

LCFF Budget Overview for Parents

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

CDS Code: 33-66985-0000000

School Year: 2024-25

LEA contact information:

Victor Herrera

Assistant Superintendent, Business Services

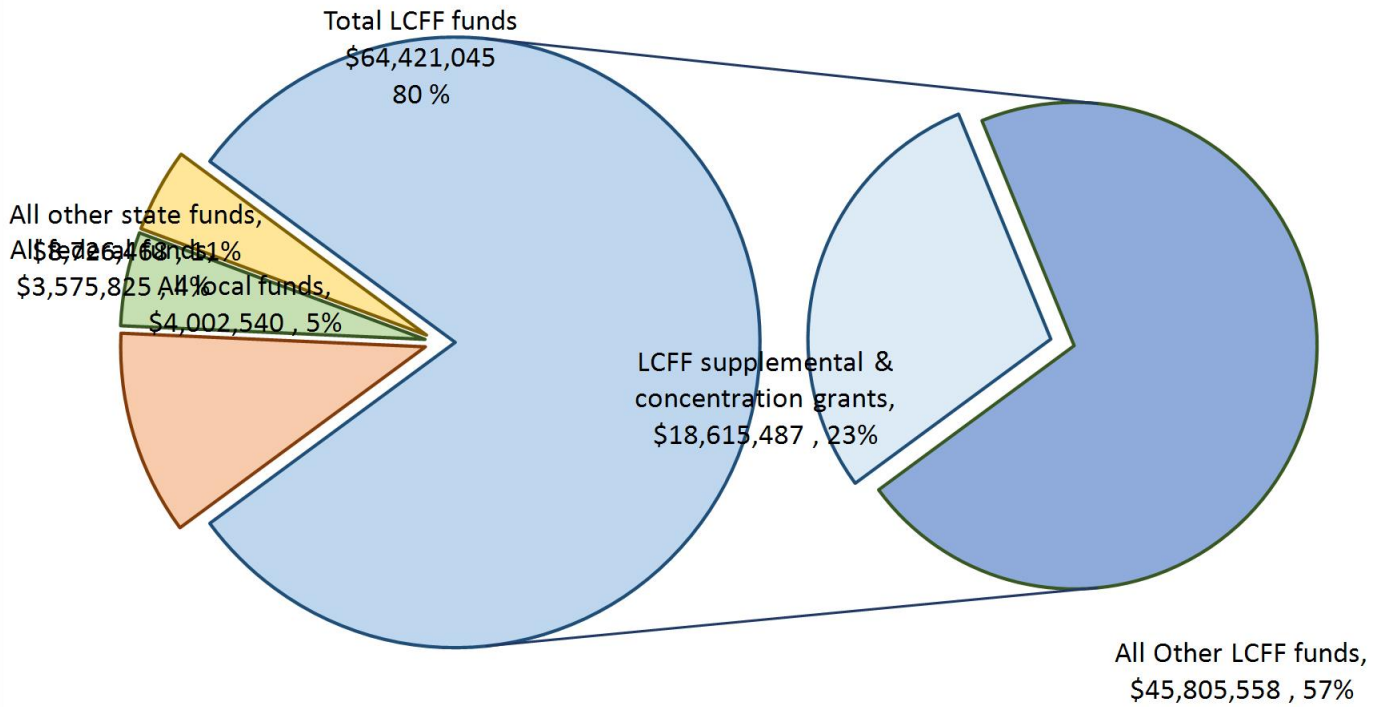
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951-922-0200

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 2024-25 School Year

Projected Revenue by Fund Source

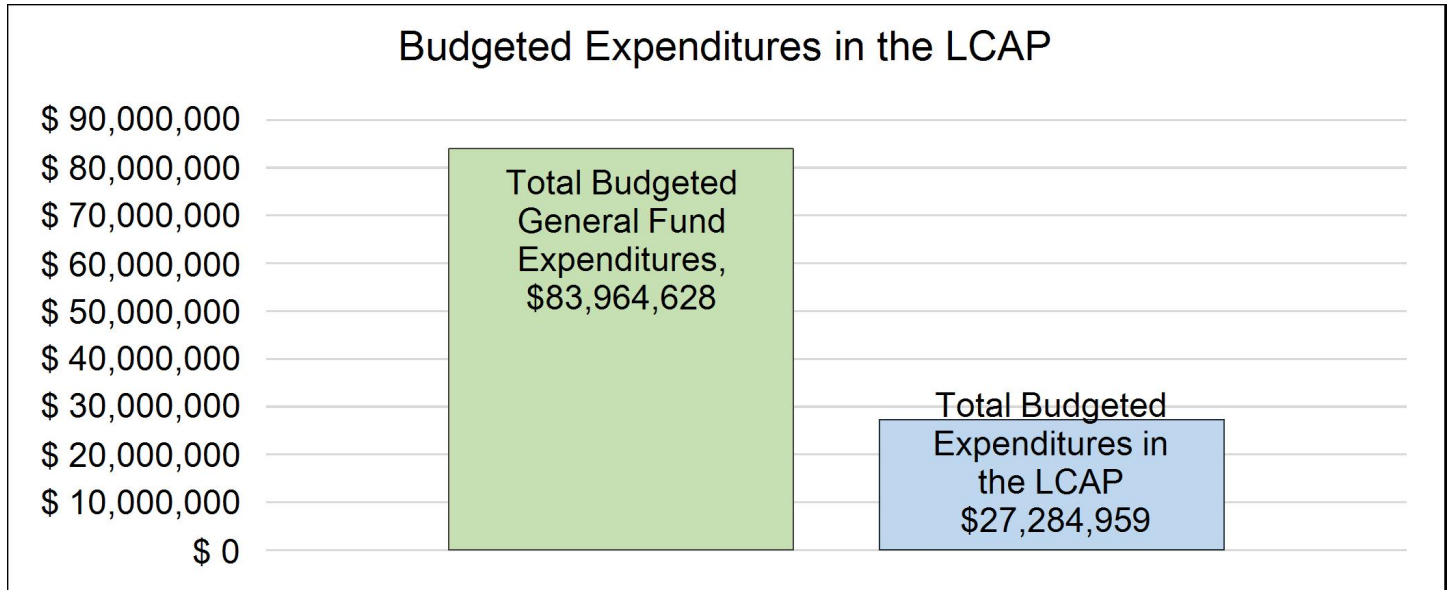


This chart shows the total general purpose revenue Banning Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Banning Unified School District is \$80,725,878, of which \$64,421,045 is Local Control Funding Formula (LCFF), \$8,726,468 is other state funds, \$4,002,540 is local funds, and \$3,575,825 is federal funds. Of the \$64,421,045 in LCFF Funds, \$18,615,487 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Banning Unified School District plans to spend \$83,964,628 for the 2024-25 school year. Of that amount, \$27,284,959 is tied to actions/services in the LCAP and \$56,679,669 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the school year encompass a variety of essential operational costs and district-wide necessities that fall outside the scope of the Local Control and Accountability Plan (LCAP). Among these are the administrative costs, which cover the salaries and benefits of district-level administrative personnel, such as superintendents, financial officers, and support staff. Additionally, a significant portion of the budget is allocated to facilities maintenance, ensuring that school buildings and grounds are well-maintained, with necessary repairs, utilities, and custodial services.

Transportation expenses also play a crucial role in the budget, including the costs associated with student transportation services, bus maintenance, fuel, and driver salaries. Non-instructional supplies and services are another critical area, encompassing the purchase of supplies and materials that support the district's overall operation but are not directly tied to instructional programs.

The budget also addresses investments in the district's technology infrastructure, which includes hardware, software, network maintenance, and cybersecurity measures to ensure a robust and secure technological environment. Furthermore, debt service payments on any outstanding bonds or loans incurred for capital projects or other significant expenditures are also a key component of the budget.

