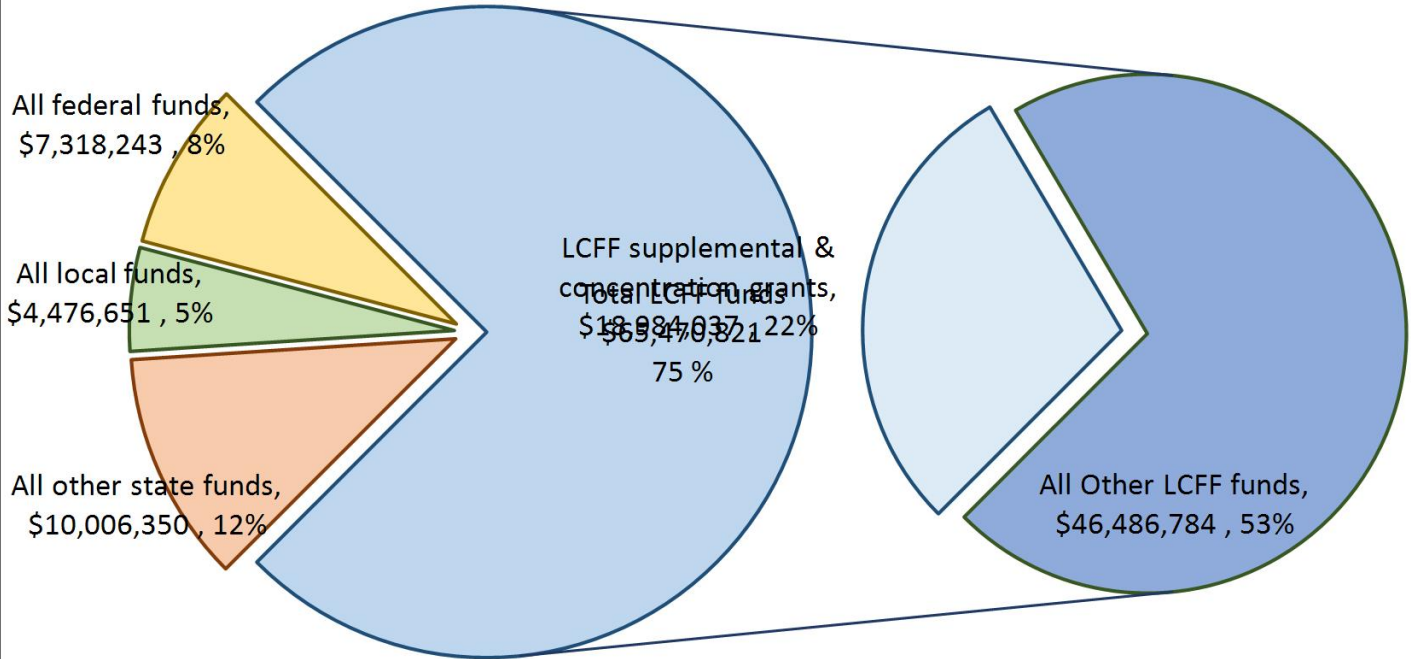
## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banning Unified School District  
CDS Code: 33-66985-0000000  
School Year: 2023-24  
LEA contact information:  
Victor Herrera  
Assistant Superintendent, Business Services  
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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 2023-24 School Year

## Projected Revenue by Fund Source

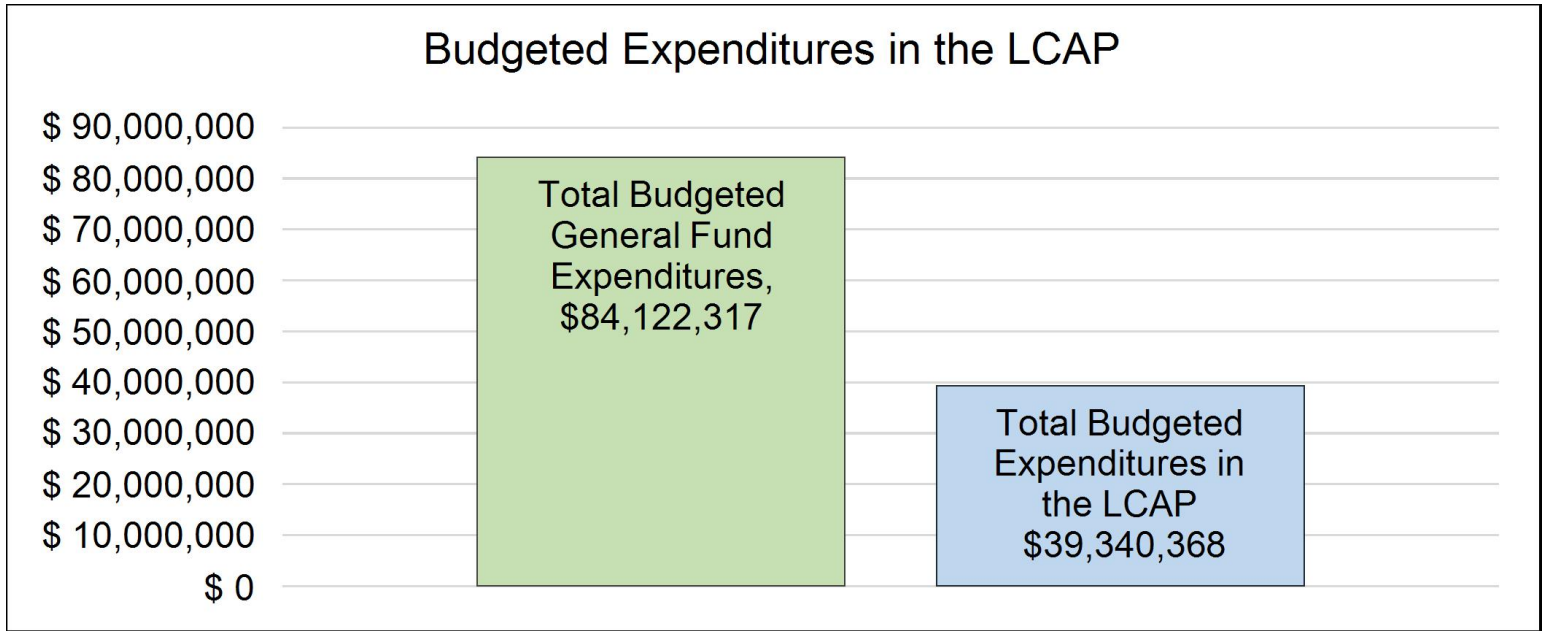


This chart shows the total general purpose revenue Banning Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Banning Unified School District is \$87,272,065, of which \$65,470,821 is Local Control Funding Formula (LCFF), \$10,006,350 is other state funds, \$4,476,651 is local funds, and \$7,318,243 is federal funds. Of the \$65,470,821 in LCFF Funds, \$18,984,037 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Banning Unified School District plans to spend for 2023-24. 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 \$84,122,317 for the 2023-24 school year. Of that amount, \$39,340,368 is tied to actions/services in the LCAP and \$44,781,949 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

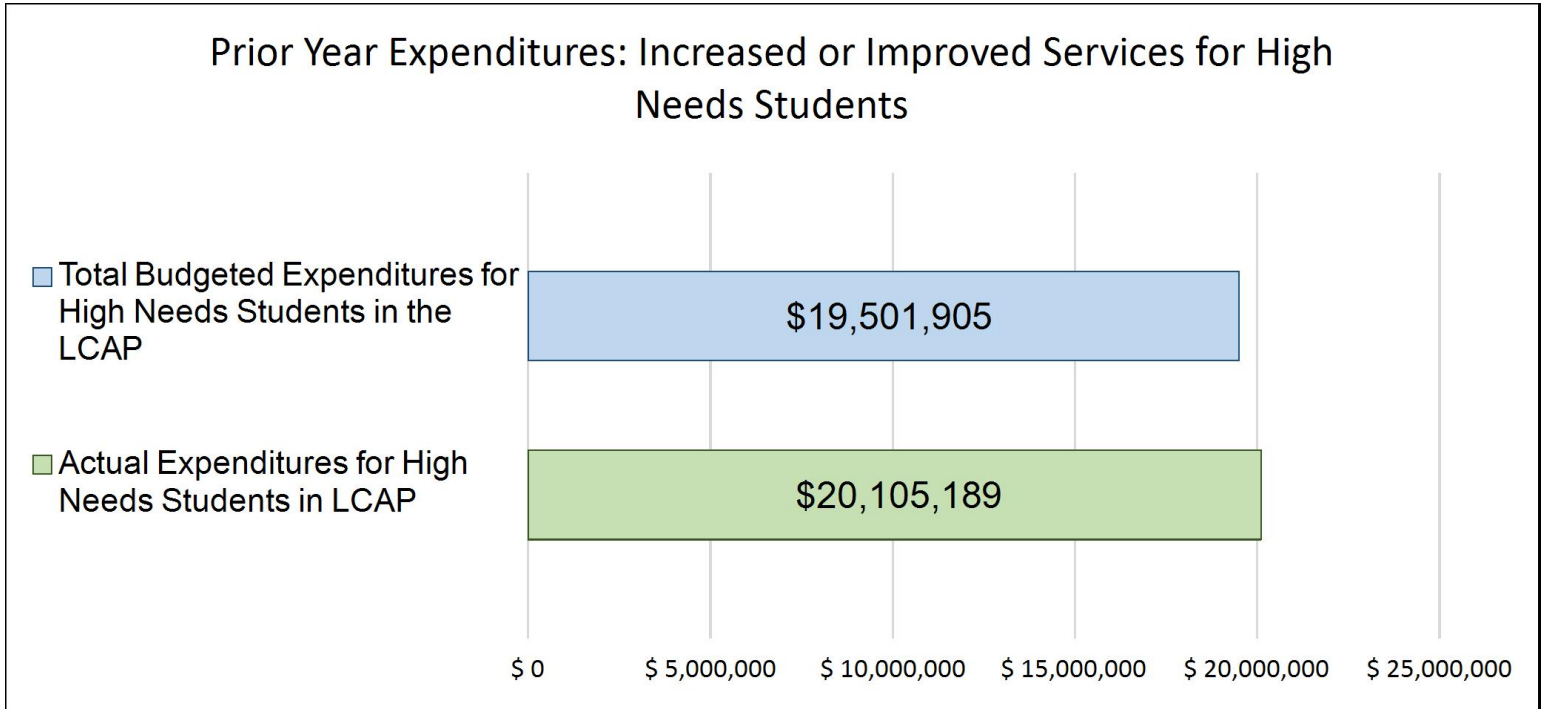
General fund budgeted expenditures such as unrestricted general fund operations including administrative and teacher base salaries, other restricted federal and state programs, transportation, special education, routine restricted maintenance, and one-time federal and state funding.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Banning Unified School District is projecting it will receive \$18,984,037 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 \$18,984,037 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 2022-23



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 2022-23, Banning Unified School District's LCAP budgeted \$19,501,905 for planned actions to increase or improve services for high needs students. Banning Unified School District actually spent \$20,105,189 for actions to increase or improve services for high needs students in 2022-23.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Banning Unified School District	Victor Herrera Assistant Superintendent, Business Services	vherrera@banning.k12.ca.us 951-922-0200

## Plan Summary [2023-24]

### 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, and 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 90% of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 89.8% of the student population is Socioeconomically Disadvantaged; 18.9% English Learners; 14.2% Students with Disabilities; 1.2% placed in Foster Care placements; 7.4% are 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 a 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.

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.

Although the CA Dashboard has resumed for most metrics, there are gaps in dashboard data due to the suspension in 2020-21 and 2021-22 under SB 98 and AB 130. In order to best inform our educational partners about the progress of the district we are using a combination of dashboard data and local measures to fill in the gaps. One such gap exists regarding state assessment data. 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 in 2021-22 with significant learning gaps, and this was confirmed by the 2021-2022 summative data. We were able to establish a post-pandemic baseline levels utilizing local assessments, and during 2022-23, most grade levels maintained or improved on their prior-year levels. The following data indicators are indicators of progress.

Assessment and evaluation of student achievement:

Local measures indicate that students making academic accelerated gains. For example, i-Ready annual growth indicates that 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	2022-23
K	43%	51%	62%
1	41%	52%	49%
2	41%	60%	58%
3	51%	58%	61%

#### Math

	2020-21	2021-22	2022-23
K	38%	35%	37%
1	35%	52%	49%
2	43%	54%	51%
3	47%	66%	62%
4	46%	54%	59%
5	48%	61%	57%
6	33%	43%	43%
7	36%	43%	39%

#### 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 math. This has been accepted by unit development, the 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 Model utilizing the Read Naturally, reading intervention program. Leveled groupings were created to address significant learning loss among English learners, foster youth, students in poverty, and students with disabilities. These efforts will help sustain and expand our success in these areas.

#### 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 ancillary 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. Preliminary 2022-23 Summative ELPAC data also indicates a significant increase in the number of students scoring level 4

**Graduation Rate:**

The graduation rate for the district and for many key subgroups has increased as shown below.

Graduation Rate:	19/20	20/21	21/22
District:	69.10%	76.00%	84.2%
Hispanic:	67.00%	77.30%	86.5%
Students with Disabilities:	65.40%	71.90%	77.6%
Socioeconomically Disadvantaged	69.40%	76.40%	83.6%
African American	71.8%	71.4%	63.0%
Homeless	55.6%	68.0%	65.3%
EL	63.8%	69.4%	86.2%

Note: 19/20 and 20/21 graduation rates are from Dataquest due to dashboard suspension. Whereas 21/22 is from the CA Dashboard

Updated policies took effect this year and aided in removing 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. The district graduation rate has increased by more than 7% for two years in a row. A significant contributing factor has been gains in graduation rates at our continuation and our alternative education programs. Successes in this area are being maintained through more comprehensive on track for graduation tracking and through monthly secondary counseling meetings.

## 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 and 2021, therefore the following information is a needs assessment utilized based on the 2022 dashboard as well as the local and state data and input from our educational partners. Banning USD is currently eligible for differentiated assistance for eight student groups, four of which resulted in the requirement for the LEA to write a separate goal including the following subgroups: African American, Homeless, English Learners, and Students with



Disabilities. As a results of this identification, African American, English Learners, Homeless youth, and students with disabilities, the needs of these student groups have given extra consideration.

### 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 internally. 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). Our most recent dashboard data shows a status of very low and indicates that this chronic absenteeism trend continued even after students returned to campus full-time. 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 Liaison and School Ambassadors 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 local metrics indicated that students made increased gains during last year, CAASPP scores showed that BUSD was still performing below pre-pandemic levels. Our most recent dashboard was very low for both ELA and math. Taken together this indicates significant learning loss during closure with notable gains now that students are back on campus. In order to accelerate our efforts to remediate learning loss, 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 development of 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, internal metrics calculated during 2020-2021 suggest that there has been a decline in the number of college and career-ready graduates. Internal metrics also suggest that this trend has continued into the 2021-2022. For example:

- Decrease in A-G completion from 39.3% to 28.57%
- Decrease in combined a-g and CTE completion rate from 51.4% to 49.2%
- Decrease in students enrolling in dual enrollment courses

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 addition of a college and career specialist who will support increased A-G access and improved A-G completion rate, increased CTE pathway completion, 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 in 2020-2021, 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. We have seen two years of back-to-back significant gains, especially in our alt-ed programs. However, some subgroups are not seeing these gains and our 2022 dashboard data indicates that our African American subgroup is two performance levels behind the district as a whole. In order to sustain gains seen in most subgroups and in order to close equity gaps impacting our differentiated assistance subgroups, 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. Additional 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. It should be noted that both our homeless and foster students are two status levels below the district for graduation rate, indicating the need for greater support for this population. These efforts are expected to maintain the district gains as well as close equity gaps. As graduation requirement waivers have not expired this area is being closely monitored.

Listed below are graduation rates for student groups identified as eligible for differentiated assistance.

Graduation Rate:	19/20	20/21	21/22
Socioeconomically Disadvantaged	69.40%	76.40%	83.6%
African American	71.8%	71.4%	63.0%
Homeless	55.6%	68.0%	65.3%
EL	63.8%	69.4%	86.2%

#### 5. Suspension Rate:

Our suspension rate for 2020-2021 was near zero due to students being on distance learning for the whole year. For the 2021-2022 school year, there was a slight increase over 3 years immediately preceding the pandemic (between 5.5 and 6.5%) and a .5% increase in expulsions. 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 2023-2024 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 1 District English Language Development Specialist to support professional learning in all curricular and instructional areas to improve student outcomes for English Learners.
- c) The district will add 5 days to Instructional Coaches' work calendars for professional development planning and preparation.
- d) The district will increase the funding for 4 CTE teachers.
- e) Add an Athletic Scholar Program was added to provide student-athletes support through academic and attendance monitoring to improve academic outcomes and increase team GPAs.

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 Outreach Specialist to help cultivate parental relationships with the school district.
- b) The district will improve services to families struggling with school engagement by structuring site and district attendance committees.