Lastly, the budget accounts for insurance and legal services, covering the costs of liability insurance, property insurance, and any legal services required by the district. These expenditures are vital for

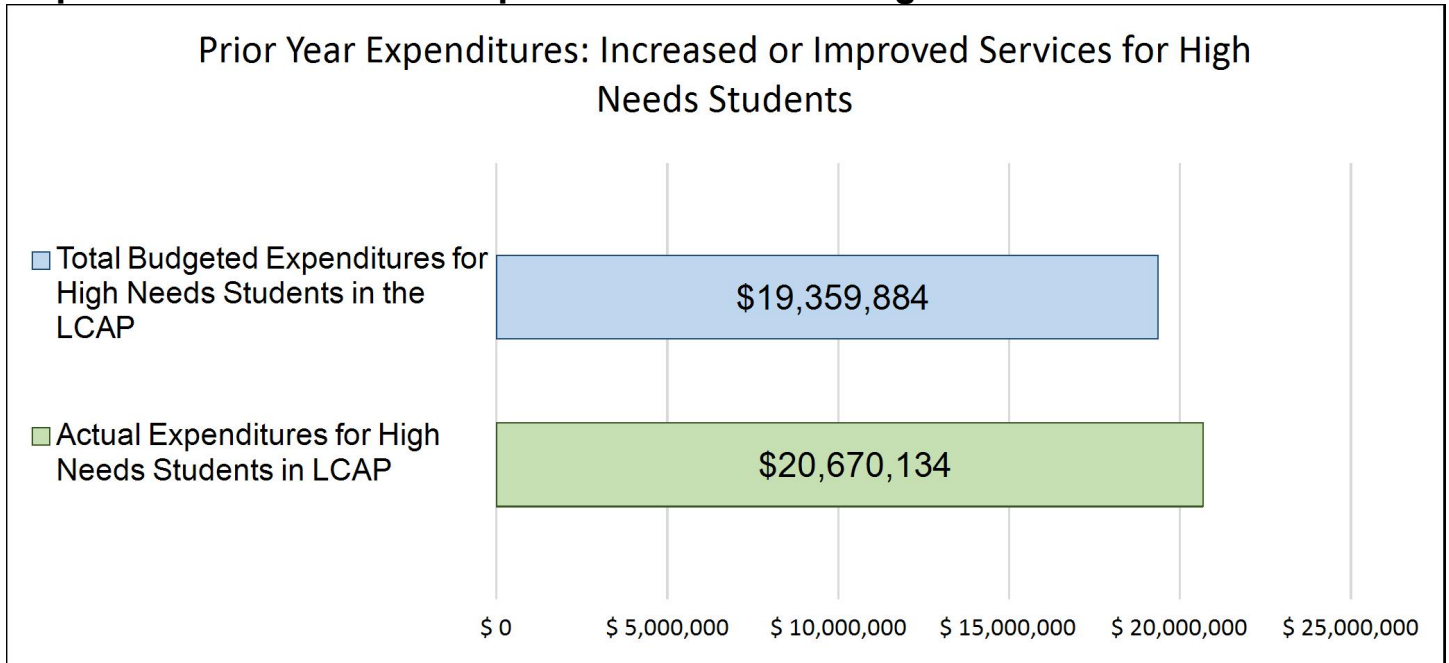
maintaining a safe, functional, and supportive educational environment for both students and staff, ensuring the smooth and effective operation of the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Banning Unified School District is projecting it will receive \$18,615,487 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 \$18,615,487 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Banning Unified School District's LCAP budgeted \$19,359,884 for planned actions to increase or improve services for high needs students. Banning Unified School District actually spent \$20,670,134 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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>	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	<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>All students: -72.6 below standard - Goal Met</p> <p>African American: -99.9 below standard - Goal Not Met</p> <p>English Learner: -96.6 below standard - Goal Not Met</p> <p>Hispanic: -74.5 below standard - Goal Met</p> <p>Homeless: -89.5 below standard - Goal Met</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>Multiple races: 67.0 points below standard</p> <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>Multiple races: 91.5 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>Multiple races: -79.1 below standard - Goal Not Met</p> <p>Socioeconomically Disadvantaged: -76.3 below standard - Goal Not Met</p> <p>Students with disabilities: -127.2 below standard - Goal Met</p> <p>White: -50.2 below standard - Goal Met</p> <p>American-Indian: -114.3 below standard - Goal Not Met</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>English Learner: 0 points below standard</p> <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	2018-19 SBAC Math	Not available due to suspension of the	2021-22 SBAC Math		Revised Goal based on 5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
distance from standard	<p>Student Groups - Distance from Standard</p> <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>dashboard and/or the assessment was not given due to the pandemic.</p>	<p>Student Groups - Distance from 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>All students: -111.6 below standard - Goal Not Met</p> <p>African American: -138.4 below standard - Goal Not Met</p> <p>English Learner: -124.3 below standard - Goal Not Met</p> <p>Hispanic: -112.8 below standard - Goal Met</p> <p>Homeless: -130.2 below standard - Goal Not Met</p> <p>Multiple races: -126.2 below standard - Goal Not Met</p> <p>Socioeconomically Disadvantaged: -113.8 below standard - Goal Met</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>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with disabilities: 159.1 points below standard</p> <p>White: 94.6 points below standard</p> <p>American-Indian: 122.7 points below standard</p>		<p>Students with disabilities: 175.2 points below standard</p> <p>White: 107.0 points below standard</p> <p>American-Indian: 149.7 points below standard</p>	<p>Students with disabilities: -165.7 below standard - Goal Met</p> <p>White: -94.3 below standard - Goal Met</p> <p>American-Indian: -169.7 below standard - Goal Not Met</p>	<p>White: 102 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Multiple races: 0 points below standard</p> <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>	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	<p>2021-22</p> <p>31.38% prepared or conditionally prepared</p> <p>African American: 15.00%</p> <p>English Learner: 5.41%</p>	<p>All students: 27.27% prepared or conditionally prepared - Goal Not Met</p> <p>African American: 16.67% prepared or conditionally prepared - Goal Not Met</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian: 46.1%</p> <p>Hispanic: 26.4%</p> <p>Homeless: 21.4%</p> <p>Socioeconomically Disadvantaged: 27.3%</p> <p>Students with disabilities: 9.4%</p> <p>White: 36.6%</p> <p>American-Indian: 15.38%</p>		<p>Asian: *</p> <p>Hispanic: 30.85%</p> <p>Homeless: 17.39%</p> <p>Socioeconomically Disadvantaged: 28.86%</p> <p>Students with disabilities: 2.08%</p> <p>White: 38.46%</p> <p>American-Indian: *</p>	<p>English Learner: 2.5% prepared or conditionally prepared - Goal Not Met</p> <p>Asian: 72.73% prepared or conditionally prepared - N/A</p> <p>Hispanic: 26.52% prepared or conditionally prepared - Goal Not Met</p> <p>Homeless: 20.69% prepared or conditionally prepared - Goal Not Met</p> <p>Socioeconomically Disadvantaged: 26.61% prepared or conditionally prepared - Goal Not Met</p> <p>Students with disabilities: 12.24% prepared or conditionally prepared - Goal Met</p> <p>White: 33.33% prepared or</p>	<p>Hispanic: 35%</p> <p>Homeless: 23%</p> <p>Socioeconomically Disadvantaged: 33%</p> <p>Students with disabilities: 7%</p> <p>White: 43%</p> <p>Original Goal</p> <p>53% prepared or conditionally prepared</p> <p>African American: 40%</p> <p>English Learner: 36%</p> <p>Asian: 61%</p> <p>Hispanic: 41%</p> <p>Homeless: 36%</p> <p>Socioeconomically Disadvantaged: 43%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>conditionally prepared - Goal Not Met</p> <p>American-Indian: 16.67% prepared or conditionally prepared - N/A</p>	<p>Students with disabilities: 25%</p> <p>White: 51%</p> <p>American-Indian: 30%</p>
<p>Early Assessment Program: Math (as measured by CASSPP grade 11 score reporting)</p>	<p>2018-19 12.02% prepared or conditionally prepared</p> <p>African American: 3.2%</p> <p>English Learner: 0%</p> <p>Asian: 15.3%</p> <p>Hispanic: 11.8%</p> <p>Homeless: 7.1%</p> <p>Socioeconomically Disadvantaged: 10.6%</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 8.76% prepared or conditionally prepared</p> <p>African American: 0%</p> <p>English Learner: 2.7%</p> <p>Asian:*</p> <p>Hispanic: 8.96%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 8.94%</p>	<p>All students: 7.41% prepared or conditionally prepared - Goal Not Met</p> <p>African American: 16.67% prepared or conditionally prepared - Goal Met</p> <p>English Learner: 2.56% prepared or conditionally prepared - Goal Not Met</p> <p>Asian 36.36% prepared or conditionally prepared - N/A</p> <p>Hispanic: 5.6% prepared or conditionally prepared - Goal Not Met</p>	<p>Revised Goal based on 5% growth 13% prepared or conditionally prepared</p> <p>African American: 5%</p> <p>English Learner: 7%</p> <p>Hispanic: 14%</p> <p>Homeless: 5%</p> <p>Socioeconomically Disadvantaged: 14%</p> <p>Students with disabilities: 5%</p> <p>White: 12%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with disabilities: 3.2%</p> <p>White: 17.1%</p> <p>American-Indian: 8.3%</p>		<p>Students with disabilities: 0%</p> <p>White: 7.69%</p> <p>American-Indian: *</p>	<p>Homeless: 3.45% prepared or conditionally prepared - Goal Not Met</p> <p>Socioeconomically Disadvantaged: 6.07% prepared or conditionally prepared - Goal Not Met</p> <p>Students with disabilities: 0% prepared or conditionally prepared - Goal Not Met</p> <p>White: 11.76% prepared or conditionally prepared - Goal Not Met</p> <p>American-Indian: 16.67% prepared or conditionally prepared - N/A</p>	<p>Original Goal 32% prepared or conditionally prepared</p> <p>African American: 23%</p> <p>English Learner: 20%</p> <p>Asian: 35%</p> <p>Hispanic: 32%</p> <p>Homeless: 27%</p> <p>Socioeconomically Disadvantaged: 31%</p> <p>Students with disabilities: 23%</p> <p>White: 37%</p> <p>American-Indian: 28%</p>
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 (In anticipation of a future science dashboard indicator, this metric has been	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	2021-22		(In anticipation of a future science dashboard indicator, desired outcomes have been adjusted to reflect distance from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>converted to distance from standard)</p> <p>All students: 11.9% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment (31.7 points below standard)</p> <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:</p>		<p>All students: 25.8 points below standard</p> <p>African American: 32.6 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>All students: -23.3 below standard - Goal Met</p> <p>African American: -23.8 below standard - Goal Not Met</p> <p>English Learner: -27.2 below standard - Goal Not Met</p> <p>Asian -17.4 below standard - Goal Not Met</p> <p>Hispanic: -23.7 below standard - Goal Met</p> <p>Homeless: -28.5 below standard - Goal Met</p> <p>Socioeconomically Disadvantaged: -23.9 below standard - Goal Not Met</p> <p>Students with disabilities: -35.3 below standard - Goal Met</p>	<p>standard) the expected outcomes have also been adjusted to reflect on 5% growth</p> <p>2021-22 All students: 20 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>American-Indian: 7.1% (No Data Less than 30 scores)</p>		<p>American-Indian: 27.2 points below standard</p>	<p>White: -18.1 below standard - Goal Met</p> <p>American-Indian: -23.8 below standard - Goal Met</p>	<p>White: 17 points below standard</p> <p>American-Indian: 22 points below standard</p> <p>Original Goal 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Homeless: 41% (5 points below standard)</p> <p>Socioeconomically Disadvantaged: 42% (5 points below standard)</p> <p>Students with disabilities: 25% (5 points below standard)</p> <p>White: 46% (5 points below standard)</p> <p>American-Indian: 37% (5 points below standard)</p>
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"	18.52% Level 3 "Understanding" - Goal Not Met	<p>Revised Goal based on 5% growth 23% Level 3 "Understanding"</p> <p>Original Goal 40% Level 3 "Understanding"</p>