5) Improve outcomes of low-performing students:

- a) The district will employ 4 FTEs for Bilingual Aides to provide support at the elementary
- b) The district will schedule English Learner Parent Educational Workshops
- c) The district will implement a student mentorship program
- d) The district will provide training on equity practices related to discipline.
- e) The district will provide culturally responsive teaching training.
- f) The district will schedule differentiated teaching strategies training for K-12 teachers.

Other key features of the LCAP include:

- 1) District School Safety 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) Increase hours for Library Media Specialists to provide extended library hours and provide site libraries as community hubs to students and their families
- 6) District and Community Relation Coordinator

## 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:

Nicolet Middle School  
Banning Independent School  
New Horizon High 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 three 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 2023-24 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 for 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 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 Nicolet Middle, Banning Independent Studies, and New Horizon's CSI status since the spring of 2023. 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 the English Language Learner progress of its students at all school sites.

Additional supports in English language arts, mathematics, and chronic absenteeism are also a concern for Central Elementary, Cabazon Elementary, Hemmerling Elementary, Hoffer Elementary, and Banning High School and will be addressed in their SPSA. Nicolet Middle, Banning Independent Schools, and New Horizon High School 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 and New Horizon High 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.

Starting in the fall of 2022, CSI/ATSI schools engaged in 4 workshops led by RCOE, which included an overview of ESSA requirements for CSI/ATSI, 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/ATSI 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/ATSI Plans for each site. By means of reflective questions, findings from the needs assessment, and data analysis, all CSI/ATSI 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/ATSI 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 data. 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 through May.
- Public presentation of California Dashboard data occurred on January 18, 2023
- Public presentation and approval of LCAP-aligned SPSAs occurred on February 13, 2023
- DELAC Educational Partners Input meetings were held from August through May.
- School Principals discussed the LCAP with their school site councils during the Spring of 2023
- Attended Countywide Foster Care Educational Partners meeting to obtain input on the needs of Foster Youth
- Consulted instructional coaches from August through May.
- Held a student focus group in the spring on 2023
- Consultation with certificated bargaining unit on May 31, 2023
- The SELPA Coordinator was consulted on June 7, 2023
- Consultation with classified bargaining on June 1, 2023

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
- e. The needs of persistently low-performing subgroups

6. Provided a draft of our LCAP on the district website for all educational partners to review before all public comment meetings Local Control Accountability Plan for Banning School District

7. Advertised and conducted a public hearing to seek input on the LCAP at the June 14, 2023, Governing Board meeting.

8. Adopted the LCAP at the June 28, 2023, 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.

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 Meetings comprised a parent representative and a representative of each school site. The LCAP 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)

- Students

Banning Teachers Association- Was presented with information on LCAP metrics and proposed actions including the new goal 5.

California School Employees Association Collaboration – Was presented with information on LCAP metrics and proposed actions including the new goal 5.

Town Hall – Educational Services Department facilitated a town hall meeting for all educational partners. The purpose was to solicit input from the broader community as well as Banning USD staff.

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 social media. 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. Respondents were fairly evenly divided with respect to support for achievement, a welcoming environment, encouraging parent participation, and a positive climate.

Survey results indicated that our educational partners feel we should prioritize basic services, school climate, and student engagement. Within these areas, respondents expressed a desire to increase or improve the cleanliness of schools, access to teaching materials, staffing levels, the availability of bussing, programs to promote a positive culture and or social-emotional learning, extra-curricular activities, campus supervision and security, the level of parent volunteers, mentorship, internships, and community partnerships. In addition, survey responses indicated a desire to further examiner preparation for college and career, access to technology, academic supports and intervention, enrichment, and parent resources.

#### Educational Apps Survey:

During the spring, the Educational Services Department surveyed teachers regarding the educational apps currently being used. This survey has helped identify apps that are being well utilized and those which have proven ineffective. Teachers also provided recommendations on alternatives that they would like to investigate.

#### Advisory Committees:

- District Advisory Committee (DPAC) - Presentations were held throughout the year in order to inform the community and solicit input on identified needs. Parents spoke about attendance initiatives, tutoring, early reading programs, and engaging in extracurricular to help build a connection to the school. DPAC also provided input into the development of our new goal 5 and spoke in favor of bilingual aides.
- District Parent English Learner Advisory Committee (DELAC) - Presentations were held throughout the year in order to inform the community and solicit input on identified needs. Parents spoke about materials to support literacy, tutoring, and engaging in extracurricular to help build a connection to the school.
- Special Education Parent Advisory Committee (SEPAC) - This committee meets on August 23, 2022, November 3, 2022, January 17, 2023, and March 16, 2023. The committee suggested more support in the form of personnel and equipment for the moderated and server classrooms.
- A Student Advisory Committee Meeting was held on May 16. Students emphasized the need for more engaging hands-on activities and more options for students (arts, STEAM, etc). Students also expressed a desire to address different learning styles and to create a campus culture that is engaging and inclusive. Students also spoke about the need to support students who are struggling with academic or with social-emotional issues.

#### 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 LCAP community nights. Where appropriate public hearings have been held to allow educational partners to directly address the board with their feedback and suggestions. Academic indicators and a review of the CA Dashboard were publicly presented during the January board meeting.
- Principals and Leadership meetings were held monthly starting in August 2022 through May 2023. Principals' input included support for instructional coaches and intervention teachers, support for continuing work on curriculum and matrix alignment, and emphasized the need to fill critical vacancies and expand the number of MHTs/Social workers.
- Banning Teachers Association – BTA reviewed information on LCAP metrics and proposed actions including the new goal 5. The input was requested from the bargaining unit.
- California School Employees Association Collaboration – The California School Employees Association Chapter 147 reviewed information on LCAP metrics and proposed actions including the new goal 5. The input was requested from the bargaining unit.

- Special Education Local Plan - SELPA consultation on June 7, 2023 and support were garnered through Special Education Parent Advisory (SEPAC) Meetings held through the year
- Instructional Coaches: consultation for instructional coaches occurred throughout the year. Coaches recommended increasing staff communication to improve tutoring, math curriculum, the science of reading, and teacher resource to support PD implementation.
- All educational partners meeting: educational partners were invited to review LCAP data at meetings in November, December, February, and March. Attendees spoke about Transportation, support for special ed teachers, and increasing parent engagement

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.
5. SUPPORTING PERSISTENTLY LOW-PERFORMING SUBGROUPS: Bilingual aids, expanded ELD support, social workers, SPED support staff, and greater community engagement.

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:

UPDATE THIS ONCE ACTIONS DETERMINED

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). A new goal 5 has been added to support the lowest-performing subgroups.

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 welfare 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). (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 the certificated survey, DPAC, DELAC, SPAG, all educational partners), and increase safety on school busses (input from DELAC, all educational partners) A new goal 5 has been added to support the lowest performing subgroups.

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 the 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.
4. Increase support and improve learning outcomes for students with disabilities.
5. Provide additional instructional materials and professional development for content areas such as ELA, Mathematics, History-Social Science, and NGSS.
6. 100% fully credentialed teachers to appropriate assignments as measured by credential audits and review of appropriate assignments according to Education Code section 44258.9.
7. Improve the district’s Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
8. Provide supplemental and intensified support to students who require more academic support (MTSS).
9. Increase extra-curricular and enrichment student opportunities
10. Provide early learning opportunities before Kindergarten
11. Increase the percentage 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 is 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	<p>2018-19 SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 67.3 below standard</p> <p>African American: 85.4 below standard</p> <p>English Learner: 85.9 points below standard</p> <p>Hispanic: 68.2 points below standard</p> <p>Homeless: 74.9 points below standard</p> <p>Multiple races: 67.0 points below standard</p>	<p>Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.</p>	<p>2021-22 SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 79.6 below standard</p> <p>African American: 103.0 below standard</p> <p>English Learner: 96.8 points below standard</p> <p>Hispanic: 79.8 points below standard</p> <p>Homeless: 104.0 points below standard</p> <p>Multiple races: 91.5 points below standard</p>		<p>Revised Goal based on 5% growth</p> <p>All students: 74 points below standard</p> <p>African American: 98 points below standard</p> <p>English Learner: 92 points below standard</p> <p>Hispanic: 75 points below standard</p> <p>Homeless: 99 points below standard</p> <p>Multiple races: 0 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: 70.4 points below standard</p> <p>Students with disabilities: 133.4 points below standard</p> <p>White: 54.1 points below standard</p> <p>American-Indian: 88.9 points below standard</p>		<p>Socioeconomically Disadvantaged: 81.4 points below standard</p> <p>Students with disabilities: 140 points below standard</p> <p>White: 69.2 points below standard</p> <p>American-Indian: 119.3 points below standard</p>		<p>Socioeconomically Disadvantaged: 76 points below standard</p> <p>Students with disabilities: 165 points below standard</p> <p>White: 63 points below standard</p> <p>American-Indian: 114 points below standard</p> <p>Original Goal SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 0 points below standard</p> <p>African American: 0 points below standard</p> <p>English Learner: 0 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Hispanic: 0 points below standard</p> <p>Homeless: 0 points below standard</p> <p>Multiple races: 0 points below standard</p> <p>Socioeconomically Disadvantaged: 0 points below standard</p> <p>Students with disabilities: -70 points below standard</p> <p>White: +10 points above standard</p> <p>American-Indian: 0 points below standard</p>
CAASPP Mathematics Scale score points distance from standard	2018-19 SBAC Math Student Groups - Distance from Standard	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 SBAC Math Student Groups - Distance from Standard		<p>Revised Goal based on 5% growth</p> <p>All students: 113 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All students: 101.8 points below standard</p> <p>African American: 126.2 points below standard</p> <p>English Learner: 107.3 points below standard</p> <p>Hispanic: 103.0 points below standard</p> <p>Homeless: 111.2 points below standard</p> <p>Multiple races: 83.6 points below standard</p> <p>Socioeconomically Disadvantaged: 104.6 points below standard</p> <p>Students with disabilities: 159.1 points below standard</p>		<p>All students: 118.2 points below standard</p> <p>African American: 136.5 points below standard</p> <p>English Learner: 128.1 points below standard</p> <p>Hispanic: 119.2 points below standard</p> <p>Homeless: 136.0 points below standard</p> <p>Multiple races: 115.3 points below standard</p> <p>Socioeconomically Disadvantaged: 119.8 points below standard</p> <p>Students with disabilities: 175.2 points below standard</p>		<p>African American: 131 points below standard</p> <p>English Learner: 123 points below standard</p> <p>Hispanic: 114 points below standard</p> <p>Homeless: 131 points below standard</p> <p>Multiple races: 110 points below standard</p> <p>Socioeconomically Disadvantaged: 114 points below standard</p> <p>Students with disabilities: 170 points below standard</p> <p>White: 102 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White: 94.6 points below standard</p> <p>American-Indian: 122.7 points below standard</p>		<p>White: 107.0 points below standard</p> <p>American-Indian: 149.7 points below standard</p>		<p>American-Indian: 144 points below standard</p> <p>Original Goal SBAC Math Student Groups - Distance from Standard</p> <p>All students: 0 points below standard</p> <p>African American: -25.0 points below standard</p> <p>English Learner: -25.0 points below standard (</p> <p>Hispanic: -25.0 points below standard</p> <p>Homeless: 0 points below standard</p> <p>Multiple races: 0 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Socioeconomically Disadvantaged: 0 points below standard</p> <p>Students with disabilities: -78.7 points below standard</p> <p>White: -25.0 points below standard</p> <p>American-Indian: -49.5 points below standard</p>
Early Assessment Program: ELA (as measured by CASSPP grade 11 score reporting)	<p>2018-19 28.87% prepared or conditionally prepared</p> <p>African American: 25.8%</p> <p>English Learner: 4.1%</p> <p>Asian: 46.1%</p> <p>Hispanic: 26.4%</p> <p>Homeless: 21.4%</p>	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	<p>2021-22 31.38% prepared or conditionally prepared</p> <p>African American: 15.00%</p> <p>English Learner: 5.41%</p> <p>Asian: *</p> <p>Hispanic: 30.85%</p> <p>Homeless: 17.39%</p>		<p>Revised Goal based on 5% growth</p> <p>38% prepared or conditionally prepared</p> <p>African American: 20%</p> <p>English Learner: 10%</p> <p>Hispanic: 35%</p> <p>Homeless: 23%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 27.3%  Students with disabilities: 9.4%  White: 36.6%  American-Indian: 15.38%		Socioeconomically Disadvantaged: 28.86%  Students with disabilities: 2.08%  White: 38.46%  American-Indian: *		Socioeconomically Disadvantaged: 33%  Students with disabilities: 7%  White: 43%  Original Goal  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%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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%  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%	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 8.76% prepared or conditionally prepared  African American: 0%  English Learner: 2.7%  Asian:*  Hispanic: 8.96%  Homeless: 0%  Socioeconomically Disadvantaged: 8.94%  Students with disabilities: 0%  White: 7.69%  American-Indian: *		Revised Goal based on 5% growth 13% prepared or conditionally prepared  African American: 5%  English Learner: 7%  Hispanic: 14%  Homeless: 5%  Socioeconomically Disadvantaged: 14%  Students with disabilities: 5%  White: 12%  Original Goal 32% prepared or conditionally prepared  African American: 23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					English Learner: 20% 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 (In anticipation of a future science dashboard indicator, this metric has been converted to distance from standard)  All students: 11.9% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment (31.7 points below standard)	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 All students: 25.8 points below standard  African American: 32.6 points below standard)		(In anticipation of a future science dashboard indicator, desired outcomes have been adjusted to reflect distance from standard) the expected outcomes have also been adjusted to reflect on 5% growth  2021-22 All students: 20 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American: 9.1% (37.2 points below standard)</p> <p>English Learner: 1.6% (41.2 points below standard)</p> <p>Asian: 23.1% (12.7 points below standard)</p> <p>Hispanic: 10.6% (32.3 points below standard)</p> <p>Homeless: 10.6% (34.4 points below standard)</p> <p>Socioeconomically Disadvantaged: 11.8% (31.9 points below standard)</p> <p>Students with disabilities: 5.1% (43.3 points below standard)</p> <p>White: 16.0% (28.7 points below standard)</p>		<p>English Learner: 36.0 points below standard)</p> <p>Asian: 32.6 points below standard</p> <p>Hispanic: 26.1 points below standard</p> <p>Homeless: 29.6 points below standard</p> <p>Socioeconomically Disadvantaged: 26.2 points below standard</p> <p>Students with disabilities: 38.1 points below standard</p> <p>White: 22.6 points below standard</p> <p>American-Indian: 27.2 points below standard</p>		<p>African American: 27 points below standard)</p> <p>English Learner: 31 points below standard)</p> <p>Asian: 28 points below standard</p> <p>Hispanic: 21 points below standard</p> <p>Homeless: 24 points below standard</p> <p>Socioeconomically Disadvantaged: 21 points below standard</p> <p>Students with disabilities: 33 points below standard</p> <p>White: 17 points below standard</p> <p>American-Indian: 22 points below standard</p> <p>Original Goal</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>American-Indian: 7.1% (No Data Less than 30 scores)</p>				<p>All students: 60% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment (5 points below standard)</p> <p>African American: 39% (5 points below standard)</p> <p>English Learner: 1.6% (5 points below standard)</p> <p>Asian: 53% (10 above below standard)</p> <p>Hispanic: 41% (5 points below standard)</p> <p>Homeless: 41% (5 points below standard)</p> <p>Socioeconomically Disadvantaged: 42% (5 points below standard)</p> <p>Students with disabilities: 25% (5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					points below standard)  White: 46% (5 points below standard)  American-Indian: 37% (5 points below standard)
California Alternative Assessment (CAA) English Language Arts	2018-19 9.9% Level 3 "Understanding" Corrected: 14.29% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 18.52% Level 3 "Understanding"		Revised Goal based on 5% growth 23% Level 3 "Understanding"  Original Goal 40% Level 3 "Understanding"
California Alternative Assessment (CAA) Mathematics	2018-19 12% Level 3 "Understanding"  Corrected: 14.29% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 3.85% Level 3 "Understanding"		Revised Goal based on 5% growth 8% Level 3 "Understanding"  Original Goal 36% Level 3 "Understanding"
Programs and services specific for English Learners to access California State Standards that support academic	2019-20 Master Schedule: Courses offered with additional support for all English Learners	Added 5 sections of ELD to Nicolet Master Schedule.	Maintained increased sections at NMS. Added 5 sections of ELD to Banning High 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
content knowledge and English Language Proficiency as measured by master schedule			Obtained a-g approval for ELD courses		
English Learner Reclassification Rate (internal calculation reclassified / 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)	2022-23 9.5% of English Learners were reclassified as Fluent-English Proficient (RFEP)		Revised Goal based on 5% growth 14% of English Learners reclassified as Fluent-English Proficient (RFEP)  Original Goal 20% of English Learners reclassified as Fluent-English Proficient (RFEP)
Credentialed Teacher Rate	2019-20  4 Teachers held a provisional permit	  all teachers are appropriately credentialed	Data will become available in later this year  Internal estimates are that all teachers possess a full credential, although 14 (5%) did not possess an authorization needed for one or more instructional periods in their assignment.		100.0% of teachers credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	all teachers are appropriately credentialed	Data will become available in later this year  Internal estimates are that all teachers possess a full credential, although 14 (5%) did not possess an authorization needed for one or more instructional periods in their assignment.		100.0% appropriately credentialed and assigned
Credentialed Teacher Teaching Outside of Subject Area Rate	2019-20 3 Middle School and 1 High School Teachers were not fully credentialed for one or more courses	all teachers are appropriately credentialed	Data will become available in later this year  Internal estimates are that all teachers possess a full credential, although 14 (5%) did not possess an authorization needed for one or more instructional periods in their assignment.		0% of teachers assigned outside of subject area
Teacher of English Learners Misassignment Rate	2019-20	<1% of teachers do not possess a full EL authorization	Data will become available in later this year		0% of teachers without English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11 Teachers did not possess an EL authorization		Internal estimates are that 3 (1.2%) of teachers do not possess a full EL authorization		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		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)	<p>2019-20 30.09% of students graduating A-G qualified</p> <p>African American: 28.57%</p> <p>English Learner: 21.62%</p> <p>Hispanic: 34.78%</p> <p>Homeless: 20.00%</p> <p>Multiple races: 50.00%</p>	<p>2020-2021 (Corrected Rates) 39.30% of students graduating A-G qualified</p> <p>African American: 25.00%</p> <p>English Learner: 29.17%</p> <p>Hispanic: 40.00%</p> <p>Homeless: 5.88%</p> <p>Multiple races: 33.33%</p>	<p>2021-2022 28.57% of students graduating A-G qualified</p> <p>African American: 37.50%</p> <p>English Learner: 17.02%</p> <p>Hispanic: 28.91%</p> <p>Homeless: 22.58%</p> <p>Multiple races: 27.27%</p>		<p>Revised Goal based on 5% growth 33% of students graduating A-G qualified</p> <p>African American: 42%</p> <p>English Learner: 22%</p> <p>Hispanic: 34%</p> <p>Homeless: 28%</p> <p>Multiple races: 27.27%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: 30.23%</p> <p>Students with disabilities: 5.88%</p> <p>White: 10.34%</p> <p>American-Indian: 8.33%</p>	<p>Socioeconomically Disadvantaged: 37.80%</p> <p>Students with disabilities: 2.44%</p> <p>White: 43.33%</p> <p>American-Indian: 28.57%</p>	<p>Socioeconomically Disadvantaged: 28.01%</p> <p>Students with disabilities: 8.33%</p> <p>White: 19.23%</p> <p>American-Indian: 12.50%</p>		<p>Socioeconomically Disadvantaged: 33%</p> <p>Students with disabilities: 13%</p> <p>White: 24%</p> <p>American-Indian: 17%</p> <p>Original Goal 60% of students graduating A-G qualified</p> <p>African American: 68%</p> <p>English Learner: 61%</p> <p>Hispanic: 64%</p> <p>Homeless: 50%</p> <p>Multiple races: 80%</p> <p>Socioeconomically Disadvantaged: 60%</p> <p>Students with disabilities: 35%</p> <p>White: 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					American-Indian: 38%
Physical Fitness Test (Dataquest)	<p>2018 Meeting 5 of 6 fitness standards</p> <p>African American Grade 5: 23.1% Grade 7: 37.5% Grade 9: 38.1%</p> <p>American-Indian: Grade 9: 37.5%</p> <p>Asian: Grade 5: 41.6% Grade 7: 35.3% Grade 9: 40.0%</p> <p>Hispanic: Grade 5: 33.4% Grade 7: 34.6% Grade 9: 41.3%</p> <p>White: Grade 5: 22.9% Grade 7: 34.4% Grade 9: 47.4%</p> <p>Socioeconomically Disadvantaged: Grade 5: 33.0% Grade 7: 33.9% Grade 9: 40.3%</p>	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	Test has been administered as participation rate only per cde guidance.		<p>Meeting 5 of 6 fitness standards</p> <p>African American Grade 5: 33% Grade 7: 48% Grade 9: 58%</p> <p>American-Indian: Grade 9: 48%</p> <p>Asian: Grade 5: 52% Grade 7: 45% Grade 9: 50%</p> <p>Hispanic: Grade 5: 43% Grade 7: 44% Grade 9: 52%</p> <p>White: Grade 5: 33% Grade 7: 45% Grade 9: 57%</p> <p>Socioeconomically Disadvantaged: Grade 5: 43% Grade 7: 43% Grade 9: 50%</p>

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 (Corrected Rate) 5.84%	2021-2022 7.31%		Revised Goal based on 5% growth 12%  Original Goal 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%	2022-2023 Banning High: 57.8%  Banning Independent Study: 27.2%  New Horizons High School: 7.8%		Revised Goal based on 5% growth Banning High: 63%  Banning Independent Study : 33%  New Horizons High School: 13%  Original Goal Banning High: 70%  Banning Independent Study : 50%  New Horizons High School: 50%
College and Career Readiness	2019-20 21.5% Ready	Not available due to suspension of the	Not available due to suspension of the		36% Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American: 20.8</p> <p>English Learner: 4.3%</p> <p>Hispanic: 21.3%</p> <p>Homeless: 13.0%</p> <p>Multiple races: 41.7%</p> <p>Socioeconomically Disadvantaged: 22.0 %</p> <p>Students with disabilities: 2.5%</p> <p>White: 7.9%</p>	<p>dashboard and/or the assessment was not given due to the pandemic.</p>	<p>dashboard and/or the assessment was not given due to the pandemic.</p>		<p>African American: 35.0%</p> <p>English Learner: 19%</p> <p>Hispanic: 36%</p> <p>Homeless: 28%</p> <p>Multiple races: 56%</p> <p>Socioeconomically Disadvantaged: 37%</p> <p>Students with disabilities: 18%</p> <p>White: 23%</p>
GATE Identification	<p>Grade 3 19-20 N Tested = 21</p> <p>White: 28.5%</p>	<p>Grade 3 &amp; 4 N Tested = 692</p> <p>White: 1.37%</p> <p>African American 1.9%</p>	<p>Grade 2 N tested = 272</p> <p>White: 7.14%</p> <p>African American 4.35%</p>		<p>Revised Goal based on 5% growth</p> <p>White: 12%</p> <p>African American 9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 6.5%	Filipino 40.2%	Filipino 14.29%		Filipino 29%
	Filipino 14.2%	Asian: 0%	Asian: 0%		Asian: 5%
	Asian: 5.2%	Hispanic: 3.8%	Hispanic: 5.79%		Hispanic: 11%
	Hispanic: 0%	Students with disabilities: 0%	Students with disabilities: 4.76%		Students with disabilities: 10%
	Students with disabilities: 3.1%	English Learner: 1.6%	English Learner: 7.46%		English Learner: 12%
	English Learner: 1.1%	Homeless: 0%	Homeless: 13.64%		Homeless: 18%
	Homeless: 3.8%	Socioeconomically Disadvantaged: 3.0%	Socioeconomically Disadvantaged: 5.69%		Socioeconomically Disadvantaged: 11%
	Socioeconomically Disadvantaged: 4.3%				Original Goal
					White: 3%
					African American 16%
					Filipino 28%
					Asian: 11%
					Hispanic: 6%
					Students with disabilities: 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					English Learner: 5% Homeless: 7% Socioeconomically Disadvantaged: 10%
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 (Corrected Rates) BUSD: 51.36%  African American: 35.00%  English Learner: 41.67%  Hispanic: 52.35%  Homeless: 11.76%  Socioeconomically Disadvantaged: 50.00%  Students with disabilities: 12.20%  White: 50.00%  American-Indian: 42.86%	2021-2022 BUSD: 49.17%  African American: 62.50%  English Learner: 34.04%  Hispanic: 51.18%  Homeless: 41.94%  Socioeconomically Disadvantaged: 49.29%  Students with disabilities: 36.11%  White: 42.31%  American-Indian: 44.23%		Revised Goal based on 5% growth BUSD 54%  African American: 67%  English Learner: 39%  Hispanic: 56%  Homeless: 47%  Socioeconomically Disadvantaged: 54%  Students with disabilities: 40%  White: 47%  American-Indian: 49%  Original Goal BUSD 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>African American: 64%</p> <p>English Learner: 51%</p> <p>Hispanic: 65%</p> <p>Homeless: 83%</p> <p>Socioeconomically Disadvantaged: 68%</p> <p>Students with disabilities: 49%</p> <p>White: 51%</p> <p>American-Indian: 55%</p>
Special Education Students Receiving a Certificate of completion	80.7% regular diploma	81.97% combined diplomas and certificates of completion	84.72% 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%	70 Completers 23.26%		<p>Revised Goal based on 5% growth 28%</p> <p>Original Goal 90 Completers (30%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to rigorous courses (Student information system / master schedule)	<p>Unduplicated pupils one or more AP classes: 170</p> <p>one or more dual enrollment courses: 57</p> <p>CTE course: 423</p> <p>Students with disabilities one or more AP classes: 3</p> <p>one or more dual enrollment courses: 2</p> <p>CTE course: 113</p>	<p>one or more AP classes: 148</p> <p>one or more dual enrollment courses: 48</p> <p>CTE course: 592</p> <p>Students with disabilities one or more AP classes: 0</p> <p>one or more dual enrollment courses: 1</p> <p>CTE course: 81</p>	<p>one or more AP classes: 178</p> <p>one or more dual enrollment courses: 33</p> <p>CTE course: 540</p> <p>Students with disabilities one or more AP classes: 5</p> <p>one or more dual enrollment courses: 0</p> <p>CTE course: 84</p>		<p>Revised Goal based on 5% growth</p> <p>Unduplicated pupils one or more AP classes: 188</p> <p>one or more dual enrollment courses: 38</p> <p>CTE course: 515</p> <p>Students with disabilities one or more AP classes: 7</p> <p>one or more dual enrollment courses: 2</p> <p>CTE course: 89</p> <p>Original Goal Unduplicated pupils one or more AP classes: 196</p> <p>one or more dual enrollment courses: 66</p> <p>CTE course: 487</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Students with disabilities one or more AP classes: 7</p> <p>one or more dual enrollment courses: 8</p> <p>CTE course: 158</p>
Implementation of Academic Standards (Dashboard Self-Reelection Tool)	<p>2020-2021 (Suspended on Dashboard but conducted internally and reported to board of trustees)</p> <p>(5 point scale) Professional Development:</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 4</p> <p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State</p>	<p>2021-2022 (Dashboard)</p> <p>(5 point scale) Professional Development:</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p>	<p>(5 point scale) Professional Development:</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p>		<p>Professional Development:</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>History - Social Science: 4</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Policy &amp; Program Support</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 4</p> <p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 4</p> <p>History-Social Science: 4</p> <p>Next Generation Science Standards: 4</p> <p>Implementation of Standards</p> <p>Career Technical Education: 4</p>	<p>Policy &amp; Program Support</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>History-Social Science: 4</p> <p>Next Generation Science Standards: 4</p> <p>Implementation of Standards</p> <p>Career Technical Education: 4</p>	<p>Policy &amp; Program Support</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>History-Social Science: 5</p> <p>Next Generation Science Standards: 5</p> <p>Implementation of Standards</p> <p>Career Technical Education: 4</p>		<p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>History - Social Science: 5</p> <p>Next Generation Science Standards: 5</p> <p>Implementation of Standards</p> <p>Career Technical Education: 5</p> <p>Physical Education Model Content Standards: 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Physical Education Model Content Standards: 3	Physical Education Model Content Standards: 3	Physical Education Model Content Standards: 3		World Language: 5
	World Language: 4	World Language: 4	World Language: 4		Health Education Content Standards: 5
	Health Education Content Standards: 4	Health Education Content Standards: 4	Health Education Content Standards: 4		Visual and Performing Arts: 4
	Visual and Performing Arts: 3	Visual and Performing Arts: 3	Visual and Performing Arts: 3		Engagement of School Leadership
	Engagement of School Leadership	Engagement of School Leadership	Engagement of School Leadership		Identifying the professional learning needs of groups of teachers or staff as a whole: 5
	Identifying the professional learning needs of groups of teachers or staff as a whole: 4	Identifying the professional learning needs of groups of teachers or staff as a whole: 4	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: 4
	Providing support for teachers on the standards they have not yet mastered: 3	Providing support for teachers on the standards they have not yet mastered: 3	Providing support for teachers on the standards they have not yet mastered: 4		Identifying the professional learning needs of individual teachers: 5
	Identifying the professional learning needs of individual teachers: 4	Identifying the professional learning needs of individual teachers: 4	Identifying the professional learning needs of individual teachers: 4		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	2022  39.4% of ELLs gained one level or maintained level 4.		Revised Goal based on 5% growth 44% of ELLs gained one level or maintained level 4  Original Goal 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%	Score of 3 or better: 18.1%		Revised Goal based on 5% growth 23%  Original Goal 42%
AP Pass Rate, Percentage of students (Percent of students passing 1 or more exams)	48%	8%	23.1%		Revised Goal based on 5% growth 28%  Original Goal 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%	Kinder Cabazon 52% Central 37% Hemmerling 65% Hoffer 54%  First Cabazon 52% Central 59%	Kinder Cabazon 33% Central 33% Hemmerling 62% Hoffer 55%  First Cabazon 23% Central 39%		Revised Goal based on 5% growth Kinder Cabazon 38% Central 38% Hemmerling 67% Hoffer 60%  First

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hemmerling 45% Hoffer 35%	Hemmerling 60% Hoffer 35%	Hemmerling 37% Hoffer 28%		Cabazon 28% Central 44% Hemmerling 42% Hoffer 33%
	Second Cabazon 39% Central 52% Hemmerling 27% Hoffer 52%	Second Cabazon 63% Central 71% Hemmerling 44% Hoffer 74%	Second Cabazon 43% Central 53% Hemmerling 23% Hoffer 58%		Second Cabazon 48% Central 58% Hemmerling 28% Hoffer 63%
	Third Cabazon 42% Central 58% Hemmerling 47% Hoffer 49%	Third Cabazon 59% Central 58% Hemmerling 65% Hoffer 53%	Third Cabazon 45% Central 68% Hemmerling 74% Hoffer 42%		Third Cabazon 50% Central 73% Hemmerling 79% Hoffer 47%
	Fourth Cabazon 61% Central 53% Hemmerling 43% Hoffer 39%	Fourth Cabazon 56% Central 50% Hemmerling 45% Hoffer 53%	Fourth Cabazon 43% Central 48% Hemmerling 40% Hoffer 36%		Fourth Cabazon 48% Central 53% Hemmerling 45% Hoffer 41%
	Fifth Cabazon 45% Central 57% Hemmerling 50% Hoffer 54%	Fifth Cabazon 53% Central 60% Hemmerling 41% Hoffer 55%	Fifth Cabazon 62% Central 34% Hemmerling 46% Hoffer 37%		Fifth Cabazon 67% Central 39% Hemmerling 51% Hoffer 32%
					Original Goal Kinder Cabazon 70% Central 60% Hemmerling 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Hoffer 75%</p> <p>First Cabazon 70% Central 80% Hemmerling 80% Hoffer 55%</p> <p>Second Cabazon 80% Central 90% Hemmerling 65% Hoffer 95%</p> <p>Third Cabazon 80% Central 80% Hemmerling 85% Hoffer 85%</p> <p>Fourth Cabazon 75% Central 70% Hemmerling 65% Hoffer 75%</p> <p>Fifth Cabazon 75% Central 80% Hemmerling 60% Hoffer 75%</p>
I-Ready Math Growth: Percentage of students who gained	Kinder Cabazon 43% Central 37%	Kinder Cabazon 16% Central 25%	Kinder Cabazon 67% Central 26%		Revised Goal based on 5% growth Kinder