California Alternative Assessment (CAA) Mathematics	2018-19 12% Level 3 "Understanding"	Not available due to suspension of the dashboard and/or the assessment was not	2021-22 3.85% Level 3 "Understanding"	7.41% Level 3 "Understanding" - Goal Not Met	<p>Revised Goal based on 5% growth 8% Level 3 "Understanding"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Corrected: 14.29% Level 3 "Understanding"	given due to the pandemic.			Original Goal 36% Level 3 "Understanding"
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	Maintained increased sections	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 9.5% of English Learners were reclassified as Fluent-English Proficient (RFEP)	8.3% of English Learners were reclassified as Fluent-English Proficient (RFEP) - Goal Not Met	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		all teachers are appropriately credentialed or in	Data will become available in later this year	100.0% of teachers credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4 Teachers held a provisional permit	all teachers are appropriately credentialed	possession of an appropriate waiver		
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	all teachers are appropriately credentialed or in possession of an appropriate waiver	Data will become available in later this year	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	all teachers are appropriately credentialed or in possession of an appropriate waiver	Data will become available in later this year	0% of teachers assigned outside of subject area
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	all teachers are appropriately credentialed or in possession of an appropriate waiver	Data will become available in later this year	0% of teachers without English Language Development authorization
Maintain 100% of students with access to standards-aligned textbooks as evidenced by the Annual Resolution of Sufficiency of	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	Maintained 100% of students with access to standards aligned textbooks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials (Annual William Visit)					
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>Socioeconomically Disadvantaged: 30.23%</p> <p>Students with disabilities: 5.88%</p> <p>White: 10.34%</p> <p>American-Indian: 8.33%</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>Socioeconomically Disadvantaged: 37.80%</p> <p>Students with disabilities: 2.44%</p> <p>White: 43.33%</p> <p>American-Indian: 28.57%</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>Socioeconomically Disadvantaged: 28.01%</p> <p>Students with disabilities: 8.33%</p> <p>White: 19.23%</p> <p>American-Indian: 12.50%</p>	<p>All students: 35.8% - Goal Met</p> <p>African American: 7.1% - Goal Not Met</p> <p>English Learner: 18.4% - Goal Not Met</p> <p>Hispanic: 37% - Goal Met</p> <p>Homeless: 16.7% - Goal Not Met</p> <p>Multiple races 50% - Goal Met</p> <p>Socioeconomically Disadvantaged: 35.8% - Goal Met</p> <p>Students with disabilities: 4.8% - Goal Not Met</p> <p>White: 36.8% - Goal Met</p> <p>American-Indian: 7.1% - Goal Not Met</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> <p>Socioeconomically Disadvantaged: 33%</p> <p>Students with disabilities: 13%</p> <p>White: 24%</p> <p>American-Indian: 17%</p> <p>Original Goal</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>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> <p>American-Indian: 38%</p>
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:</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.	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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>				<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>
Seal of Biliteracy	Calpads EOY 2019-20: 7.5%	2020-2021 (Corrected Rate) 5.84%	2021-2022 7.31%	5.91% - Goal Not Met	<p>Revised Goal based on 5% growth 12%</p> <p>Original Goal 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FAFSA Completion	<p>Race to complete:</p> <p>2019-20 Banning High: 40.5%</p> <p>Banning Independent Study : 19%</p> <p>New Horizons High School: 21.4%</p>	<p>Banning High 2021-2022 45%</p> <p>Banning Independent Study : 16%</p> <p>New Horizons High School: 11%</p>	<p>2022-2023 Banning High: 57.8%</p> <p>Banning Independent Study: 27.2%</p> <p>New Horizons High School: 7.8%</p>	<p>2023-2024 Banning High: 60%</p> <p>Banning Independent Study: 10%</p> <p>New Horizons High School: 12%</p>	<p>Revised Goal based on 5% growth Banning High: 63%</p> <p>Banning Independent Study : 33%</p> <p>New Horizons High School: 13%</p> <p>Original Goal Banning High: 70%</p> <p>Banning Independent Study : 50%</p> <p>New Horizons High School: 50%</p>
College and Career Readiness	<p>2019-20 21.5% Ready</p> <p>African American: 20.8</p> <p>English Learner: 4.3%</p> <p>Hispanic: 21.3%</p>	<p>Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.</p>	<p>Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.</p>	<p>All students: 26% - Goal Not Met</p> <p>African American: 11.1% - Goal Not Met</p> <p>English Learner: 4.3% - Goal Not Met</p>	<p>36% Ready</p> <p>African American: 35.0%</p> <p>English Learner: 19%</p> <p>Hispanic: 36%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>Hispanic: 26.2% - Goal Not Met</p> <p>Homeless: 6.7% - Goal Not Met</p> <p>Multiple races 0% -</p> <p>Socioeconomically Disadvantaged: 24.9% - Goal Not Met</p> <p>Students with disabilities: 0% - Goal Not Met</p> <p>White: 25% - Goal Met</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>African American 6.5%</p>	<p>Grade 3 & 4 N Tested = 692</p> <p>White: 1.37%</p> <p>African American 1.9%</p> <p>Filipino 40.2%</p>	<p>Grade 2 N tested = 272</p> <p>White: 7.14%</p> <p>African American 4.35%</p> <p>Filipino 14.29%</p>	<p>Grade 2 N tested = 308</p> <p>White: 6%</p> <p>African American 5%</p> <p>Filipino 8%</p>	<p>Revised Goal based on 5% growth</p> <p>White: 12%</p> <p>African American 9%</p> <p>Filipino 29%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Filipino 14.2%</p> <p>Asian: 5.2%</p> <p>Hispanic: 0%</p> <p>Students with disabilities: 3.1%</p> <p>English Learner: 1.1%</p> <p>Homeless: 3.8%</p> <p>Socioeconomically Disadvantaged: 4.3%</p>	<p>Asian: 0%</p> <p>Hispanic: 3.8%</p> <p>Students with disabilities: 0%</p> <p>English Learner: 1.6%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 3.0%</p>	<p>Asian: 0%</p> <p>Hispanic: 5.79%</p> <p>Students with disabilities: 4.76%</p> <p>English Learner: 7.46%</p> <p>Homeless: 13.64%</p> <p>Socioeconomically Disadvantaged: 5.69%</p>	<p>Asian: 0%</p> <p>Hispanic: 5.79%</p> <p>Students with disabilities: 3.3%</p> <p>English Learner: 1.5%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 3.1%</p>	<p>Asian: 5%</p> <p>Hispanic: 11%</p> <p>Students with disabilities: 10%</p> <p>English Learner: 12%</p> <p>Homeless: 18%</p> <p>Socioeconomically Disadvantaged: 11%</p> <p>Original Goal</p> <p>White: 3%</p> <p>African American 16%</p> <p>Filipino 28%</p> <p>Asian: 11%</p> <p>Hispanic: 6%</p> <p>Students with disabilities: 6%</p> <p>English Learner: 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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%	All students: 43.3% - Goal Not Met African American: 7.1% - Goal Not Met English Learner: 21.1% - Goal Not Met Hispanic: 45.8% - Goal Not Met Homeless: 18.8% - Goal Not Met Socioeconomically Disadvantaged: 43.1% - Goal Not Met Students with disabilities: 16.7% - Goal Not Met White: 36.8% - Goal Not Met American-Indian: 7.1% - Goal Not Met	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% African American: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<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	77.42% - Goal Not Met	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%	31 Completers 10.16% - Goal Not Met	<p>Revised Goal based on 5% growth 28%</p> <p>Original Goal 90 Completers (30%)</p>
Access to rigorous courses (Student	Unduplicated pupils		one or more AP classes: 178	one or more AP classes: 158	Revised Goal based on 5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
information system / master schedule)	<p>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 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>one or more dual enrollment courses: 49</p> <p>CTE course: 615</p> <p>Students with disabilities one or more AP classes: 0</p> <p>one or more dual enrollment courses: 1</p> <p>CTE course: 92</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> <p>Students with disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>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 Standards for Mathematics: 4</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>History - Social Science: 4</p>	Available in July	<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> <p>Next Generation Science Standards: 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>History - Social Science: 3</p> <p>Next Generation Science Standards: 3</p> <p>Instructional Materials</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> <p>Next Generation Science Standards: 3</p>	<p>History - Social Science: 3</p> <p>Next Generation Science Standards: 3</p> <p>Instructional Materials</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> <p>Next Generation Science Standards: 3</p>	<p>Next Generation Science Standards: 4</p> <p>Instructional Materials</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>Policy & Program Support</p>		<p>Instructional Materials</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: 4</p> <p>Policy & Program Support</p> <p>English Language Arts – Common Core State Standards for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Policy & Program Support 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>Physical Education Model Content Standards: 3</p>	<p>Policy & Program Support 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>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>Physical Education Model Content Standards: 3</p>		<p>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> <p>World Language: 5</p>

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

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.	51.80%: Goal Met	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%	19.3%	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%	24.8%	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%	Kinder Cabazon 52% Central 37% Hemmerling 65% Hoffer 54% First Cabazon 52%	Kinder Cabazon 33% Central 33% Hemmerling 62% Hoffer 55% First Cabazon 23%	Kinder Cabazon Not Assessed Central 33% Hemmerling 65% Hoffer 35% First	Revised Goal based on 5% growth Kinder Cabazon 38% Central 38% Hemmerling 67% Hoffer 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Central 40% Hemmerling 45% Hoffer 35%	Central 59% Hemmerling 60% Hoffer 35%	Central 39% Hemmerling 37% Hoffer 28%	Cabazon 51% Central 52% Hemmerling 78% Hoffer 27%	First 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 77% Central 54% Hemmerling 2334 Hoffer 62%	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 61% Central 59% Hemmerling 75% Hoffer 40%	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 49% Central 41% Hemmerling 56% Hoffer 59%	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 50% Central 40% Hemmerling 33% Hoffer 49%	Fifth Cabazon 67% Central 39% Hemmerling 51% Hoffer 32%
					Original Goal Kinder Cabazon 70% Central 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Hemmerling 85% 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I-Ready Math Growth: Percentage of students who gained one or more levels (K-8)	Kinder Cabazon 43% Central 37% Hemmerling 37% Hoffer 36%	Kinder Cabazon 16% Central 25% Hemmerling 50% Hoffer 26%	Kinder Cabazon 67% Central 26% Hemmerling 25% Hoffer 36%	Kinder Cabazon Not Assessed Central 18% Hemmerling 78% Hoffer 32%	Revised Goal based on 5% growth Kinder Cabazon 40% Central 50% Hemmerling 30% Hoffer 41% First Cabazon 43% Central 46% Hemmerling 40% Hoffer 31% Second Cabazon 71% Central 55% Hemmerling 28% Hoffer 52% Third Cabazon 48% Central 79% Hemmerling 73% Hoffer 56% Fourth Cabazon 65% Central 58% Hemmerling 68% Hoffer 71% Fifth Cabazon 72% Central 59%
	First Cabazon 40% Central 26% Hemmerling 43% Hoffer 25%	First Cabazon 35% Central 54% Hemmerling 53% Hoffer 52%	First Cabazon 38% Central 31% Hemmerling 35% Hoffer 26%	First Cabazon 51% Central 76% Hemmerling 73% Hoffer 14%	
	Second Cabazon 33% Central 52% Hemmerling 32% Hoffer 56%	Second Cabazon 64% Central 56% Hemmerling 44% Hoffer 62%	Second Cabazon 66% Central 50% Hemmerling 23% Hoffer 47%	Second Cabazon 73% Central 56% Hemmerling 32% Hoffer 60%	
	Third Cabazon 39% Central 52% Hemmerling 39% Hoffer 58%	Third Cabazon 53% Central 71% Hemmerling 75% Hoffer 62%	Third Cabazon 43% Central 74% Hemmerling 68% Hoffer 51%	Third Cabazon 34% Central 67% Hemmerling 46% Hoffer 30%	
	Fourth Cabazon 52% Central 49% Hemmerling 40% Hoffer 45%	Fourth Cabazon 57% Central 51% Hemmerling 48% Hoffer 70%	Fourth Cabazon 60% Central 53% Hemmerling 62% Hoffer 66%	Fourth Cabazon 29% Central 29% Hemmerling 38% Hoffer 36%	
	Fifth Cabazon 40% Hemmerling 43% Hoffer 50%	Fifth Cabazon 60% Central 56% Hemmerling 58% Hoffer 72%	Fifth Cabazon 77% Central 54% Hemmerling 60% Hoffer 45%	Fifth Cabazon 51% Central 38% Hemmerling 45%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Sixth 33% Seven 36% Eighth 37%	Sixth 43% Seven 44% Eighth 41%		Hoffer 47%	Hemmerling 65% Hoffer 50% Original Goal Kinder Cabazon 35% Central 45% Hemmerling 70% Hoffer 45% First Cabazon 55% Central 75% Hemmerling 70% Hoffer 70% Second Cabazon 85% Central 75% Hemmerling 65% Hoffer 80% Third Cabazon 70% Central 90% Hemmerling 95% Hoffer 80% Fourth Cabazon 70% Central 70% Hemmerling 60% Hoffer 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Fifth Cabazon 80% Central 75% Hemmerling 80% Hoffer 90% Sixth 65% Seven 65% Eighth 60%
Teacher retention	2020-2021 Baseline 24 retirements 12 other separations	1 retirements 29 other separations	5 retirements 20 other separations	Data not available until the end of summer.	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	2021-22 1595 Credits Recovered average of 4.9 credits per student	2022-23 1035 Credits Recovered average of 9 credits per student	Data not available until the end of summer.	3000 credits recovered average of 8.5 credits per student

Goal Analysis

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

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

The majority of the initiatives in this goal were implemented with fidelity. Variations in implementation are outlines below.

G1, A1 Instructional Supports

The Transitional Kindergarten Coordinator was promoted to principal, and the position was moved to base funding moving forward. There was no impact on services, however.

G1, A2 Technology Infrastructure and Supports

The Network Administrator position was not filled in the 2023-24 school year. This has limited the speed at which initiatives have been implemented.

G1, A 6 Supplemental Instructional/Intervention Materials

The SEL curriculum was purchased through site-based allocations, and the dyslexia curriculum purchase was deferred until the state released the recommended curriculum list.