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
one or more levels (K-8)	<p>Hemmerling 37% Hoffer 36%</p> <p>First Cabazon 40% Central 26% Hemmerling 43% Hoffer 25%</p> <p>Second Cabazon 33% Central 52% Hemmerling 32% Hoffer 56%</p> <p>Third Cabazon 39% Central 52% Hemmerling 39% Hoffer 58%</p> <p>Fourth Cabazon 52% Central 49% Hemmerling 40% Hoffer 45%</p> <p>Fifth Cabazon 40% Hemmerling 43% Hoffer 50%</p> <p>Sixth 33% Seven 36% Eighth 37%</p>	<p>Hemmerling 50% Hoffer 26%</p> <p>First Cabazon 35% Central 54% Hemmerling 53% Hoffer 52%</p> <p>Second Cabazon 64% Central 56% Hemmerling 44% Hoffer 62%</p> <p>Third Cabazon 53% Central 71% Hemmerling 75% Hoffer 62%</p> <p>Fourth Cabazon 57% Central 51% Hemmerling 48% Hoffer 70%</p> <p>Fifth Cabazon 60% Central 56% Hemmerling 58% Hoffer 72%</p> <p>Sixth 43% Seven 44%</p>	<p>Hemmerling 25% Hoffer 36%</p> <p>First Cabazon 38% Central 31% Hemmerling 35% Hoffer 26%</p> <p>Second Cabazon 66% Central 50% Hemmerling 23% Hoffer 47%</p> <p>Third Cabazon 43% Central 74% Hemmerling 68% Hoffer 51%</p> <p>Fourth Cabazon 60% Central 53% Hemmerling 62% Hoffer 66%</p> <p>Fifth Cabazon 77% Central 54% Hemmerling 60% Hoffer 45%</p>		<p>Cabazon 40% Central 50% Hemmerling 30% Hoffer 41%</p> <p>First Cabazon 43% Central 46% Hemmerling 40% Hoffer 31%</p> <p>Second Cabazon 71% Central 55% Hemmerling 28% Hoffer 52%</p> <p>Third Cabazon 48% Central 79% Hemmerling 73% Hoffer 56%</p> <p>Fourth Cabazon 65% Central 58% Hemmerling 68% Hoffer 71%</p> <p>Fifth Cabazon 72% Central 59% Hemmerling 65% Hoffer 50%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Eighth 41%			<p>Original Goal Kinder Cabazon 35% Central 45% Hemmerling 70% Hoffer 45%</p> <p>First Cabazon 55% Central 75% Hemmerling 70% Hoffer 70%</p> <p>Second Cabazon 85% Central 75% Hemmerling 65% Hoffer 80%</p> <p>Third Cabazon 70% Central 90% Hemmerling 95% Hoffer 80%</p> <p>Fourth Cabazon 70% Central 70% Hemmerling 60% Hoffer 90%</p> <p>Fifth Cabazon 80% Central 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Hemmerling 80% Hoffer 90%  Sixth 65% Seven 65% Eighth 60%
Teacher retention	2020-2021 Baseline 24 retirements 12 other separations	1 retirements 29 other separations	5 retirements 20 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	1595 Credits Recovered average of 4.9 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 includes coaching on how to meet the needs of students needing additional support to succeed with a focus on unduplicated count students:  1) Employ 1.0 FTEs Secondary ELA/ELD and 1.0 FTEs 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	\$1,257,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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) Added 5 work days to Instructional Coaches' work year 7) Fund .30 FTE for a Chief Academic Officer		
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 the 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. 5) Fund .70 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) 6) Fund .50 FTE for the System Engineer 7) Fund .30 FTE for Information Network Administrator 8) Fund .70 FTE for Technology Department Staff Secretary 7) Fund .30 FTE for Network Administrator	\$1,808,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Digital Learning Software Systems	<p>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:</p> <ol style="list-style-type: none"> <li>1) Edmentum</li> <li>2) Illuminate</li> <li>3) Teacher Pay Teachers</li> <li>4) ESGI (TK, Kindergarten, Grade 1)</li> <li>5) Renaissance AR/MyOn Digital Library</li> </ol>	\$230,000.00	No
1.4	Student Interventions and Supports	<p>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:</p> <ol style="list-style-type: none"> <li>1) Continue to fund .70 FTE for the Coordinator of Data and Assessment planned for all years of the LCAP</li> <li>2) Provide funding for 1.6 FTEs for BARR Coordinators to support secondary schools</li> <li>3) Provide funding for 4.0 FTEs for Elementary Intervention Teachers</li> <li>4) Budget and expenditure monitoring support</li> <li>5) Fund .30 FTE for the Director of Fiscal Services</li> </ol>	\$1,065,918.00	Yes
1.5	English Language Development Program Supports	<p>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:</p>	\$530,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 a 1.0 FTE English Language Development, Specialist		
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) Read Naturally 4) Don Johnston - Snap and Read/Co-Writer 5) I-Ready English Language Arts and Math & Teacher Toolbox 6) Rosetta Stone for English Learners and Immigrant Students (English Language Acquisition) 7) Math Intervention Materials 8) Dyslexia Curriculum 9) Steam On Demand	\$643,800.00	No
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

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	Instructional Aides	<p>Fund an additional 3 hours to current instructional aides in TK-1 grade in general education classrooms to assist with a small group and 1:1 instruction during the 2023-24 school year for unduplicated count students:</p> <p>1) Increase 3-hour part-time instructional aides to 6 hours. The increase in time will be split between kindergarten and first-grade classrooms as deemed by site administrators.  2) Continue funding instructional aides 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, including students with disabilities in literacy and mathematics under the direction of a certificated teacher</p>	\$664,213.00	Yes
<b>1.9</b>	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 highly qualified teachers by continuing to fund per-cell salary increases and certificated salary schedule reorganization.	\$3,188,746.00	Yes
<b>1.10</b>	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:	\$744,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) Employ 4.0 FTEs for CTE Teachers to support an expansive CTE high school program (Theater, Technical Theater, Automotive, Digital Film)</p> <p>2) Provide funding for CTE curriculum, materials, and supplies</p>		
1.11	Summer Recovery Program	<p>Operate a 4 week Summer Recovery Program to promote learning retention, including unduplicated count, by providing academic intervention services with integration of digital resources:</p> <p>1) Planned for Summer 2023 and 2024</p>	\$873,984.00	No
1.12	Student Extra-Curricular and Enrichment Opportunities	<p>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. Additionally, provide student-athletes the support needed to excel academically to increase the overall team GPAs.</p> <p>1) 4.0 FTEs 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  8) Provide funding for academic field trips and sports transportation  9) Provide additional hours for Librarian Technicians  10) Enrichment Stipends  11) Athletic Scholar Program</p>	\$2,327,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
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)	\$8,077,961.00	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.	\$2,331,722.00	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) 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 4) Employ 1 FTE College and Career Readiness Specialist to oversee the HS Career Center	\$682,782.00	Yes
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	\$380,847.00	No



Action #	Title	Description	Total Funds	Contributing
1.17	Student Extra-Curricular and Enrichment Opportunities	Increase access to extracurricular and enrichment opportunities to provide students with robust and well-rounded instructional programs providing extra-curriculum, and enrichment opportunities.  1) 1.0 FTE for MS Physical Education Teacher	\$171,933.00	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	\$791,145.00	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:  1) Continue to fund 3.0 FTEs for CTE Teachers (Cadet Corp, Business, Carpentry) to support an expansive CTE high school program	\$355,747.00	No
1.20	Expanded Learning Opportunities Program	Operate a before/after school and summer program 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). Students will be provided with enrichment programs focused on developing the academic, social, emotional, and physical needs and	\$2,279,869.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>interests of students through hands-on, engaging learning experiences before and after school and during the summer.</p> <p>1) Morning Program - A program offered before the start of school during the traditional school year.  2) After-School Program- A program offered as an extension of the day during the traditional school year.  3) Summer Program - A program offered as an extension of the day after summer school.  4) Summer Camp - A program offered to support students after summer school ends until the start of school in the fall.</p>		

## Goal Analysis [2022-23]

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 in increasing or improving services for students. There were substantive challenges in the implementation of planned actions as noted in the following areas:

### Planned Actions:

G1, A1 - Adding 5 additional days to the instructional coaches' calendar requires negotiating with the teachers' bargaining union which did not take occur during the 2022-2023 school year. The action will be carried over to the 2023-2024 LCAP with the five extra workdays will be added prior to the start of the 2023-2024 school year. Math Lesson Study was conducted in collaboration with RCOE. The Lesson Study has been concluded.

G1, A2 - The .30 funded Director of Technology position became vacant during fall 2022. The position continues to be vacant.

G1, A4 - Employing 4.0 FTEs for Elementary Intervention Teachers was planned for the 2022-2023 school year. The three intervention teacher positions were filled by January 2023 and the fourth was filled by February 2023. Those positions were not filled for the 2022-2023 school year. Budget and expenditure monitoring support was planned but due to project constraints and employee transitions, this action was not implemented.

G1, A5 - Employing a 1.0 FTE English Language Development Specialist was planned for the 2022-2023 school year. The position was filled in January 2023 and funded fully through Title I therefore not contributing to improving and increasing services through LCFF.

G1, A15 - Employing a 1.0 FTE College and Career Readiness Specialist was planned for the 2022-2023 school year. Interviews were held in late spring 2023 and it is anticipated the position will be filled for the start of the 2023-2024 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 15% or more to be a material difference:

A1: Secondary ELA and math Instructional Coaches, and Elementary Instructional Coaches were funded through state and federal funding. The Writing Across the Curriculum Initiative and the additional 5 days worked by the instructional coaches in the summer of 2023 will be funded through federal funding.

A3: Digital software was purchased through Supplemental and Concentration funding and not federal funding as originally budgeted.

A4: BARR Coordinator HS was funded out of Supplemental and Concentration funding and not federal funding as originally budgeted. The 4 Elementary math interventionist teachers and fiscal support personnel were not hired due for the 2022-23 school year,

A5: ELS supplemental instructional materials were purchased through supplemental and Concentration funding and not federal funding as originally budgeted.

A6: The intervention platform was purchased through Supplemental and Concentration funding and not federal funding as originally budgeted.

A8: The instructional aides' positions were under-budgeted for the 2022-23 school year.

A9: The recruitment and retention funds were under-budgeted for the 2022-23 school year.

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

G1, A1 Instructional Supports

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, 4 Elementary Instructional Coaches, 1 Teacher Period - Jane Shaffer Writing Support, a Transitional Kindergarten Coordinator, a Director of Educational Services, and Support Staff have contributed to 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. ELA/ELD and Math coaches have secondary teachers in analyzing district common assessments through Data Review Sessions and provided: demo lessons, intervention and digital resources, and instructional coaching. 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 20 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.

#### G1, A 2 Technology: Infrastructure and Supports

Technology and infrastructure and support included Teacher & Student Devices, an upgraded 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 supports 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 iReady, ESGI, MyOn, etc.

#### G1, A 3 Digital Learning Software systems

Digital Learning Software systems included Edmentum, Illuminate, Teachers Pay Teachers, ESGI, Renaissance AR, and MyOn, the digital library. ESGI was implemented. Teachers were surveyed on the usage and instructional value of the available digital platforms. The survey data indicated. ESGI implementation was effective as seen through the average number of logins from the 2021/2022 school year to this year 2022/2023. CLEVER analytics show that there has been an increase at the school sites, with Central having an increase of 89%, Hoffer having an increase of 94%, and Cabazon having an increase of 700%. Through a digital survey given this year, 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. Renaissance AR and MyOn has also been useful tool for teachers to increase reading levels among students. CLEVER analytics show that the average login per site is about 59,000. Most school sites have increased their usage since last school year 2021/2022 (Central 2% increase and Hemmerling 23% increase). Illuminate has been effective in providing common teacher-created assessments and student-specific data to evaluate student progress and develop intervention and acceleration opportunities. The Illuminate program has been instrumental in providing a platform for all teachers in the district to create common assessments throughout each grade level and content area. Through Illuminate each teacher has had an opportunity to create their own assessment questions, which then teachers are able to use the results to drive instruction, and ultimately align standard matrices to further student success. The various digital platforms supported increased student engagement by providing different opportunities to demonstrate student achievement. This action has been effective as measured by the implementation of additional digital resources such as Renaissance MyOn, Teachers Pay Teachers, etc, and an increase in academic measures such as I-ready scores.

#### G1, A 4 Student Interventions, and Supports

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 elementary intervention teachers will address 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, Foster/Homeless students, and students with disabilities. This action has been effective and is being monitored through metrics such as grades, graduation rate, A-G completion rate, i-Ready, and local assessment data.

#### G1, A 5 English Language Development Program Supports

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. Emily Devor which led teachers across all content with a deeper understanding of English Language Development Standards expectations to support integrated English Language Development across all core contents. 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.

#### G1, A 6 Supplemental Instructional/Intervention Materials

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.

#### G1, A 8 Paraprofessionals

Paraprofessionals included an Increase of to 3-hour part-time paras to 6 hours and provided additional funding of 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.

#### G1, A 9 Recruitment and Retention Plan

The 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 highly 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 teacher retention. 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 left the district in 2022-23.

#### G1, A10 Career Technical Education (CTE)

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. The CTE Pathways have been modified from three-year to two-year pathways for the 2023-2024 school year and beyond. These program changes will also have a positive impact on the CTE pathway completion and A-G rates.

#### G1, A11 Summer Recovery Program

Summer Recovery program action provided the funding to operate a 4-week summer program to promote learning retention and credit recovery, including unduplicated count students, by providing academic intervention services with the 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 in the summer of 2022 recovered over 2800 credits. A metric to better track the effectiveness of this program has been added.

#### G1, A12 Student Extra-Curricular, and Enrichment Opportunities

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.

#### G1, A14 Teacher Collaboration Time



This action 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.

#### G1, A15 Academic Supports, and Interventions

This action 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.

#### G1, A18 Maintain Class Size

The following action provided funding to add teachers to staff in excess of the 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

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:

No new metrics were added.

CAST however was changed from percentage meeting and exceeding to distance from standard to better reflect the type of data that will be used once this test is part of the CA dashboard.

AP Pass rates have been updated to reflect newly obtained data from the College Board.

Additional metrics were updated and corrected based on data that was not available when the prior LCAP was written.

Expected outcomes were revised in order to reflect current progress and reasonable gains for the final year of this plan.

#### Additions or Changes to Actions:

A1: Math Lesson Study training was conducted at Nicolet Middle School with the math department over two cycles of inquiry and was concluded by the end of the year. The training will not continue for the 2023-24 school year. The 4 math intervention teachers were removed from Action 1. Funding for the Chief Academic Officer was added to Action 1.

A2: Added to Action 2 was funding for the System Engineer, Information Network Administrator, and Technology Department staff secretary.

A3: Seesaw, Padlet, and Nearpod were digital platforms acquired to support student learning during school closure and return to school to support student engagement. Data from teacher surveys and Clever usage indicate the platform had low to no usage therefore licenses were not renewed for the 2023-34 school year.

A4: Added to Action 4 was funding for the Director of Fiscal Services.

A6: The intensive ELD curriculum was purchased during the 2022-23 school year and will sustain the program until a new adoption cycle opens. English Language Development platform was planned for the 202-23 school year with S/C funds but funded through federal funding. Various Google Apps were not requested for purchase during the 2021-22 or 2023-24 school year, therefore the action will be discontinued. 3.) Purchasing the English intervention curriculum was pursued given a re-evaluation of the root cause analysis and a different course of action will be taken to address this area. 4.) Phonological and phonemic awareness elementary curriculum purchased during the 2023-24 school year and was one-time in nature.

A7: Added 1 FTE for an additional Transitional Kindergarten (TK) Teacher for the expansion of the Transitional Kinder Program.

A8 Language has been added; was "paraprofessionals" in 2022-2023 and is now "Instructional Aides" in the 2023-24 LCAP.

A 10: Increased CTE teachers by 0.2 FTE and removed 1.8 grant-funded teachers. The action has been modified to reflect the funding of 4.0 FTEs CTE teacher.

A12: An Athletic Scholar Program was added to the 2023-24 plan to provide student-athletes the support needed to excel academically to increase the overall team GPAs.

A 17: Academic Scholar Program was added to provide student-athletes support through academic and attendance monitoring to improve academic outcomes and increase team GAPs.

A19: The FTE count for goal 19 went from 2.17 to 3.0 FTEs for CTE Teachers which reflects the additional credentialing acquired by an existing English teacher who will also teach CTE courses as part of her 2023-24 teaching assignment.

A20: Students will be provided with enrichment programs focused on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences before and after school and during the summer.