This change does not appear to have impacted the level of services provided to unduplicated pupils

G1, A12 - Extra Period Pay for Football Program:

Only one section of the academic scholar program was utilized for the football program instead of the estimated two sections.

This change does not appear to have impacted the level of services provided to unduplicated pupils

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

The district considers a material difference to be a difference between budgeted and actual expenditure that exceeds 15%. While this goal as a whole falls below the 15% threshold, individual actions meet the criteria to be considered a material difference. Those actions are listed below.

G1, A3 Digital Learning Software Systems

Explanation: Due to changes in classroom needs not all anticipated purchases materialized.

G1, A6 Supplemental Instructional/Intervention Materials

Explanation: Purchases were either not made or paid from other funds

G1, A11 Summer Recovery Program

Explanation: Due to lower than expected summer enrollment this item was not fully expended.

G1, A14 Teacher Collaboration Time

Explanation: The budgeted amount was based on 100% participation by relevant staff. The decrease in expenditures resulted from staff who did not participate due to vacancies, use of sick leave, scheduling conflicts, etc.

G1, A16 Academic Supports and Interventions

This initiative was planned as a non-contributing action. LCFF carry over dollars, however, were utilized for this expenditure. The counselors included in this action provide similar services to those included in action G1 A15. The primary difference between these two actions (G1 A15 and G1 A16) is how they are funded. These counselors were addressing the same need to increase access to advanced courses and college preparation (as reflected in A-G rates, CTE completion, educational partner feedback, etc). As LCFF dollars were utilized to meet the needs of unduplicated pupils, the district now considers this action to be contributing for the 2023-24 school year.

G1, A18 Maintain Class Size

Explanation: The significant increase indicates a substantial investment in hiring more teachers to maintain smaller class sizes, likely due to an unexpected rise in student enrollment or prioritizing class size reduction to enhance learning outcomes. This reflects a strategic decision to invest more heavily in maintaining optimal class sizes.

G1, A19 Career Technical Education (CTE)

Explanation: Extra duty costs were incurred as part of implementing this action.

G1, A20 Expanded Learning Opportunity Program

Explanation: A number of before and after school programs were planned. Not all anticipated programs materialized and as a result this item was not fully expended..

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

Using annual measurable outcome data, including data from the Dashboard, we analyzed the effectiveness of the planned actions in achieving our goals. Overall this goal is considered effective, as the majority of the actions were themselves effective. The effectiveness of individual actions is outlined below

G1, A1 Instructional Supports

The instructional supports provided under Goal 1, Action 1 (G1, A1) have been notably effective in enhancing student outcomes over the past three years. This comprehensive support system included secondary ELA and Math instructional coaches, four elementary instructional coaches, a dedicated teacher period for Jane Schaffer writing support, a Transitional Kindergarten Coordinator, and a Director of Educational Services along with support staff. These roles were integral in addressing the diverse academic, social-emotional, and behavioral needs of

students. The instructional coaches were pivotal in closing achievement gaps, particularly for unduplicated students, such as English Learners, low-income students, Foster/Homeless students, and students with disabilities.

The initiative to enhance writing skills through the Jane Schaffer writing support has changed teacher instructional practice as it relates to writing, but the impact of this action has been minimal. This year the writing workshops for 3rd to 5th-grade teachers focused on informational/expository, narrative, and response to literature writing. 40 teachers were trained with low impact as indicated by the writing samples reviewed. However, despite the writing support provided, three-year data indicates no significant impact on local and state ELA assessments. Consequently, the writing initiative will be redesigned and implemented for the 2024-25 school year to better address these gaps and improve overall writing performance across all grade levels and the curriculum.

The role of the Transitional Kindergarten Coordinator was crucial in expanding early childhood education opportunities.

The California Assessment of Student Performance and Progress (CAASPP) has shown that half of the student groups met their targets, reflecting moderate success. This achievement can be attributed to effective coaching, the support provided by intervention teachers, and the after-school extended day programs that included tutoring. These strategies have provided students with enhanced learning opportunities and direct support to improve their performance. However, to address areas where CAASPP targets were not met, the district will continue to fund professional development, with programs like Irvine Math and Science of Reading.

The impact of these actions is evident in various metrics. The percentage of socioeconomically disadvantaged students, homeless students, and English Learners scoring near or above standard on the California Assessment of Student Performance and Progress (CAASPP) has increased. Additionally, students are performing at grade level on local measures, such as i-Ready assessments. English Learners have shown progress in reclassification rates and advancing proficiency levels on the English Language Proficiency Assessments for California (ELPAC). Improved performance on Banning Common Assessments and the CAASPP ELA and math outcomes further underscores the positive effects of these instructional supports.

G1, A2 Technology Infrastructure and Supports

The actions taken under Goal 1, Action 2 (G1, A2) to enhance technology infrastructure and support within the district have proven to be effective in making significant progress toward the goal of accelerating student achievement. This initiative encompassed a range of technological enhancements and support systems designed to ensure both students and teachers have the necessary tools and resources for a modern educational experience.

Key actions included providing all students with Chromebooks and offering laptops to all teachers, thereby maintaining a 1:1 device ratio across all campuses. This initiative ensured that every student and teacher had access to reliable technology, facilitating the seamless integration of digital learning resources into the curriculum.

Upgrades to the network infrastructure were initiated to accommodate the increased use of computers and software, ensuring that the digital environment remains robust and reliable. This was crucial in supporting the expanded use of technology in classrooms, allowing for uninterrupted access to educational resources and tools.

The district employed four technology technicians who addressed the ongoing technology needs through a ticket request system. This responsive support structure ensured that technical issues were resolved promptly, minimizing downtime and maintaining the smooth operation of technological resources.

An Educational Technology Coordinator was instrumental in assisting teachers with the application of instructional technology in their classrooms. By providing professional development and hands-on support, the Coordinator helped teachers effectively integrate digital tools

into their teaching practices, enhancing the learning experience for students. The position of Educational Technology Coordinator has been retitled to a Coordinator of Instruction in the 2024-25 LCAP to better reflect the job duties and to help address the broader instructional needs of the district.

The Director of Technology played a critical role in overseeing the hardware and network components, ensuring that the infrastructure was capable of supporting the district's technological needs. This included managing the upgrades and ensuring that the network could handle the increased demand from the widespread use of devices and digital resources. As a result of the effectiveness of these actions is evident in several key outcomes. The district successfully maintained a 1:1 device ratio, ensuring equitable access to technology for all students. Additionally, the implementation of digital resources such as iReady, ESGI, and MyOn was facilitated by the enhanced technological infrastructure, providing students with valuable educational tools that support personalized learning and academic growth. Local data on Chromebook and platform access suggest that this action is effective. Partner engagement data also concurs.

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 2023-24 school year. 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 have also been useful tools 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 assessment questions, which then teachers can 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 will be modified as a result of measuring the instructional impact of digital resources Renaissance AR and Teachers Pay Teachers. Clever analytics have been utilized to determine the effectiveness of each individual app. The action, as a whole, is regarded as effective.

G1, A 4 Student Interventions, and Supports

Student interventions and supports included a Coordinator of Data and Assessment and full-time BARR Coordinators. 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 to improve 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 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. This action has resulted in improved rates of reclassification and EL progress district-wide.

G1, A 6 Supplemental Instructional/Intervention Materials

Banning's initiatives for supplemental instructional and intervention materials is considered effective. This action aimed to provide targeted support across various domains, including social/emotional learning, English and Math intervention, and support for English learners and immigrant students. Initially, the district intended to purchase a comprehensive Social/Emotional Learning Curriculum to foster emotional intelligence and resilience among students. However, this curriculum was ultimately not purchased. On the other hand, the district successfully acquired licenses for LANGUAGE! Live - Voyager, a program specifically designed to provide intervention for middle school general education students. This resource aimed to support literacy development and ensure that students struggling with reading could receive the necessary assistance. Read Naturally was another key component of the intervention strategy, chosen for its effectiveness in improving reading fluency and comprehension. In addition to these resources, Banning USD invested in the I-Ready English Language Arts and Math & Teacher Toolbox. This comprehensive tool supports both ELA and Math instruction, providing teachers with valuable resources to address students' individual learning needs. Recognizing the unique challenges faced by English learners and immigrant students, the district also purchased Rosetta Stone to aid in English language acquisition. This program helps non-native speakers to develop their language skills, facilitating better integration and academic success. Math intervention materials were another crucial part of the plan, with various resources selected to support students needing additional help in mathematics. Despite some changes and adjustments, the planned

resources reflect Banning USD's commitment to providing comprehensive support to its students. The district continues to strive for improved educational outcomes, addressing both academic and social/emotional needs through targeted interventions and materials. Due to growth in ELA, Math, and ELPI among targeted populations, this action is considered effective.

G1, A7 Transitional Kinder (TK) Program

This action is considered effective. Local data indicate that students who attend TK have higher levels of attainment in upper elementary and beyond

G1, A 8 Paraprofessionals

Paraprofessionals included an Increase of 3-hour part-time paras to 6 hours and provided additional funding of 30 minutes 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. This action is considered effective

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 to recruit and retain experienced highly qualified teachers by continuing to fund 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. This action appears to be effective.

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. Following an in-depth study of the CTE program through the Perkins comprehensive needs assessment, 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. The impact of these changes will likely not be clear until the 2024 or 2025 dashboard. However, based on initial data and partner engagement. this action is considered effective.

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 2023 summer program, while almost 800 attended during the summer of 2023. High school students were allowed to recover credits while middle school students participated in English and math intervention programs. Elementary students also participated in English and math intervention programs. Despite the credit intervention opportunities provided to students, Banning High's graduation rate declined in 2023.

Increases in CAASPP scores, ELPI, and graduation rate, suggest that this program is effective for most students. Banning High School, however, does not appear to share in these successes and as a result their credit recovery program is being revamped.

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. This action is considered effective

G1, A13 Maintain Class Size

Providing a conducive learning environment that will support differentiated instruction, small groups, and scaffolded support to improve student learning is considered effective.

This is tracked through common formative assessments, i-Ready, and CAASPP growth

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. the action is considered effective.

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. The AP pass rate, which dipped during the pandemic, is showing signs of recovery. This action is considered effective

G1, A16 Academic Supports and Interventions

Providing school counselors to work with students to address their academic and developmental needs is considered effective. The effectiveness of this program is assessed through CCI indicator components and graduation rate.

G1, A17 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 is considered effective. This is tracked by monitoring chronic absenteeism and student engagement surveys.

G1, A18 Maintain Class Size

The following action provided funding to add teachers to staff above the bargained union ratios for grades Transitional Kindergarten - 12. There are learning gaps for our unduplicated students, especially our English Learners, but our teachers can address the specific learning needs of English Learners. This action is considered effective.

This is tracked through common formative assessments, i-Ready, and CAASPP growth

G1, A19 Career Technical Education (CTE)

Career Technical Education (CTE) action included funding for CTE teachers 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. Following an in-depth study of the CTE program through the Perkins comprehensive needs assessment, 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. The impact of these changes will likely not be clear until the 2024 or 2025 dashboard. However, based on initial data and partner engagement. this action is considered effective.

G1, A20 Expanded Learning Opportunity Program

The before and after school programs which include enrichment focused on developing the academic, social, emotional, and physical needs and interests of students is considered effective

This is tracked through common formative assessments, i-Ready, and CAASPP growth, and student engagement data

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.

To better align services and goals, the 2024-25 LCAP will reorganize and renumber most actions. New goal and action numbers are noted below

G1, A1 Instructional Supports

The instructional coaches were pivotal in closing achievement gaps, particularly for unduplicated students, such as English Learners, low-income students, Foster/Homeless students, and students with disabilities. The elementary instructional coach positions are being restructured into a blended model to include student interventions, which has been pivotal in closing achievement gaps, particularly for unduplicated students such as English Learners, low-income students, Foster/Homeless students, and students with disabilities. Through the strategic use of data, these coach/intervention teachers will collaborate with classroom teachers and Professional Learning Communities (PLCs) to identify and address specific learning needs, significantly improving student performance on district-common assessments.

The initiative to enhance writing skills through the Jane Schaffer writing support has changed teacher instructional practice as it relates to writing, but the impact of this action has been minimal. Consequently, the writing initiative will be redesigned and implemented for the 2024-25 school year to better address these gaps and improve overall writing performance across all grade levels and the curriculum.

The Coordinator increased the participation of children in preschool and transitional kindergarten, laying a strong foundation for their future academic success. The position will be moved to base for the 2024-25 school year.

The portion of this action which concerns instructional coaches is reflected in the 2024-25 LCAP as G1, A1 Instructional Coaching Program

G1, A2 Technology Infrastructure and Supports

The network administrator has been removed from the LCAP and will be funded elsewhere.

The portion of this action which is being carried forward is reflected in G1, A4 Technology Support Staff

A new metric will be included in the 2024-25 LCAP to help track the effectiveness of this action with respect to providing unduplicated students with access to digital learning tools.

G1, A 3 Digital Learning Software systems

Removed from the LCAP and paid from other funding sources.

G1, A 4 Student Interventions, and Supports

BARR is being moved to a different funding source

The Coordinator of Data and Assessment is part of G1, A 1.5 Enhancing Academic Equity and Achievement "

G1, A 5 English Language Development Program Supports

This action will be split in the new LCAP into G1, A6 Strengthening Support for English Language Learners and G1, A7 Empowering Educators to Enhance English Language Learner Support for LTELs

G1, A 6 Supplemental Instructional/Intervention Materials

This action is being removed from the LCAP and funded through other sources

G1, A7 Transitional Kinder (TK) Program

This action is being removed from the LCAP and funded through other sources

G1, A 8 Paraprofessionals

This action is reflected in G1, A8: Kindergarten Instructional Aides

G1, A 9 Recruitment and Retention Plan

Beginning with the 2023-24 School year the district has begun utilizing a "stay survey" to help measure job satisfaction and to determine areas of potential improvement.

This action is being carried forward as G1, A9 Recruitment and Retention Initiatives"

G1, A10 Career Technical Education (CTE)

The pathways changes implemented in 2023-24 will be carried forward. This is carried forward as G1, A10: Career Technical Education (CTE)

G1, A11 Summer Recovery Program

This action will be removed in 2024-25 LCAP. Summer remediation will be funded from other sources

G1, A12 Student Extra-Curricular, and Enrichment Opportunities

This action is being carried forward without revision as G1, A11 Student Enrichment and Academic Support Initiative

G1, A13 Maintain Class Size

Actions 1.13 and 1.18 are being reorganized into G1, A13 Optimizing Class Sizes for Enhanced Learning Support (Contributing) and G1, A16 Optimizing Class Sizes for Enhanced Learning Support-Base (Non-Contributing). This will create greater transparency and clarity regarding how the district funds class size reductions.

G1, A14 Teacher Collaboration Time

This action is being carried forward without revision as G1, A15 Strategic Collaboration for Data-Driven Student Success

G1, A15 Academic Supports, and Interventions

This action is being carried forward without revision as G1, A12 Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives

G1, A16 Academic Supports and Interventions

This action being removed from the LCAP and sustained through other funds.

G1, A17 Student Extra Curricular and Enrichment Opportunities

This action is reflected the base and was non-contributing . This action being removed from the LCAP and sustained through the base.

G1, A18 Maintain Class Size

Actions 1.13 and 1.18 are being reorganized into G1, A13 Optimizing Class Sizes for Enhanced Learning Support (Contributing) and G1, A16 Optimizing Class Sizes for Enhanced Learning Support-Base (Non-Contributing). This will create greater transparency and clarity regarding how the district funds class size reductions.

G1, A19 Career Technical Education (CTE)

This action was non-contributing and is being removed from the LCAP. This action will continue to be funded from other sources

G1, A20 Expanded Learning Opportunity Program

This action was non-contributing and is being removed from the LCAP. This action will continue to be funded from other sources

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.

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.	Data will become available in later this year	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</p>	Summer training feedback surveys were open ended and 64% of the responses were positive	Not Available	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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	district administered survey: 68%				district administered survey: 80%
Professional Development Feedback: Classified	<p>Positive responses to questions concerning relevance of Professional Development on district administered survey: 65%</p> <p>Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 72%</p>	Not Available	Not Available	Not Available	<p>Positive responses to questions concerning relevance of Professional Development on district administered survey: 75%</p> <p>Positive responses to questions concerning effectiveness of Professional Development on district administered survey: 85%</p>
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 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>	This Data comes from a partner agency, who now reports this on a 4 point scale, with 4 being well matched. This years score was 3.82	<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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percentage of candidates who feel that their CTI work is aligned to district expectations: 57% fully 39% moderately 4% somewhat	Percentage of candidates who feel that their CTI work is aligned to district expectations: 39% fully 44% moderately 17% somewhat		Percentage of candidates who feel that their CTI work is aligned to district expectations: 80% fully 20% moderately

Goal Analysis

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

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

There was a significant variation in implementation. For each action relevant action, these are described below:

G2, A1 Professional Development

Professional development was initially intended to be district-wide but later shifted to more targeted site and grade/departmental training. This change does not appear to have impacted the level of services provided to unduplicated pupils

G2, A2 California Teacher Induction (CTI)

The induction program aimed to support new teachers through mentoring and individualized learning plans. The program was successfully implemented with mentors providing guidance and training to new teachers. All current induction participants were on track to complete The program successfully. However, less teachers participated due to a greater proportion of new hires being veteran teachers. This change does not appear to have impacted the level of services provided to unduplicated pupils

G2, A3 Peer Assistance and Review (PAR) Program

The PAR program was designed to support teachers through mentorship and evaluation by PAR Committee members. Only one teacher was referred to the program in the 2023-24 school year. This change does not appear to have impacted the level of services provided to unduplicated pupils

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

The district considers a material difference to be a difference between budgeted and actual expenditure that exceeds 15%. While this goal as a whole exceeds the 15% threshold. Individual actions meeting the criteria to be considered a material difference are listed below.