**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	all teachers are appropriately credentialed	all teachers possess a full credential, although 14 (5%) did not possess an authorization needed for one or more instructional periods in their assignment.		Reduced the percentage of teachers without a full credential or EL authorization
Professional Development Feedback: Certificated	<p>Positive responses to questions concerning relevance of Professional Development on district administered survey: 50%</p> <p>Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 68%</p>	Summer training feedback surveys were open ended and 64% of the responses were positive	Not Available		<p>Positive responses to questions concerning relevance of Professional Development on district administered survey: 70%</p> <p>Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 80%</p>
Professional Development Feedback: Classified	Positive responses to questions concerning relevance of Professional Development on district administered survey: 65%	Not Available	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	<p>Percentage of candidates who are well matched on the annual CTI survey: 96%</p> <p>Percentage of candidates meeting with their coach at least once per week: 65% weekly / 35% multiple times per week</p> <p>Percentage of candidates who feel that their CTI work is aligned to district expectations: 57% fully 39% moderately 4% somewhat</p>	<p>Percentage of candidates who are well matched on the annual CTI survey: 95%</p> <p>Percentage of candidates meeting with their coach at least once per week: 81% weekly / 13% multiple times per week</p> <p>Percentage of candidates who feel that their CTI work is aligned to district expectations: 39% fully 44% moderately 17% somewhat</p>		<p>Percentage of candidates who are well matched on the annual CTI survey: 100%</p> <p>Percentage of candidates meeting with their coach at least once per week: 100%</p> <p>Percentage of candidates who feel that their CTI work is aligned to district expectations: 80% fully 20% moderately</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	<p>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:</p> <ol style="list-style-type: none"> <li>1) Universal Design for Learning for K-12 Teachers</li> <li>2) iReady training for Grade K-8 teachers</li> <li>3) New Teacher Orientation</li> <li>4) Instructional Coaching Professional Development</li> <li>5) Guided Language Acquisition Design (GLAD) Dual Immersion Teacher Training</li> <li>6) Jane Schaffer Writing workshops for 6-12 teachers</li> <li>7) English Language Development training</li> <li>8) Administrators, teachers, and paraeducators will be offered training on data-driven IEP development</li> <li>9) Co-Teaching secondary teacher training</li> <li>10) Paraeducators will be offered training on various topics such as digital learning, best practices in curriculum support, and behavioral management strategies</li> <li>11) Classified staff will be offered training in first aid, CPR, and AED use</li> <li>12) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager</li> </ol>	\$1,138,344.00	Yes
2.2	California Teacher Induction (CTI) Program	<p>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.</p> <ol style="list-style-type: none"> <li>1) District teachers for coaching</li> </ol>	\$113,828.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2) Providing county-level professional development support for new teachers		
2.3	Peer Assistance and Review (PAR) Program	<p>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.</p> <p>1) District teachers as mentors planned for all years of the LCAP 2) District PAR Committee planned for all years of the LCAP</p>	\$50,090.00	Yes

## Goal Analysis [2022-23]

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 in increasing or improving services for students. There were substantive differences in the implementation of planned actions as noted in the following actions:

G2, A 1 Professional Development opportunities were offered at the district and site level which included ELD/ELA standards dive across secondary core teachers, Jane Schaffer writing workshop k-12, instructional strategies, new supplemental curriculum, and data management system training. Additional professional opportunities were added to the calendar for the purpose of collaborating across grade/content level matrices morph, assessments revisions, and standards-based report card redesign, to mention a few.

G2, A 3 Due to the teacher's bargaining MOU, teachers were not formally evaluated during the 2021-2022 school year therefore no recommendations were made to PAR for the 2021-2022 and 2022-2023 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 15% or more to be a material difference:

A1: Professional development opportunities planned for the 2022-23 school year were funded with other funding resources.  
A2: CTI Program was under-budgeted due to funding considerations for one year but two consecutive years were funded during the 2022-23 school year.  
A3: No teachers were recommended for PAR during the 2022-2023 school year.

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

#### G2, A1 Professional Development

Professional development, curriculum development, and collaboration have been effective in providing teachers and all staff with the necessary strategies to individualize student 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. Elementary (4/5 grade) and middle school-designated ELD curricula were implemented during 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.

#### G2, A2 California Teacher Induction (CTI)

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.

## G2, A3 Peer Assistance and Review (PAR) Program

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 would be recommended at the close of the 2021-2022 school year for the 2022-2023 PAR Program. but no teachers were recommended. 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.

### 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

Metrics were updated and corrected based on data that was not available when the prior LCAP was written.

Expected outcomes were revised in order to reflect current progress and reasonable gains for the final year of this plan.

### Additions or Changes to Actions:

A1: Three distinct professional development opportunities were added to Action 1 to include: Instructional Coaching Professional Development to provide elementary and secondary instructional coaches with training to strengthen their skills and knowledge of learning and teaching; Administrators, teachers, and paraeducators training on data-driven IEP development that support academic growth, progress monitoring, and transitional goal setting; and co-teaching secondary teacher training to increase equitable access to the core course for students on an IEP. Professional development opportunities removed from Action 1 include the literacy initiative for grades K-3, SpringBoard curriculum training, progress monitoring reading training for K-12, accessibility tools training for all teachers, and amplified curriculum training, including ELD components. These items were either one-time in nature and/or will be supported through the district's ongoing professional development calendar. Social-Emotional Curriculum Training which was included in the 2023-24 plan will now be supported moving forward through the trainer of trainer models. Through our educational partner data gathered and classified staff requests, additional professional development opportunities have been added for the 2023-24 school year to help support the learning needs of students.

**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	76.7% responded positively		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	22.6% responded positively		Revised outcome based on 10% growth 33%  original desired outcome 80% positive responses
California Health Kids: Parents are Involved & Welcomed	2018-2019: 71.3% responded positively	Data is collected on a two year cycle	45.3% responded positively		Revised outcome based on 10% growth 55%  original desired outcome 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	82% responded positively		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	40% responded positively		Revised outcome based on 10% growth 50%  original desired outcome 68% positive responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Health Kids: Promotes Cultural Diversity	2018-2019: 81.9% responded positively	Data is collected on a two year cycle	75% responded positively		Revised outcome based on 10% growth 85%  original desired outcome 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	45% responded affirmatively		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	67.5% responded positively		77% positive responses
California Health Kids: Discipline Problems Handled Fairly	2018-2019: 67.1% responded positively	Data is collected on a two year cycle	insufficient responses		77% positive responses
Suspension Rates: Percent of students	2018-2019 All Students: 6%  American Indian or Alaska Native: 7.7%  Asian: 3%  African American: 10.5%  Filipino: 2.3%  Hispanic: 5.5%  White: 5.9%	2020-21 All Students: 0%  American Indian or Alaska Native: 0%  Asian: 0%  African American: 0%  Filipino: 0%  Hispanic: 0%  White: 0%	2021-2022 All Students: 6.7%  American Indian or Alaska Native: 20.9%  Asian: 2.7%  African American: 12%  Filipino: 4.3%  Hispanic: 5.8%  White: 7.5%		Revised outcome based on 2% reduction  All Students: 5%  American Indian or Alaska Native: 19%  Asian: 1%  African American: 10%  Filipino: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Multiple Races/ Two or More: 7.2%	Multiple Races/ Two or More: 0%	Multiple Races/ Two or More: 7.4%		Hispanic: 4%
	Socioeconomically Disadvantaged: 6.2%	Socioeconomically Disadvantaged 0%	Socioeconomically Disadvantaged: 6.8%		White: 5%
	English Learner: 4.4%	English Learner: 0%	English Learner: 5.8%		Multiple Races/ Two or More: 5%
	Students with Disabilities: 10.5%	Students with Disabilities: 0%	Students with Disabilities: 11.5%		Socioeconomically Disadvantaged: 5%
	Foster Youth: 20.3%		Foster Youth: 14.7%		English Learner: 4%
	Homeless Youth: 6.8%		Homeless Youth: 9.7%		Students with Disabilities: 9%
					Foster Youth: 12%
					Homeless Youth: 7%
					original desired outcome
					All Students: 4.5%
					American Indian or Alaska Native: 4.5%
					Asian: 2.5%
					African American: 6.9%
					Filipino: 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Hispanic: 4.5%</p> <p>White: 4.5%</p> <p>Multiple Races/ Two or More: 4.5%</p> <p>Socioeconomically Disadvantaged: 4.5%</p> <p>English Learner: 2.3%</p> <p>Students with Disabilities: 6.9%</p> <p>Foster Youth: 12.8%</p> <p>Homeless Youth: 4.5%</p>
Chronic Absenteeism Rate: Percent of students	<p>2019-20 Estimated (internal calculation from SIS data)</p> <p>All Students: 19.3%</p> <p>American Indian or Alaska Native: 23 %</p> <p>Asian: 5.9%</p> <p>African American: 22.9%</p>	<p>2020-2021 (Dataquest)</p> <p>All Students: 29%</p> <p>American Indian or Alaska Native: 35%</p> <p>Asian: 15.7%</p> <p>African American: 36.9%</p>	<p>2021-22</p> <p>All Students: 49.8%</p> <p>American Indian or Alaska Native: 60.6%</p> <p>Asian: 35.2%</p> <p>African American: 55.1%</p> <p>Filipino: 30.4%</p>		<p>Revised outcome based on 5% reduction</p> <p>All Students: 40%</p> <p>American Indian or Alaska Native: 50%</p> <p>Asian: 25%</p> <p>African American: 50%</p> <p>Filipino: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino: 10.3%	Filipino: 8.7%	Hispanic: 49.0%		Hispanic: 40%
	Hispanic: 18.9%	Hispanic: 29.4%	White: 53.8%		White: 43%
	White: 20.7%	White: 27.4%%	Multiple Races/ Two or More: 56.2%		Multiple Races/ Two or More: 47%
	Multiple Races/ Two or More: 29.9%	Multiple Races/ Two or More: 26.0%%	Socioeconomically Disadvantaged: 50.3%		Socioeconomically Disadvantaged: 40%
	Socioeconomically Disadvantaged: 19.6%	Socioeconomically Disadvantaged: 29.9%	English Learner: 39.9%		English Learner: 30%
	English Learner: 9.9%	English Learner: 9.9%	Students with Disabilities: 56.3%		Students with Disabilities: 46%
	Students with Disabilities: 24.5%	Students with Disabilities: 33.6%	Foster Youth: 60.4%		Foster Youth: 50%
	Foster Youth: 20.8%	Foster Youth: 55.3%	Homeless Youth: 59.2%		Homeless Youth: 50%
	Homeless Youth: 28.1%	Homeless Youth: 44.9%			original desired outcome
		Mid-year estimate for 2021-22 (conducted in March - certification will occur during the summer)			All Students: 13.6%
		All Students: 38%			American Indian or Alaska Native: 15.2%
					Asian: 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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%			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%
Expulsion Rate: Percent of students	2019-2020: (metric updated to reflect addition subgroups) All students: 0.02%	2020-2021: (metric updated to reflect addition subgroups) All students: 0%	2021-22 All students: 0.6%		All Students: 0%  African American: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American: 0.23%</p> <p>Hispanic: 0.6%</p> <p>American Indian or Alaska Native: 0%</p> <p>White: 0%</p> <p>Students with Disabilities: 0%</p> <p>English Learner: 0%</p> <p>Foster Youth: 0%</p> <p>Homeless Youth: 0%</p> <p>Socioeconomically Disadvantaged: 0%</p>	<p>African American: 0%</p> <p>Hispanic: 0.6%</p> <p>American Indian or Alaska Native: 0%</p> <p>White: 0%</p> <p>Students with Disabilities: 0%</p> <p>English Learner: 0%</p> <p>Foster Youth: 0%</p> <p>Homeless Youth: 0%</p> <p>Socioeconomically Disadvantaged: 0%</p>	<p>African American: 1.4%</p> <p>Hispanic: 0.6%</p> <p>American Indian or Alaska Native: 0.9%</p> <p>White: 0.6%</p> <p>Students with Disabilities: 0.6%</p> <p>English Learner: 0.4%</p> <p>Foster Youth: 2.7%</p> <p>Homeless Youth: 0.9%</p> <p>Socioeconomically Disadvantaged: 0.6%</p>		
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	Due to emergency regulations, the PFT was administered as participation only		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	1.86% of students dropping out of middle school		0.0% of students dropping out of middle school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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  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	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  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	January 2022 Banning High - Good on 7 of 8 criteria  Banning Independent Study - Good on 7 of 8 criteria  Cabazon - Good on 6 of 8 criteria  Central - Good on 5 of 8 criteria  Florida Street - Good on 6 of 8 criteria  Hemmerling - Good on 6 of 8 criteria  Hoffer - Good on 3 of 8 criteria  New Horizons - Good on 5 of 8 criteria  Nicolet - Good on 7 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  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):	19-20	This metric has been updated to remove estimates as	21-22		Revised outcome based on 5% improvement



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
days attended / expected days of attendance)	<p>Overall: 93.6%</p> <p>Homeless: 92.1%</p> <p>ELL: 94.9%</p> <p>SWD: 92.8%</p> <p>SED: 93.9%</p> <p>Hispanic: 93.9%</p> <p>Black/African Am: 93.3%</p> <p>White: 93.6%</p> <p>Am Indian/Alskn Nat: 93.6%</p>	<p>presented in the prior year's LCAP: 20-21</p> <p>Overall: 90.2%</p> <p>Homeless: 84.1%</p> <p>ELL: 91.3%</p> <p>SWD: 80.2%</p> <p>SED: 89.5%</p> <p>Hispanic: 90.5%</p> <p>Black/African Am: 89.0%</p> <p>White: 89.9%</p> <p>Am Indian/Alskn Nat: 86.6%</p>	<p>Overall: 85.1%</p> <p>Homeless:80.6%</p> <p>ELL: 88.1%</p> <p>SWD: 82.6%</p> <p>SED: 85.0%</p> <p>Hispanic: 85.1%</p> <p>Black/African Am: 84.7%</p> <p>White: 85.6%</p> <p>Am Indian/Alskn Nat: 79.7%</p>		<p>Overall: 96%</p> <p>Homeless: 85%</p> <p>ELL: 93%</p> <p>SWD: 88%</p> <p>SED: 90%</p> <p>Hispanic: 90%</p> <p>Black/African Am: 89%</p> <p>White: 90%</p> <p>Am Indian/Alskn Nat: 85%</p> <p>original desired outcome</p> <p>Overall: 96%</p> <p>Homeless: 96%</p> <p>ELL: 98%</p> <p>SWD: 96%</p> <p>SED: 98%</p> <p>Hispanic: 98%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Black/African Am: 98%  White: 98%  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: 24%  Students with Disabilities: 12.3%  Socio-Economically Disadvantaged Students: 12.3%	Overall: 13.0%  African American: 34.6%  American Indian or Alaska Native: 10.5%  Hispanic: 11.0%  White: 24.3%  English Language Learners: 9.1%  Homeless: 29.1%  Students with Disabilities: 10.4%  Socio-Economically Disadvantaged Students: 13.5%		Revised outcome based on 5% improvement  Overall: 8%  African American: 29%  American Indian or Alaska Native: 6%  Hispanic: 6%  White: 19%  English Language Learners: 4%  Homeless: 25%  Students with Disabilities: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Socio-Economically Disadvantaged Students: 9%  original desired outcome 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%	2021-2022 Overall: 83.61%		Revised outcome based on 5% improvement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 78%	African American: 61.76%	African American: 61.54%		Overall: 88%
	Hispanic: 70.2%	Hispanic: 74.58%	Hispanic: 86.12%		African American: 66%
	White: 57.9%	White: 78.95%	White: 70.27%		Hispanic: 91%
	English Language Learners: 55.3%	English Learner: 55.56%	English Learner: 84.45%		White: 75%
	Homeless: 60.9%	Homeless: 65.38%	Homeless: 64.58%		English Language Learners: 89%
	Students with Disabilities: 60%	Students with disabilities: 68.85%	Students with disabilities: 75.00%		Homeless: 69%
	Socio-Economically Disadvantaged Students: 71.1%	Socioeconomically Disadvantaged: 73.20%	Socioeconomically Disadvantaged: 82.94%		Students with Disabilities: 80%
					Socio-Economically Disadvantaged Students: 87%
					original desired outcome
					Overall: 80%
					African American: 90%
					Hispanic: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					White: 68% English Language Learners: 68% Homeless: 68% Students with Disabilities: 68% Socio-Economically Disadvantaged Students: 80%
Graduation Rate (Dataquest / Dashboard)	Dataquest Overall: 69.1 African American: 71.8% English Language Learners: 63.8% Homeless: 55.6%% Students with Disabilities: 64.4%	Dataquest Overall: 76% African American: 71.4% English Learner: 69.4% Homeless: 68.0% Students with disabilities: 76.4%	Dashboard Overall: 84.2% African American: 60% English Learner: 86.2% Homeless: 65.3% Students with disabilities: 77.6%%		Overall: 88% African American: 66% English Language Learners: 89% Homeless: 69% Students with Disabilities: 80%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Well-Being Initiatives	<p>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:</p> <ol style="list-style-type: none"> <li>1) Implement a 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.</li> <li>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)</li> <li>3) Fund 2.0 FTEs for Secondary Counselors to provide additional academic and social-emotional support</li> <li>4) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being</li> <li>5) Conduct an annual student survey to determine the level of safety and connectedness felt by students</li> <li>6) Continue to allocate \$200 to certificated staff to promote a positive and engaging class environment</li> <li>7) Provide support to the Alternative to Suspension Program</li> <li>8) Sensory-based elementary playground equipment</li> <li>9) Banning High and Nicolet Middle Schools' fitness equipment</li> </ol>	\$1,424,927.00	Yes
3.2	Student Mental Health Initiatives	<p>Employ Mental Health Therapists for mental health services, and behavioral support to address the social and emotional learning needs of students and to work with unduplicated count students:</p> <ol style="list-style-type: none"> <li>1) Track progress for students who are chronically absent and provide support</li> <li>2) 4.0 FTEs for Mental Health Therapists for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students.</li> <li>3) Additional behavioral and mental health supports</li> </ol>	\$826,352.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Improve Student Attendance Initiatives	<p>The needs of unduplicated count students were considered in the development and implement a comprehensive student attendance improvement plan to include:</p> <ol style="list-style-type: none"> <li>1) Attendance incentives</li> <li>2) Effective use of Student Attendance Review Team contracts, Site Attendance Teams, District Attendance Review Teams, and Student Attendance Review Board referrals</li> <li>3) Employ 9.75 FTE Bilingual Clerks for engaging with the community</li> <li>4) Academic incentives to reward and motivate positive student engagement</li> <li>5) .50 FTE Coordinator to monitor student attendance</li> </ol>	\$892,523.00	Yes
3.4	Supplemental School Personnel	<p>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:</p> <ol style="list-style-type: none"> <li>1) Employ 3.0 FTE Alternative to Suspension Teachers</li> <li>2) Employ 2.75 FTE for ATS Aides</li> <li>3) Employ .70 FTE for Health Aides to support the needs of unduplicated count and students with disabilities</li> <li>4) Fund 1.25 FTE for the district and middle school registrar to accurately screen homeless and foster youth, English language learners, and students qualifying for additional programs</li> <li>5) Continue to fund 1 Licenced Vocational Nurse to increase health services</li> <li>6) 2.0 FTE for Occupational Therapists</li> <li>7) 4.9 FTEs to support students' basic health care need at sites</li> </ol>	\$1,140,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Administrative Support	<p>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.</p> <p>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</p>	\$925,399.00	Yes
3.6	School Connectedness	<p>Provide funding to improve safety management systems, personnel, and equipment to ensure a safe school environment and school connectedness for duplicated count students.</p> <p>1) Fund a visitor management system 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 and 0.4 FTE for MS 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 9.85 FTEs for yard duty aides to support positive student behavior</p>	\$922,776.00	Yes
3.7	Secure, Safe, and Engaging Learning Environment	<p>Provide a safe and secure school learning environment for staff and unduplicated count students:</p>	\$1,564,428.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>1) Continue to fund 22 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.</p> <p>2) Provide campus supervisors with training and certification to enhance the skills and techniques</p> <p>3) Maintain clean and safe facilities to provide a positive learning environment</p> <p>4) 1 FTE for Coordinator of Safety and Support</p>		
<b>3.8</b>	Transportation Services	<p>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.</p> <p>1) Add late bus routes  2) Provide adequate routing to minimize school/home arrival delays  3) Improve transportation safety</p>	\$340,000.00	Yes
<b>3.9</b>	Alternative Learning Center	<p>Provide a temporary alternative instructional setting by referral (due process) with low-class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Alternative Learning Center or ALC) for unduplicated count students.</p> <p>1) 1 FTE for ALC Teacher  2) .81 FTE for Instructional Aide</p>	\$194,827.00	Yes
<b>3.10</b>	Administrative Support	Due to the high needs of our community, students, and parents, provide high school administrators, middle school administrators,	\$368,981.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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</p>		
3.11	Community Based Mental Health Programs	<p>Mental health services will be provided through a community-based organization to support the needs of parents, students, and staff.</p> <p>1) School-Based mental health therapists to provide services  2) Materials and supplies</p>	\$5,000.00	Yes

## Goal Analysis [2022-23]

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 in increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Our attendance rates improved in the 2022-2023 school year but have not returned to pre-2019 levels. In response, the Director, Pupil Services, and counselors work closely with families to connect them with needed resources and services. Our schools have been offering independent study contracts to students for an extended period of time and teachers connect with students regularly to support them while completing the independent study contracts. There is an ongoing need for staff training in the mental health initiative and to rebuild the systems that drive them. Counselors continue to see 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 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 15% or more to be a material difference:

A2: Over budgeted for FTEs under the Mental Health Initiative.

A4: The Foster/Homeless Youth Liaison was vacant during the 2022-23 school year. The Health Aide positions were moved to Base funding. The ATS positions were partially filled: High School teacher was filled for the entire 2022-23 school year; Middle teacher was hired in January 2023; and elementary teacher position was not filled.

A5: The Child Welfare and Attendance Coordinator, and 1 FTE for ES Assistant Principal were not filled for the 2022-23 school year.

A8: Transportation costs were under-budgeted.

A9: The Alternative Learning Center personnel were not filled.

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 to creating a safe learning environment. We have 2 MTSS secondary counselors, 4 elementary, and 4 marriage and family therapists. Our elementary counselors support 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 Banning USD'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 through collaboration with the District Attorney's 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. 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 supporting Foster/Homeless Youth and Tier 3 individual mental health supports for the 2023-2024 school year.

### G3 A3: Improve Student Attendance Initiatives

There was a significant increase in student absenteeism during the 2021-2022 school year. Currently, 10 FTEs of bilingual clerk personnel support attendance processes and procedures. The 1 FTE of a Child Attendance Welfare Coordinator added to the LCAP was not filled during 2022-2023, but will be starting July 1, 2023, 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 2023-2024 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 the 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. The additional elementary ATS teacher has not been hired for the 2022-2023 school year. The focus on attendance and students arriving to class on time has been supported by 2.75 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. The 1 FTE for Health Aide will continue to support the needs of the unduplicated count students. 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 91% in part due to more thorough data collection. Funding for Occupational Therapists and added support to care for the healthcare needs of students at sites was added to Action 4.

### 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 more engaging experiences 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

A metric was added to reflect the return of dashboard data for the graduation rate. This has been included to better track the district's differentiated assistance-eligible student groups.

Metrics were updated and corrected based on data that was not available when the prior LCAP was written.

Expected outcomes were revised in order to reflect current progress and reasonable gains for the final year of this plan.

#### Additions or Changes to Actions:

#### A1: Student Well-Being Initiatives

\$200 allocations have been changed from 'teachers' to certificated staff to better reflect the roles played by counselors, MFT/MHTs, and other certificated personnel.

#### A2: Student Mental Health Initiatives

The recommendation for the 2022-2023 school year included 1 FTE for a Behavioral Mental Health Services Psychologist, 1 FTE for a Behavior Specialist, and 1 FTE for a Behavioral Tech. Those positions were not filled last year, and student's needs were met through contracted services during 2022-2023. The 2023-2024 plan reflects the current practice.

#### A3: Improve Student Attendance Initiatives

There was an increase of 10 FTEs for Bilingual Clerks in the 2022-2023 plan to 7.0 FTEs in the 2023-2024 plan. An increase that reflects the increase in services extended to the community. A name change of the position for the Coordinator of Safety and Supports previously referred to as the Safe and Supportive School Coordinator is reflected in 2023-2024.

#### A4: Supplemental School Personnel

The 2022-2023 plan reflected 2.0 FTEs for Alternative to Suspension Teachers. The 2023-2024 plan reflects an increase of an additional FTE due to the reorganization of the district's multi-tiered system of supports. One teacher will specialize in supporting students in elementary, middle, and high school with appropriate age-level programs. An additional ATS classroom increased ATS aide support needed with an increase of 2.27 FTEs to 2.75 FTEs in the 2023-2024 plan. In addition, the 1.25 FTE Health Aides support was decreased to 1 FTE. Lastly, the additional licensed vocational nurse plan for the 2022-23 school year was not hired therefore the services were provided through contracted services.

#### A5: Secure, Safe, and Engaging Learning Environment

Last year, 14.5 FTEs for campus supervisors were planned for 2022-2023. The FTEs will increase to 22 FTEs for the 2023-2024 school year. The contracted service with after-hours campus patrol was removed from the 2023-24 plan given the strengthened partnership with the Banning PD the service is no longer needed.

A6: The district is no longer using Lobby Guard as the visitor management system. The action was written inclusive to fund any visitor management system moving forward to ensure campus safety. An additional 0.4 FTE was added to the Associated Student Body Teachers to account for the MS teacher position for the 2023-2024 school year. Additionally, sites will be provided allocations to support student climate initiatives for unduplicated students and students with disabilities.

A7: Even though the school district will continue the partnership with Blue Water Consultants during the 2023-24 school year, the action was written to be inclusive of any consultant the district may choose to partner with in the future to support the work detailed in the action.

A9: 1 FTE was planned for the 2023-24 school year but the program needs were reevaluated and the FTE was modified to .81 to reflect the need.

A11: District-level mental health services were added to the plan to provide a community-based organization to support the needs of parents, students, and staff in our 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.**

# 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	75 Parents Responded		Revised outcome based on 15% growth 85



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					original outcome 500 parents responding
California School Parent Survey (CSPS) Respondents	2018-2019 218 - Parents Responded	Data is collected on a two year cycle	75 - Parents Responded		Revised outcome based on 15% growth 85  original outcome 600 parents responding
California Healthy Kids (CHK) Survey Data	2018-2019 60 Parents Responded	Data is collected on a two year cycle	92 Parents Responded		Revised outcome based on 15% growth 110  original outcome 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	DPAC - 6 parents average  School Site Councils - 3  ELAC - 2  DELAC - 1 parents	DPAC - 3 parents average  School Site Councils - 3  ELAC - 4  DELAC - 2 parents		Revised outcome based on increase of 2-4 parents DPAC - 5parents average  School Site Councils - 5 parents average  ELAC - 6 parents average  DELAC - 4 parents average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Education advisory committees: 12 parents average	Special Education advisory committees: 2	Special Education advisory committees: 4		<p>Special Education advisory committees: 6 parents average</p> <p>original outcome</p> <p>DPAC - 12 parents average</p> <p>School Site Councils - 10 parents average</p> <p>ELAC - 10 parents average</p> <p>DELAC - 12 parents average</p> <p>Special Education advisory committees: 20 parents average</p>
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	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	Average of 1 per week, but accelerated to daily social media posts in May 2023		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	7 Families in regular attendance		10 families in regular attendance

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Involvement	<p>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:</p> <ol style="list-style-type: none"> <li>1) Implement The Latino Family Literacy Project across all elementary and transitional kindergarten sites to support TK - 3 reading initiative.</li> <li>2) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families.</li> <li>3) Employ 1 FTE District Outreach Specialist to help cultivate parental relationships with the school district.</li> <li>4) Increase hours for Library Tech to provide extended library hours for students and their families</li> <li>5) Alternative Dispute Resolution Training for administrators and case managers to facilitate building consensus between parents, staff, and/or community partners in the best interests of students</li> </ol>	\$118,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Parent and Community Communication	<p>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:</p> <p>1) Improve parent communication by engaging with public information services  2) Fund 1 FTE for a District and Community Relations Coordinator</p>	\$258,868.00	Yes

## Goal Analysis [2022-23]

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 not implemented completely therefore it could not be determined if they were found to be effective in increasing or improving services for students. Online and in-person parent engagement opportunities were provided but were not well attended. Since the pandemic, parents have re-engaged as school volunteers and it is noted that in-person participation continues to be low. The District appreciates and welcomes parents to participate in various volunteer opportunities and their child's learning. Neither the district nor the sites document any decrease in parent participation due to positions not being filled.

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 15% or more to be a material difference:

A1: Parent and Community Liaison and Site Parent Ambassadors positions were not filled during the 2022-23 school year.

A2: A District and Community Relation Coordinator were added to Goal 4 to increase the district's social media presents and improve communication with the community at large. The parent and community communication contract was multi-funded through federal funding.

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. Banning USD DELAC, DPAC, and SEPAC met virtually and in person throughout the year. Parents were appreciative of the opportunity to authentically engage and provide input for our many plans. 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 will assist in both the design of the outreach programs and in gaining parent participation. It is expected that these positions will be filled by the 2022-2023 school year.

#### G4 A2: Parent and Community Communication:

The district's efforts to keep the community informed have been expanded to social media as a result of the new position of District and Community Relations Coordinator. 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:

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 2023-24, 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 to expand and improve communication with parents, staff, and the community.

#### Additions or Changes to Actions:

A1: The 2023-2024 plan reflects a position name change for the 1 FTE for the Parent and Community District Liaison to the District Outreach Specialist. Added to the action was an Alternative Dispute Resolution Training for administrators and case managers to facilitate building consensus between parents, staff, and/or community partners in the best interests of students. The positions of Parent Ambassadors were removed.

A2: The position of District and Community Relation Coordinator was added to the 2023-2024 plan to increase the district's communication with the public, and media, and coordinate with other agencies.

**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
5	Improve the academic, behavioral, and social emotional outcomes for our lowest performing student groups within the Banning USD.

An explanation of why the LEA has developed this goal.

Banning USD is currently eligible for differentiated assistance for eight student groups, four of which resulted in the requirement for the LEA to write a separate goal including the following subgroups: African American, Homeless, English Learners, and Students with Disabilities.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in the LCAP 2023-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the academic and behavioral development of the district's lower-performing subgroups.

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.
4. Increase support and improve learning outcomes for students with disabilities.
5. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
6. Provide supplemental and intensified support to students who require more academic support (MTSS).
7. Increase extra-curricular and enrichment student opportunities

The lowest-performing student groups have been identified through the differentiated assistance process, and this goal is designed to support African American, English Learners, the Homeless, and Students with Disabilities. 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 low-performing 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 is key to preparing students for academic achievement. 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, and Low-income students all lead to students finding their next steps and direction after high school. Goal Five 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	<p>2018-19 SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 67.3 below standard</p> <p>African American: 85.4 below standard</p> <p>English Learner: 85.9 points below standard</p> <p>Homeless: 74.9 points below standard</p> <p>Students with disabilities: 133.4 points below standard</p>	<p>Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.</p>	<p>2021-22 SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 79.6 below standard</p> <p>African American: 103.0 below standard</p> <p>English Learner: 96.8 points below standard</p> <p>Homeless: 104.0 points below standard</p> <p>Students with disabilities: 140 points below standard</p>		<p>SBAC ELA Student Groups - Distance from Standard</p> <p>All students: 74 points below standard</p> <p>African American: 98 points below standard</p> <p>English Learner: 92 points below standard</p> <p>Homeless: 99 points below standard</p> <p>Students with disabilities: 165 points below standard</p>
CAASPP Mathematics Scale score points distance from standard	<p>2018-19 SBAC Math Student Groups - Distance from Standard</p>	<p>Not available due to suspension of the dashboard and/or the assessment was not</p>	<p>2021-22 SBAC Math Student Groups - Distance from Standard</p>		<p>SBAC Math Student Groups - Distance from Standard</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All students: 101.8 points below standard</p> <p>African American: 126.2 points below standard</p> <p>English Learner: 107.3 points below standard</p> <p>Homeless: 111.2 points below standard</p> <p>Students with disabilities: 159.1 points below standard</p>	<p>given due to the pandemic.</p>	<p>All students: 118.2 points below standard</p> <p>African American: 136.5 points below standard</p> <p>English Learner: 128.1 points below standard</p> <p>Homeless: 136.0 points below standard</p> <p>Students with disabilities: 175.2 points below standard</p>		<p>All students: 113 points below standard</p> <p>African American: 131 points below standard</p> <p>English Learner: 123 points below standard</p> <p>Homeless: 131 points below standard</p> <p>Students with disabilities: 170 points below standard</p>
California Alternative Assessment (CAA) English Language Arts	2018-19 14.29% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22 18.52% Level 3 "Understanding"		23% Level 3 "Understanding"
California Alternative Assessment (CAA) Mathematics	2018-19 14.29% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not	2021-22 3.85% Level 3 "Understanding"		8% Level 3 "Understanding"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		given due to the pandemic.			
Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language Proficiency as measured by master schedule	2019-20 Master Schedule: Courses offered with additional support for all English Learners	Added 5 sections of ELD to Nicolet Master Schedule.	Maintained increased sections at NMS. Added 5 sections of ELD to Banning High Master Schedule  Obtained a-g approval for ELD courses		Master Schedule: Courses offered with additional support for all English Learners
English Learner Reclassification Rate (internal calculation reclassified / 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)	2022-23 Estimated: 9.5% of English Learners were reclassified as Fluent-English Proficient (RFEP)		14% of English Learners reclassified as Fluent-English Proficient (RFEP)
Teacher of English Learners Misassignment Rate	2019-20 11 Teachers did not possess an EL authorization	<1% of teachers do not possess a full EL authorization	Data will become available in later this year  Internal estimates are that 3 (1.2%) of teachers do not possess a full EL authorization		0% of teachers without English Language Development authorization
Students graduating A-G qualified as reported in CALPADS	2019-20	2020-2021 (Corrected Rates)	2021-2022		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EOY. (Students reported as A-G completers divided by the total number of graduates)	30.09% of students graduating A-G qualified  African American: 28.57%  English Learner: 21.62%  Homeless: 20.00%  Students with disabilities: 5.88%	39.30% of students graduating A-G qualified  African American: 25.00%  English Learner: 29.17%  Homeless: 5.88%  Students with disabilities: 2.44%	28.57% of students graduating A-G qualified  African American: 37.50%  English Learner: 17.02%  Homeless: 22.58%  Students with disabilities: 8.33%		33% of students graduating A-G qualified  African American: 42%  English Learner: 22%  Homeless: 28%  Students with disabilities: 13%
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%  Homeless: 53.33%  Students with disabilities: 19.0%	2020-2021 BUSD: 51.36%  African American: 35.00%  English Learner: 41.67%  Homeless: 11.76%  Students with disabilities: 12.20%	2021-2022 BUSD: 49.17%  African American: 62.50%  English Learner: 34.04%  Homeless: 41.94%  Students with disabilities: 36.11%		BUSD 54%  African American: 67%  English Learner: 39%  Homeless: 47%  Students with disabilities: 40%
ELPI	2019	2021 (Internal calculation due to dashboard suspension)	2022  39.4% of ELLs gained one level or maintained level 4.		44% of ELLs gained one level or maintained level 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40.8% of ELLs gained one level or maintained level 4.	35.28% of ELLs gained one level or maintained level 4.			
Suspension Rates: Percent of students	2018-2019 All Students: 6%  African American: 10.5%  English Learner: 4.4%  Students with Disabilities: 10.5%  Homeless Youth: 6.8%	2020-21 All Students: 0%  African American: 0%  English Learner: 0%  Students with Disabilities: 0%  Homeless Youth: 0.0%	2021-2022 All Students: 6.7%  African American: 12%  English Learner: 5.8%  Students with Disabilities: 11.5%  Homeless Youth: 9.7%		All Students: 5%  African American: 10%  English Learner: 4%  Students with Disabilities: 9%  Homeless Youth: 7%
Chronic Absenteeism Rate: Percent of students	2019-20 Estimated (internal calculation from SIS data)  All Students: 19.3%  African American: 22.9%  English Learner: 9.9%	All Students: 29%  African American: 36.9%  English Learner: 9.9%  Students with Disabilities: 33.6%	All Students: 49.8%  African American: 55.1%  English Learner: 39.9%		All Students: 40%  African American: 50%  English Learner: 30%  Students with Disabilities: 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 24.5% Homeless Youth: 28.1%	Homeless Youth: 44.9%	Students with Disabilities: 56.3% Homeless Youth: 59.2%		Homeless Youth: 50%
Graduation Rate (Calpads)	Overall: 69.9 African American: 78% English Language Learners: 55.3% Homeless: 60.9% Students with Disabilities: 60%	2020-2021 Overall: 72.60% African American: 61.76% English Learner: 55.56% Homeless: 65.38% Students with disabilities: 68.85%	2021-2022 Overall: 83.61% African American: 61.54% English Learner: 84.45% Homeless: 64.58% Students with disabilities: 75.00%		Overall: 88% African American: 66% English Language Learners: 89% Homeless: 69% Students with Disabilities: 80%
Graduation Rate (Dataquest / Dashboard)	Dataquest Overall: 69.1 African American: 71.8% English Language Learners: 63.8% Homeless: 55.6%% Students with Disabilities: 64.4%	Dataquest Overall: 76% African American: 71.4% English Learner: 69.4% Homeless: 68.0% Students with disabilities: 76.4%	Dashboard Overall: 84.2% African American: 60% English Learner: 86.2% Homeless: 65.3% Students with disabilities: 77.6%%		Overall: 88% African American: 66% English Language Learners: 89% Homeless: 69% Students with Disabilities: 80%

# Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Learners Targeted Support	<p>The needs of English Learners students were considered in providing additional class support, extended language acquisition opportunities, teacher training, and parent workshops to extend language learning experiences.</p> <p>1) 4 FTEs for Bilingual Aides to provide support at the elementary and secondary sites            2) Provide English Language Development after-school program to provide designated language support            3) Access to English Learner Parent Educational Workshops            4) Provide case manager with training to improve goal writing, accommodations, and reclassification procedures for students on an IEP            5) Provide professional development opportunities to equip educators with the tools needed to accelerate language development, academic literacy, and disciplinary knowledge of English Learners</p>	\$550,000.00	No
5.2	Homeless Youth Targeted Support	<p>The needs of homeless youth were considered in the development and implementation of the Multi-Tier System of Support plan including:</p> <p>1) Increase home visits            2) Provide extend access to Banning Community Resource Center            3) Increase access to bus passes, housing vouchers, and community food pantries            4) Strengthen partnerships with local group homes</p>	\$28,900.00	Yes
5.3	African-American Students Targeted Support	<p>The needs of African-American students were considered in the planning for the following actions and services:</p>	\$31,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Organized ethnic Parent Advisory Group to create a platform to encourage and solicit parent voice 2) Create and support ethnic Student Advisory to encourage and solicit student voices. 3) Provide a student mentorship program 4) Provide training on equity practices related to discipline 5) Culturally responsive teaching training		
5.4	Unduplicated Students with Disabilities Targeted Support	The needs of unduplicated students with disabilities were considered in the development of the following actions and services:  1) Extra-duty pay for after-school IEPs, and collaboration time for Gen. Ed and the case manager 2) Differentiating teaching strategies training for K-12 teachers	\$17,522.00	Yes

## Goal Analysis [2022-23]

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.

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.

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

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.

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**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$18,984,037	\$2,467,520

## 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
41.75%	0.00%	\$0.00	41.75%

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
  - 1.7 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
- 4.1 Parent and Community Involvement
- 4.2 Parent and Community Community Communication

Banning is considered a high-poverty district. Approximately 90% of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 89.9% of the student population is Socioeconomically Disadvantaged; 18.9% are English Learners; 1.2% are placed in Foster Care placements; 7.4% are Homeless Youth. Banning Unified School District is represented by the following ethnic distribution: 73.5% Hispanic or Latino students, 9.4% White, 2.3% African-American, 3.1% Two or More Races, 2.36% American Indian or Alaska Native, Asian 3.4%, and at 1% or less each from Filipino, and Pacific Islander ethnicities.

The District in the 2018-2019 school year had a dramatic increase in Chronic Absenteeism. Chronic Absenteeism increased for all subgroups except African Americans. 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 in 21-22 have likewise were not effective. The trend of high absenteeism has continued to be present. An in-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 and are now at 118.2 below standard for Math and 79.6 below standard for ELA.

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. Last year's dashboard data indicated that these indicators are currently very low in all subgroups except Asian and white. An equity gap was also seen with regards to the combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 41.94% and EL students at 34.04% vs 49.17 for all students. There is an equity gap in graduation rates which continued into the 21-22 school year as measured by CALPADS Data with Students with disabilities graduating at 75% and Homeless students at 64.58%, compared to an 83.61% overall district graduation rate. 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 2020 to 2021 dashboards. However, based on preliminary ELPAC data we expect reclassification rates to increase significantly during the 22-23 school year.

Unduplicated pupils were being suspended at rates above the district average. Due to distance learning, there was a nearly 0% suspension rate for 2020-2021 due to distance learning, however, this increased upon the return to full-time on-campus learning. Our current dashboard indicators are:

Of all Students 6.7%

Homeless 9.7%

Foster: 14.7%

Students with disabilities: 11.5%

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

EL 9.9% in 19/20 to 44.3% in 21/22

Homeless 28.1% in 19/20 to 54.6% in 21/22

Foster 20.8% in 19/20 to 43.5% in 21/22

Socioeconomically Disadvantaged 19.6% in 19/20 to 44.8% 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 89.9% of students that are socio-economically disadvantaged, 1.2% of foster youth, and 7.4% of homeless students by increasing access to resources and state standards.

## Goal 1

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. Last year's dashboard data indicated that these indicators are currently very low in all subgroups except Asian and white. An equity gap was also seen with regards to the combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 41.94% and EL students at 34.04% vs 49.17 for all students. Likewise, there is an equity gap in graduation rates with Students with disabilities graduating at 77% and Homeless students at 65.3%, compared to an 84% 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 2020 to 2021 dashboards. However, based on preliminary ELPAC data we expect reclassification rates to increase significantly during the 22-23 school year. As a result of this review the Banning Unified School District has determined that the following needs exist:

### 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

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 preschool 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 2023-2024 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 2022-2023 I-Ready data for the 2023-2024 school year.

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

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 the 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 2023-2024 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 2023-2024 school year this action continues into the 2023-2024 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 very low for ELA and in Math including our unduplicated count of students who are socio-economically disadvantaged, foster youth, homeless, and English learners. 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 2022-2023 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 2023-2024 LCAP. The students still show a need for increased achievement and additional support in 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 Intervention Teachers
- 4) Budget and expenditure monitoring support

The above-mentioned initiatives will increase the support and in-class intervention in the areas of reading and math for unduplicated students for the 2023-2024 school year. This action and increased services will be measured by an increase in local I-Ready data from the baseline data from the 2023-2023 school year.

### 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 2023-2024 school year. This action and increased services will be measured by an increase in local ESGI data from the baseline data from the 2022-2023 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 Instructional Aides

Stakeholder data indicates a need for extra support in the classrooms and with TK and Kindergarten. The needs of unduplicated count students necessitate instructional strategies and support to meet the individual needs of students through small group instruction, reteaching, and other methods in which Instructional Aides can play integral roles in increasing services to socially and economically disadvantaged students, foster youth, homeless and English Learners. Provide Instructional Aides for General Education classrooms grades TK - 1 to promote instructional impact on classroom instruction during the 2022-23 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 2023-2024 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 Instructional Aides to 6 hours
- 2) Continue funding additional time for Instructional Aides 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 and 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 highly 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 2023-2024 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 2022-2023 school year and attrition is expected for the 2023-24 school year. The effectiveness of this newly repurposed action will be evidenced in the 2023-2024 school year by a reduction in attrition for the 2024-2025 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; by Increasing CTE teachers by 0.2 FTE and the District removed 1.8 grant-funded teachers. The action has been modified to reflect the funding of 4.0 FTEs CTE teachers.

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



This is a carried-over action for the 2022-2023 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 2023-2024 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 2022-2023 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 of 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 support 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 2023.

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.

The following are additional actions in Goal 1 for the 2023-2024 School year:

Steam On Demand was added to the elementary curriculum for science

Increased CTE teachers by 0.2 FTE and removed 1.8 grant-funded teachers. The action has been modified to reflect the funding of 4.0 FTEs CTE teachers.

The Athletic Scholar Program was added to provide student-athletes support through academic and attendance monitoring to improve academic outcomes and increase team GPAs.

The actions listed above with the existing LCAP actions increase services to students to accelerate academic achievement.

#### Goal 2:

The District in the 2018-2019 school year had a dramatic increase in Chronic Absenteeism. Chronic Absenteeism increased for all subgroups except African Americans. 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 in 20-22 have likewise were not effective. The trend of high absenteeism has continued to be present. An in-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 and are now at 118.2 below standard for Math and 79.6 below standard for ELA. 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/Instructional Aides, 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) Guided Language Acquisition Design (GLAD) Dual Immersion Teacher Training

- 5) Social-Emotional curriculum training for all teachers
- 6) Jane Schaffer Writing training for 6-12 teachers
- 7) Accessibility tools training for all teachers
- 8) English Language Development training for all teachers
- 9) Paraeducators will be offered training on various topics such as digital learning, best practices in curriculum support, and behavioral management strategies
- 10) Classified staff will be offered training in first aid, CPR, and AED use
- 11) 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 2022-2023 school year demonstrate the effectiveness of this action by all teachers being excited 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.

The following are additional actions to increase and improve services for the 2023-2024 school year:

A1: Three distinct professional development opportunities were added to Action 1 to include:

Instructional Coaching Professional Development to provide elementary and secondary instructional coaches with training to strengthen their skills and knowledge of learning and teaching;

Administrators, teachers, and paraeducators training on data-driven IEP development that support academic growth, progress monitoring, and transitional goal setting; and co-teaching secondary teacher training to increase equitable access to the core course for students on an IEP.

Professional development opportunities removed from Action 1 include the literacy initiative for grades K-3, Springboard curriculum training, progress monitoring reading training for K-12, accessibility tools training for all teachers, and amplified curriculum training, including ELD components. These items were either one-time in nature and/or will be supported through the district's ongoing professional development calendar.

### 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 the condition of district facilities as measured by Facility Inspection Tool (FIT)

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, however, this increased upon the return to full-time on-campus learning. Our current dashboard indicators are:

Of all Students 6.7%

Homeless 9.7%

Foster: 14.7%

Students with disabilities: 11.7%

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

EL 9.9% in 19/20 to 44.3% in 21/22

Homeless 28.1% in 19/20 to 54.6% in 21/22

Foster 20.8% in 19/20 to 43.5% in 21/22

Socioeconomically Disadvantaged 19.6% in 19/20 to 44.8% in 21/22

Likewise, there is an equity gap in graduation rates with Students with disabilities graduating at 77% and Homeless students at 65.3%, compared to an 84% overall district graduation rate in 19-20 and similar equity gaps in 21-22

The District Healthy Kids Survey and Dashboard data further indicated a need for improved and increased services for unduplicated students to improve the 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 a 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) Provide Support to the Alternative to Suspension Program

8) Sensory-based elementary playground equipment

9) Banning high and Nicolet Middle School fitness equipment

The following initiatives are being added to increase services and effectiveness of the action:

7) Contract with a consultant to support the Alternative Learning Center and Alternative to Suspension Program.

8) Sensory-based elementary playground equipment

9) Banning high and Nicolet Middle School fitness 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 support 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 2022-2023 ELOG; 0.6 FTE for Mental Health Services; 1.4 FTE for 2022-2023 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

EL 9.9% in 19/20 to 44.3% in 21/22

Homeless 28.1% in 19/20 to 54.6% in 21/22

Foster 20.8% in 19/20 to 43.5% in 21/22

Socioeconomically Disadvantaged 19.6% in 19/20 to 44.8% in 21/22

The BUSD homeless population has been reduced from 504 students in 2021-2022 to 324 in 2022-2023.

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 Teams, and Student Attendance Review Board referrals
- 3) Employ 10 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 2023-2024 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 2.75 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) Addition of Licensed 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 level

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 fully implemented for the 2022-2023 school year. Staffing attrition and 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) Visitor Management System 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

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 21.82 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 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 21.82 FTE for campus supervisors. 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 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. Last year's dashboard data indicated that these indicators are currently very low in all subgroups

except Asian and white. An equity gap was also seen with regards to the combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 41.94% and EL students at 34.04% vs 49.17 for all students. Likewise, there is an equity gap in graduation rates with Students with disabilities graduating at 77% and Homeless students at 65.3%, compared to an 84% 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 2020 to 2021 dashboards. However, based on preliminary ELPAC data we expect reclassification rates to increase significantly during the 22-23 school year. In addition, the following subgroups have shown notable increases in chronic absenteeism

EL 9.9% in 19/20 to 44.3% in 21/22

Homeless 28.1% in 19/20 to 54.6% in 21/22

Foster 20.8% in 19/20 to 43.5% in 21/22

Socioeconomically Disadvantaged 19.6% in 19/20 to 44.8% 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 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.

The Following are additional actions to Improve Student Attendance Initiatives:

There was an increase of 10 FTEs for Bilingual Clerks in the 2022-2023 plan to 7.0 FTEs in the 2023-2024 plan. An increase that reflects the increase in services extended to the community. A name change of the position for the District School Safety Coordinator previously referred to as the Safe and Supportive School Coordinator is reflected in the 2023-2024.

The Following are additional actions to Improve Supplemental School Personnel initiatives:

The 2022-2023 plan reflected 2.0 FTEs for Alternative to Suspension Teachers. The 2023-2024 plan reflects an increase of an additional FTE due to the reorganization of the district's multi-tiered system of supports. One teacher will specialize in supporting students in elementary, middle, and high school with appropriate age-level programs. An additional ATS classroom increased ATS aide support needed with an increase of 2.27 FTEs to 2.75 FTEs in the 2023-2024 plan. In addition, the 1.25 FTE Health Aides support was decreased to 1 FTE. An increase in 0.4 FTE for MS Associated Student Body Teacher was added. Lastly, the additional licensed vocational nurse plan for the

2023-24 school year was not hired therefore the services were provided through contracted services.

The Following are additional actions to Improve: Secure, Safe, and Engaging Learning Environment

Last year, 14.5 FTEs for campus supervisors were planned for 2022-2023. The FTEs will increase to 22 FTEs for the 2023-2024 school year.

#### 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 District Outreach Specialist to help cultivate parental relationships with the school district.
- 4) 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 District Outreach Specialist 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 the 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 the 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".

The following are Additional Actions

A1: The 2023-2024 plan reflects a position name change for the 1 FTE for the District Outreach Specialist to the District Outreach Specialist.

A2: The position of District and Community Relation Coordinator was added to the 2023-2024 plan to increase the district's communication with the public, and media, and coordinate with other agencies.

## Goal 5

Banning USD is currently eligible for differentiated assistance for eight student groups, four of which resulted in the requirement for the LEA to write a separate goal including the following subgroups: African American, Homeless, English Learners, and Students with Disabilities.