G2, A1 Professional Development

Explanation: Professional development was initially intended to be district-wide but later shifted to more targeted site and grade/departmental training. These trainings were paid from other funds.

G2, A2 California Teacher Induction (CTI)

Explanation: Less teachers participated due to a greater proportion of new hires being veteran teachers.

G2, A3 Peer Assistance and Review (PAR) Program

Explanation: The substantial Difference between Budgeted and Actual expenditures is due to The lower-than-anticipated number of teachers participating in The PAR program. Only one teacher was referred for participation, leading to significantly lower costs for mentor stipends and Committee evaluation time.

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

Using annual measurable outcome data, including data from the Dashboard, we analyzed the effectiveness of the planned actions in achieving our goals. Overall this goal is considered effective, as the majority of the actions were themselves effective. The effectiveness of individual actions is outlined below

G2, A1 Professional Development

Professional development, curriculum development, and collaboration have effectively provided 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 writing 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, writing strategies, and assessment planning to support staff before the school year began. 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. 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 increase 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. Shifting to a targeted approach allowed for more specific and relevant training, which is likely to have a positive impact on addressing the unique needs of unduplicated students as indicated by the 3% increase in CAASPP ELA and math for grades 3-5.

G2, A2 California Teacher Induction (CTI)

California Teacher Induction (CTI) funding was provided for teachers to participate in the induction program through RCOE. 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, socially-emotionally, and behaviorally. The 23 candidates 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 various 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 the Colloquium. One hundred percent of current induction participants are on track to complete the program successfully. By maximizing student access to first best instruction, these two actions are expected to increase 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 CTI program has been highly effective, with strong mentor support leading to high teacher satisfaction and retention, and positive impacts on student performance and higher EL reclassification rates. The program has demonstrated consistent success in achieving its intended outcomes.

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. Administrators referred only one teacher to participate in the PAR for the 2023-24 school year. It is anticipated teachers will be recommended at the close of the 2023-24 school year. By maximizing student access to first best instruction, these two actions are expected to increase 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 English Learners reclassifying or progressing a level.

The program is considered highly effective and has a significant positive impact on participants

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.

To better align services and goals, the 2024-25 LCAP will reorganize and renumber most actions. As a result professional development will not be a separate goal and these actions are being redistributed into the goals that they support. Therefore, Goal 2 is being removed. New goal and action numbers for the ongoing initiatives are noted below:

Professional Development (G2, A1):

This action is being removed from the LCAP and funded through other sources

G2, A2 California Teacher Induction (CTI)

This action is being carried forward without revision as G1, A2 New Teacher Coaching: California Teacher Induction (CTI) Program

G2, A3 Peer Assistance and Review (PAR) Program

This action is being carried forward without revision as G1, A14 Peer Assistance and Review (PAR) Program

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.

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	Data is collected on a two year cycle	82% positive responses
California Health Kids: Learning Environment is Supporting/Inviting, Connectedness	2018-2019: 70.0% responded positively	Data is collected on a two year cycle	22.6% responded positively	Data is collected on a two year cycle	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	Data is collected on a two year cycle	Revised outcome based on 10% growth 55% original desired outcome 82% positive responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	Data is collected on a two year cycle	88% positive responses
California Health Kids: Students Treat Adults With Respect	2018-2019: 58.4% responded positively	Data is collected on a two year cycle	40% responded positively	Data is collected on a two year cycle	Revised outcome based on 10% growth 50% original desired outcome 68% positive responses
California Health Kids: Promotes Cultural Diversity	2018-2019: 81.9% responded positively	Data is collected on a two year cycle	75% responded positively	Data is collected on a two year cycle	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	Data is collected on a two year cycle	25% respond affirmatively responses
California Health Kids: Clarity of Rules & Expectations	2018-2019: 67.4% responded positively	Data is collected on a two year cycle	67.5% responded positively	Data is collected on a two year cycle	77% positive responses
California Health Kids: Discipline Problems Handled Fairly	2018-2019: 67.1% responded positively	Data is collected on a two year cycle	insufficient responses	Data is collected on a two year cycle	77% positive responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates: Percent of students	2018-2019 All Students: 6%	2020-21 All Students: 0%	2021-2022 All Students: 6.7%	All students: 7.9% - Goal Not Met	Revised outcome based on 2% reduction
	American Indian or Alaska Native: 7.7%	American Indian or Alaska Native: 0%	American Indian or Alaska Native: 20.9%	American-Indian: 18.3% - Goal Met	All Students: 5%
	Asian: 3%	Asian: 0%	Asian: 2.7%	Asian: 4.7% - Goal Met	American Indian or Alaska Native: 19%
	African American: 10.5%	African American: 0%	African American: 12%	African American: 15.8% - Goal Not Met	Asian: 1%
	Filipino: 2.3%	Filipino: 0%	Filipino: 4.3%	Filipino: 2% - Goal Not Met	African American: 10%
	Hispanic: 5.5%	Hispanic: 0%	Hispanic: 5.8%	Hispanic: 6.8% - Goal Not Met	Filipino: 2%
	White: 5.9%	White: 0%	White: 7.5%	White: 7.5% - Goal Not Met	Hispanic: 4%
	Multiple Races/ Two or More: 7.2%	Multiple Races/ Two or More: 0%	Multiple Races/ Two or More: 7.4%	Multiple races: 15.8% - Goal Not Met	White: 5%
	Socioeconomically Disadvantaged: 6.2%	Socioeconomically Disadvantaged 0%	Socioeconomically Disadvantaged: 6.8%	Socioeconomically Disadvantaged: 8.1% - Goal Not Met	Multiple Races/ Two or More: 5%
	English Learner: 4.4%	English Learner: 0%	English Learner: 5.8%	English Learner: 6.9% - Goal Not Met	Socioeconomically Disadvantaged: 5%
	Students with Disabilities: 10.5%	Students with Disabilities: 0%	Students with Disabilities: 11.5%	Students with Disabilities: 9.7%	English Learner: 4%
	Foster Youth: 20.3%		Foster Youth: 14.7%		Students with Disabilities: 9%
	Homeless Youth: 6.8%		Homeless Youth: 9.7%		Foster Youth: 12%
				Homeless Youth: 7%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Students with disabilities: 14.1% - Goal Not Met</p> <p>Foster: 21.5% - Goal Not Met</p> <p>Homeless: 9.2% - Goal Not Met</p>	<p>original desired outcome</p> <p>All Students: 4.5%</p> <p>American Indian or Alaska Native: 4.5%</p> <p>Asian: 2.5%</p> <p>African American: 6.9%</p> <p>Filipino: 1%</p> <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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Homeless Youth: 4.5%
Chronic Absenteeism Rate: Percent of students	2019-20 Estimated (internal calculation from SIS data) All Students: 19.3% American Indian or Alaska Native: 23 % Asian: 5.9% African American: 22.9% Filipino: 10.3% Hispanic: 18.9% White: 20.7% Multiple Races/ Two or More: 29.9% Socioeconomically Disadvantaged: 19.6% English Learner: 9.9%	2020-2021 (Dataquest) All Students: 29% American Indian or Alaska Native: 35% Asian: 15.7% African American: 36.9% Filipino: 8.7% Hispanic: 29.4% White: 27.4%% Multiple Races/ Two or More: 26.0%% Socioeconomically Disadvantaged: 29.9% English Learner: 9.9%	2021-22 All Students: 49.8% American Indian or Alaska Native: 60.6% Asian: 35.2% African American: 55.1% Filipino: 30.4% Hispanic: 49.0% White: 53.8% Multiple Races/ Two or More: 56.2% Socioeconomically Disadvantaged: 50.3% English Learner: 39.9%	All students: 34.7% - Goal Met American-Indian: 42.2% - Goal Not Met Asian 13.4% - Goal Met African American: 42.2% - Goal Met Filipino 15.8% - Goal Met Hispanic: 34.2% - Goal Met White: 33.7% - Goal Met Multiple races 47.9% - Goal Not Met Socioeconomically Disadvantaged: 35% - Goal Met	Revised outcome based on 5% reduction All Students: 40% American Indian or Alaska Native: 50% Asian: 25% African American: 50% Filipino: 20% Hispanic: 40% White: 43% Multiple Races/ Two or More: 47% Socioeconomically Disadvantaged: 40% English Learner: 30% Students with Disabilities: 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 24.5%</p> <p>Foster Youth: 20.8%</p> <p>Homeless Youth: 28.1%</p>	<p>Students with Disabilities: 33.6%</p> <p>Foster Youth: 55.3%</p> <p>Homeless Youth: 44.9%</p> <p>Mid-year estimate for 2021-22 (conducted in March - certification will occur during the summer)</p> <p>All Students: 38%</p> <p>American Indian or Alaska Native: 40.6%</p> <p>Asian: 33.3%</p> <p>African American: 38.7%</p> <p>Filipino: 19.1%</p> <p>Hispanic: 37.5%</p> <p>White: 42.4%</p> <p>Multiple Races/ Two or More: 41.7%</p>	<p>Students with Disabilities: 56.3%</p> <p>Foster Youth: 60.4%</p> <p>Homeless Youth: 59.2%</p>	<p>English Learner: 26.9% - Goal Met</p> <p>Students with disabilities: 43.8% - Goal Met</p> <p>Foster 51% - Goal Not Met</p> <p>Homeless: 43.4% - Goal Met</p>	<p>Foster Youth: 50%</p> <p>Homeless Youth: 50%</p> <p>original desired outcome</p> <p>All Students: 13.6%</p> <p>American Indian or Alaska Native: 15.2%</p> <p>Asian: 2.5%</p> <p>African American: 15.1%</p> <p>Filipino: 5.5%</p> <p>Hispanic: 13.5%</p> <p>White: 14.4%</p> <p>Multiple Races/ Two or More: 22.4%</p> <p>Socioeconomically Disadvantaged: 13.9%</p> <p>English Learner: 2.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socioeconomically Disadvantaged: 39.0%			Students with Disabilities: 15.8%
		English Learner: 33.8%			Foster Youth: 12.7%
		Students with Disabilities: 38.9%			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	2022-23	All Students: 0%
	African American: 0.23%	African American: 0%	All students: 0.6%	All students: 0.4%	African American: 0%
	Hispanic: 0.6%	Hispanic: 0.6%	African American: 1.4%	African American: 1.7%	
	American Indian or Alaska Native: 0%	American Indian or Alaska Native: 0%	Hispanic: 0.6%	Hispanic: 0.3%	
	White: 0%	White: 0%	American Indian or Alaska Native: 0.9%	American Indian or Alaska Native: 0%	
	Students with Disabilities: 0%	Students with Disabilities: 0%	White: 0.6%	White: 0.2%	
	English Learner: 0%	English Learner: 0%	Students with Disabilities: 0.6%	Students with Disabilities: 0.7%	
	Foster Youth: 0%	Foster Youth: 0%	English Learner: 0.4%	English Learner: 0.3%	
			Foster Youth: 2.7%	Foster Youth: 1.9%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth: 0% Socioeconomically Disadvantaged: 0%	Homeless Youth: 0% Socioeconomically Disadvantaged: 0%	Homeless Youth: 0.9% Socioeconomically Disadvantaged: 0.6%	Homeless Youth: 0.3% Socioeconomically Disadvantaged: 0.4%	
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	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	1% - Goal not met	0.0% of students dropping out of middle school
State School Facility Inspection Tool (FIT)	2019-20: Banning High - Good on 7 of 8 criteria Banning Independent Study - Good on 5 of 8 criteria Cabazon - Good on 8 of 8 criteria Central - Good on 5 of 8 criteria	January 2022 Banning High - Good on 7 of 8 criteria Banning Independent Study - Good on 5 of 8 criteria Cabazon - Good on 8 of 8 criteria Central - Good on 5 of 8 criteria	January 2023 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	January 2024 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	Banning High - Good on 8 of 8 criteria Banning Independent Study - Good on 7 of 8 criteria Cabazon - Overall Exemplary Central - Good on 7 of 8 criteria