An examination of achievement dates for these subgroups revealed that homeless, and English Learners were red on the ELA and math indicators for 2020. Last year's dashboard data indicated that these indicators are currently very low. An equity gap was also seen with regards to the combined a-g and CTE completion rate (see goal 1 metrics), with homeless at 41.94% and EL students at 34.04% vs 49.17 for all students. Likewise, there is an equity gap in graduation rates with Students with disabilities graduating at 77% and Homeless students at 65.3%, compared to an 84% 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 2020 to 2021 dashboards. However, based on preliminary ELPAC data we expect reclassification rates to increase significantly during the 22-23 school year.

Some of these subgroups were being suspended at rates above the district average. Due to distance learning, there was a near 0% suspension rate for 2020-2021, however, this increased upon the return to full-time on-campus learning. Our current dashboard indicators are:

Of all Students 6.7%

Homeless 9.7%

Students with disabilities: 11.5%

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

African American 22.9% in 19/20 to 50% in 21/22

EL 9.9% in 19/20 to 44.3% in 21/22

Homeless 28.1% in 19/20 to 54.6% in 21/22

Students with disabilities 24.5% in 19/20 to 51.5% in 21/22

As a result of this review the Banning Unified School District has determined to meet the needs of the English Learners which is a targeted LCAP unduplicated subgroup additional Actions added to these goals are targeted to improve services for the students identified as English Learners. The English Learners' data necessitates the need to ensure English Learners have access to English Development, embedded and designated English Supports, and that their instructional supports reflect their individual needs such as IEPs.

The following are the additional actions for English Learners:

Action 1: English Learners

1 FTE for ELD Elementary Specialist (T1)

4.4 FTEs for Bilingual Aides to provide support at the elementary and secondary sites (T1)

Provide English Language Development after-school program to provide designated language support (TII)

Access to English Learner Parent Educational Workshops (TII)

Provide case manager with training to improve goal writing, accommodations, and reclassification procedures for students on an IEP (TII)

Provide professional development opportunities to equip educators with the tools needed to accelerate language development, academic literacy, and disciplinary knowledge of English Learner (TII)



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 90.27% of students in the District which provides a minimum proportionality percentage (MPP) funding amount of \$\$19,069,011 in supplemental and concentration revenue for the 2022-2023 school year. This equates to an MPP rate of the total base of 48% for the 2022-2023 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 Communication
- 5.2 Homeless Youth Targeted Support
- 5.3 African American Students Targeted Support
- 5.4 Unduplicated Students with Disabilities

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:

#### 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 Intervention Teachers to provide direct services to students performing below grade level in reading.
- 5) 4 Elementary Math Teachers to provide direct services to students performing below grade level in Math.

#### 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 Learners 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 2022-2023 LCAP. The data partially support 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 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 Specialists 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

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

- 5) Employ a 2.0 FTE English Language Development, Specialist  
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.

### 3.3 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 additional support. The additional services include outreach to students and the community in the form of the Banning Community Resource Center, Community Close, Food pantry, and health fairs for health screenings and vaccination clinics.

### 3.4 Supplemental School Personnel

The following initiatives are being added to this action to increase effectiveness:

- 6) 1 ATS Teachers elementary school and hire for the existing LCAP 1 FTE middle school to provide direct services to students and families who are in need of behavioral or attendance support.

### 3.5 Administrative Support

The action is being updated with the following changes to improve services and increase effectiveness:

- 1) 1 HS Assistant Principal (In lieu of 1 Dean) to provide direct services to students identified through the MTSS process.
- 2) 1 MS Assistant Principal (In lieu of 1 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 21.82 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.

### 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 will be implemented in the 2023-2024 school year.

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 be seen until the 2024 LCAP when the 2022-2023 data is reported. It is expected that there will be a decrease in the expulsion rates from the 2023 LCAP to the 2024 LCAP.

The following Additional Actions were added to his Goal to increase and improved services to students who are socially and economically disadvantaged, foster youth, homeless and English Learners:

The English Learners' data necessitates the need to ensure English Learners have access to English Development, embedded and designated English Supports, and that their instructional supports reflect their individual needs such as IEPs.

The following are the additional actions for English Learners:

#### 5.1: English Learners

1 FTE for ELD Elementary Specialist (T1)

4.4 FTEs for Bilingual Aides to provide support at the elementary and secondary sites (T1)

Provide English Language Development after-school program to provide designated language support (TII)

Access to English Learner Parent Educational Workshops (TII)

Provide case manager with training to improve goal writing, accommodations, and reclassification procedures for students on an IEP (TII)

Provide professional development opportunities to equip educators with the tools needed to accelerate language development, academic literacy, and disciplinary knowledge of English Learner (TII)

## 5.2 Homeless Youth

Increase home visits

Provide extended access to Banning Community Resource Center

Increase access to bus passes, housing vouchers, and community food pantries

Strengthen partnerships with local group homes

Action 3: Low-performing Student Group (African-American)

Leverage the District Parent Advisory Committee to create a platform that encourages and solicits parent voice

Create and support Student Advisory Committees that encourage and solicit student voices.

Provide a student mentorship program

Provide training on equity practices related to discipline

Culturally responsive teaching training

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 ratio of certificated staff providing direct services to students	0	18.3:1

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,339,506.00	\$4,304,005.00		\$6,696,857.00	\$39,340,368.00	\$31,932,864.00	\$7,407,504.00

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	\$402,282.00	\$121,850.00	\$0.00	\$733,776.00	\$1,257,908.00
1	1.2	Technology: Infrastructure and Supports	English Learners Foster Youth Low Income	\$716,964.00			\$1,091,495.00	\$1,808,459.00
1	1.3	Digital Learning Software Systems	All				\$230,000.00	\$230,000.00
1	1.4	Student Interventions and Supports	English Learners Foster Youth Low Income	\$416,282.00	\$171,933.00		\$477,703.00	\$1,065,918.00
1	1.5	English Language Development Program Supports	English Learners	\$410,577.00	\$12,522.00	\$0.00	\$107,636.00	\$530,735.00
1	1.6	Supplemental Instructional/Interventi on Materials	All				\$643,800.00	\$643,800.00
1	1.7	Transitional Kindergarten Program	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.8	Instructional Aides	English Learners Foster Youth Low Income	\$415,164.00	\$249,049.00			\$664,213.00
1	1.9	Recruitment and Retention Plan	English Learners Foster Youth Low Income	\$3,188,746.00				\$3,188,746.00

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	\$744,165.00				\$744,165.00
1	1.11	Summer Recovery Program	All		\$873,984.00			\$873,984.00
1	1.12	Student Extra-Curricular and Enrichment Opportunities	English Learners Foster Youth Low Income	\$2,135,569.00	\$94,798.00		\$96,731.00	\$2,327,098.00
1	1.13	Maintain Class Size	All	\$8,077,961.00				\$8,077,961.00
1	1.14	Teacher Collaboration Time	English Learners Foster Youth Low Income	\$2,331,722.00				\$2,331,722.00
1	1.15	Academic Supports and Interventions	English Learners Foster Youth Low Income	\$574,798.00			\$107,984.00	\$682,782.00
1	1.16	Academic Supports and Interventions	All	\$380,847.00				\$380,847.00
1	1.17	Student Extra-Curricular and Enrichment Opportunities	All	\$171,933.00				\$171,933.00
1	1.18	Maintain Class Size	English Learners Foster Youth Low Income	\$791,145.00				\$791,145.00
1	1.19	Career Technical Education (CTE)	All	\$355,747.00				\$355,747.00
1	1.20	Expanded Learning Opportunities Program	All		\$2,279,869.00			\$2,279,869.00
2	2.1	Professional Development	English Learners Foster Youth Low Income	\$5,000.00			\$1,133,344.00	\$1,138,344.00
2	2.2	California Teacher Induction (CTI) Program	English Learners Foster Youth Low Income	\$113,828.00				\$113,828.00

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	\$50,090.00				\$50,090.00
3	3.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	\$249,322.00			\$1,175,605.00	\$1,424,927.00
3	3.2	Student Mental Health Initiatives	All				\$826,352.00	\$826,352.00
3	3.3	Improve Student Attendance Initiatives	English Learners Foster Youth Low Income	\$892,523.00				\$892,523.00
3	3.4	Supplemental School Personnel	English Learners Foster Youth Low Income	\$1,140,784.00				\$1,140,784.00
3	3.5	Administrative Support	English Learners Foster Youth Low Income	\$925,399.00				\$925,399.00
3	3.6	School Connectedness	English Learners Foster Youth Low Income	\$922,776.00				\$922,776.00
3	3.7	Secure, Safe, and Engaging Learning Environment	English Learners Foster Youth Low Income	\$1,564,428.00				\$1,564,428.00
3	3.8	Transportation Services	English Learners Foster Youth Low Income	\$340,000.00				\$340,000.00
3	3.9	Alternative Learning Center	English Learners Foster Youth Low Income	\$194,827.00				\$194,827.00
3	3.10	Administrative Support	All	\$368,981.00				\$368,981.00
3	3.11	Community Based Mental Health Programs	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.1	Parent and Community Involvement	English Learners Foster Youth Low Income	\$106,274.00			\$12,431.00	\$118,705.00
4	4.2	Parent and Community Communication	English Learners Foster Youth Low Income	\$258,868.00				\$258,868.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	English Learners Targeted Support	English Learners Students with Disabilities		\$500,000.00		\$50,000.00	\$550,000.00
5	5.2	Homeless Youth Targeted Support	Foster Youth Low Income	\$18,900.00			\$10,000.00	\$28,900.00
5	5.3	African-American Students Targeted Support	English Learners Foster Youth Low Income	\$31,082.00				\$31,082.00
5	5.4	Unduplicated Students with Disabilities Targeted Support	English Learners Foster Youth Low Income	\$17,522.00				\$17,522.00



**2023-24 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
45,467,479	\$18,984,037	41.75%	0.00%	41.75%	\$18,984,037.00	0.00%	41.75 %	<b>Total:</b>	\$18,984,037.00
								<b>LEA-wide Total:</b>	\$14,307,365.00
								<b>Limited Total:</b>	\$655,386.00
								<b>Schoolwide Total:</b>	\$4,021,286.00

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	\$402,282.00	
1	1.2	Technology: Infrastructure and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$716,964.00	
1	1.4	Student Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,282.00	
1	1.5	English Language Development Program Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$410,577.00	
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	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$415,164.00	

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	\$3,188,746.00	
1	1.10	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Banning High School 9-12	\$744,165.00	
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,135,569.00	
1	1.14	Teacher Collaboration Time	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nicolet Middle and Banning High School 6-12	\$2,331,722.00	
1	1.15	Academic Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,798.00	
1	1.18	Maintain Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$791,145.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.2	California Teacher Induction (CTI) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,828.00	
2	2.3	Peer Assistance and Review (PAR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,090.00	
3	3.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,322.00	
3	3.3	Improve Student Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$892,523.00	

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	3.4	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,140,784.00	
3	3.5	Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nicolet Middle and Banning High School 6-12	\$925,399.00	
3	3.6	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$922,776.00	
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,564,428.00	
3	3.8	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,000.00	
3	3.9	Alternative Learning Center	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$194,827.00	
3	3.11	Community Based Mental Health Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.1	Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,274.00	
4	4.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$258,868.00	
5	5.2	Homeless Youth Targeted Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$18,900.00	
5	5.3	African-American Students Targeted Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$31,082.00	

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 (%)
5	5.4	Unduplicated Students with Disabilities Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,522.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$35,248,609.00	\$31,839,594.00

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 Supports	Yes	\$1,027,605.00	\$1,029,999
1	1.2	Technology: Infrastructure and Supports	Yes	\$1,491,008.00	\$1,190,433
1	1.3	Digital Learning Software Systems	Yes	\$347,000.00	\$364,356
1	1.4	Student Interventions and Supports	Yes	\$1,623,867.00	\$773,178
1	1.5	English Language Development Program Supports	Yes	\$683,185.00	\$648,810
1	1.6	Supplemental Instructional/Intervention Materials	Yes	\$385,565.00	\$571,516
1	1.7	Transitional Kindergarten Program	Yes	\$20,000.00	\$20,000
1	1.8	Paraprofessionals	Yes	\$630,189.00	\$660,896
1	1.9	Recruitment and Retention Plan	Yes	\$2,098,458.00	\$3,041,063
1	1.10	Career Technical Education (CTE)	Yes	\$1,014,728.00	\$929,842

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	\$418,476
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	\$2,165,581.00	\$2,397,904
1	1.13	Maintain Class Size	No	\$6,752,000.00	\$6,125,268
1	1.14	Teacher Collaboration Time	Yes	\$2,197,094.00	\$2,110,815
1	1.15	Academic Supports and Interventions	Yes	\$676,291.00	\$653,169
1	1.16	Academic Supports and Interventions	No	\$309,599.00	\$361,839
1	1.17	Student Extra-Curricular and Enrichment Opportunities	No	\$146,147.00	\$164,359
1	1.18	Maintain Class Size	Yes	\$873,023.00	\$753,861
1	1.19	Career Technical Education (CTE)	No	\$401,717.00	\$286,717
1	1.20	Before/After School Program	No	\$1,226,623.00	\$826,623
2	2.1	Professional Development	Yes	\$1,137,532.00	\$44,237
2	2.2	California Teacher Induction (CTI) Program	Yes	\$96,000.00	\$153,890

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Peer Assistance and Review (PAR) Program	Yes	\$40,000.00	0
3	3.1	Student Well-Being Initiatives	Yes	\$1,411,054.00	\$1,411,387
3	3.2	Student Mental Health Initiatives	Yes	\$1,123,342.00	\$821,740
3	3.3	Improve Student Attendance Initiatives	Yes	\$668,242.00	\$791,540
3	3.4	Supplemental School Personnel	Yes	\$868,515.00	\$634,049
3	3.5	Administrative Support	Yes	\$893,189.00	\$667,646
3	3.6	School Connectedness	Yes	\$1,311,131.00	\$1,183,993
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	\$995,808.00	\$1,097,234
3	3.8	Transportation Services	Yes	\$563,000.00	\$1,203,513
3	3.9	Alternative Learning Center	Yes	\$139,367.00	0
3	3.10	Administrative Support	No	\$324,064.00	\$305,236
4	4.1	Parent and Community Involvement	Yes	\$383,891.00	\$8,820
4	4.2	Parent and Community Communication	Yes	\$344,000.00	\$187,185





**2022-23 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)
\$18,251,758	\$19,501,905.00	\$20,105,189.00	(\$603,284.00)	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 Supports	Yes	\$340,617.00	\$771,395.00		
1	1.2	Technology: Infrastructure and Supports	Yes	\$443,824.00	\$462,225.00		
1	1.3	Digital Learning Software Systems	Yes	0	\$252,495.00		
1	1.4	Student Interventions and Supports	Yes	\$1,421,047.00	\$710,765.00		
1	1.5	English Language Development Program Supports	Yes	\$385,592.00	\$526,130.00		
1	1.6	Supplemental Instructional/Intervention Materials	Yes	0	\$447,905.00		
1	1.7	Transitional Kindergarten Program	Yes	\$20,000.00	\$20,000.00		
1	1.8	Paraprofessionals	Yes	\$426,735.00	\$547,975.00		
1	1.9	Recruitment and Retention Plan	Yes	\$2,098,458.00	\$3,041,063.00		
1	1.10	Career Technical Education (CTE)	Yes	\$998,273.00	\$929,842.00		
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	\$2,084,583.00	\$2,319,516.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Teacher Collaboration Time	Yes	\$2,197,094.00	\$2,110,815.00		
1	1.15	Academic Supports and Interventions	Yes	\$676,291.00	\$653,169.00		
1	1.18	Maintain Class Size	Yes	\$873,023.00	\$753,861.00		
2	2.1	Professional Development	Yes	\$20,000.00	\$3,260.00		
2	2.2	California Teacher Induction (CTI) Program	Yes	\$96,000.00	\$153,890.00		
2	2.3	Peer Assistance and Review (PAR) Program	Yes	\$40,000.00	0		
3	3.1	Student Well-Being Initiatives	Yes	\$1,105,159.00	\$1,057,497.00		
3	3.2	Student Mental Health Initiatives	Yes	\$237,611.00	0		
3	3.3	Improve Student Attendance Initiatives	Yes	\$653,764.00	\$661,540.00		
3	3.4	Supplemental School Personnel	Yes	\$829,872.00	\$473,618.00		
3	3.5	Administrative Support	Yes	\$851,765.00	\$667,646.00		
3	3.6	School Connectedness	Yes	\$1,311,131.00	\$1,183,993.00		
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	\$995,808.00	\$1,054,350.00		
3	3.8	Transportation Services	Yes	\$563,000.00	\$1,203,513.00		
3	3.9	Alternative Learning Center	Yes	\$139,367.00	0		
4	4.1	Parent and Community Involvement	Yes	\$348,891.00	0		
4	4.2	Parent and Community Communication	Yes	\$344,000.00	\$98,726.00		

**2022-23 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)
\$43,203,516	\$18,251,758	4.29%	46.54%	\$20,105,189.00	0.00%	46.54%	\$0.00	0.00%

# Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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:
  - 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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).
  - **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.
  - 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%).
  - 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
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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