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Florida Street - Good on 7 of 8 criteria	Florida Street - Good on 7 of 8 criteria	Florida Street - Good on 6 of 8 criteria	Florida Street - Good on 6 of 8 criteria	Florida Street - Good on 8 of 8 criteria
	Hemmerling - Good on 7 of 8 criteria	Hemmerling - Good on 7 of 8 criteria	Hemmerling - Good on 6 of 8 criteria	Hemmerling - Good on 6 of 8 criteria	Hemmerling - Good on 8 of 8 criteria
	Hoffer - Good on 7 of 8 criteria	Hoffer - Good on 6 of 8 criteria	Hoffer - Good on 3 of 8 criteria	Hoffer - Good on 3 of 8 criteria	Hoffer - Good on 8 of 8 criteria
	New Horizons - Good on 6 of 8 criteria	New Horizons - Good on 6 of 8 criteria	New Horizons - Good on 5 of 8 criteria	New Horizons - Good on 5 of 8 criteria	New Horizons - Good on 8 of 8 criteria
	Nicolet - Good on 7 of 8 criteria	Nicolet - Good on 7 of 8 criteria	Nicolet - Good on 7 of 8 criteria	Nicolet - Good on 7 of 8 criteria	Nicolet - Good on 8 of 8 criteria
School Attendance rate (Student Information System: days attended / expected days of attendance)	19-20 Overall: 93.6% Homeless: 92.1% ELL: 94.9% SWD: 92.8% SED: 93.9% Hispanic: 93.9% Black/African Am: 93.3%	This metric has been updated to remove estimates as presented in the prior year's LCAP: 20-21 Overall: 90.2% Homeless: 84.1% ELL: 91.3% SWD: 80.2% SED: 89.5% Hispanic: 90.5%	21-22 Overall: 85.1% Homeless: 80.6% ELL: 88.1% SWD: 82.6% SED: 85.0% Hispanic: 85.1% Black/African Am: 84.7%	22-23 Overall: 87.5% Homeless: 83.7% ELL: 89.7% SWD: 84.7% SED: 87.6% Hispanic: 87.8% Black/African Am: 85.5% White: 87.1%	Revised outcome based on 5% improvement Overall: 96% Homeless: 85% ELL: 93% SWD: 88% SED: 90% Hispanic: 90% Black/African Am: 89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 93.6% Am Indian/Alskn Nat: 93.6%	Black/African Am: 89.0% White: 89.9% Am Indian/Alskn Nat: 86.6%	White: 85.6% Am Indian/Alskn Nat: 79.7%	Am Indian/Alskn Nat: 83.0%	White: 90% Am Indian/Alskn Nat: 85% original desired outcome Overall: 96% Homeless: 96% ELL: 98% SWD: 96% SED: 98% Hispanic: 98% Black/African Am: 98% White: 98% Am Indian/Alskn Nat: 98%
Dropout rate (Dataquest)	Overall: 17.1% African American: 7.6%	Overall: 17.8% African American: 21.4%	Overall: 13.0% African American: 34.6%	All students: 10.2% - Goal Not Met African American: 11.1% - Goal Met	Revised outcome based on 5% improvement Overall: 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian or Alaska Native: 21.2%	American Indian or Alaska Native: 27.3%	American Indian or Alaska Native: 10.5%	American-Indian: 0% - Goal Met	African American: 29%
	Hispanic: 20.4%	Hispanic: 16.8%	Hispanic: 11.0%	Hispanic: 8% - Goal Not Met	American Indian or Alaska Native: 6%
	White: 17.8%	White: 10.8%	White: 24.3%	White: 33.3% - Goal Not Met	Hispanic: 6%
	English Language Learners: 22.4%	English Language Learners: 27.0%	English Language Learners: 9.1%	English Learner: 10.6% - Goal Not Met	White: 19%
	Homeless: 25%	Homeless 24%	Homeless: 29.1%	Homeless: 6.8% - Goal Met	English Language Learners: 4%
	Students with Disabilities: 17.3%	Students with Disabilities: 12.3%	Students with Disabilities: 10.4%	Students with disabilities: 16.1% - Goal Not Met	Homeless: 25%
	Socio-Economically Disadvantaged Students: 17.0%	Socio-Economically Disadvantaged Students: 12.3%	Socio-Economically Disadvantaged Students: 13.5%	Socioeconomically Disadvantaged: 9.9% - Goal Met	Students with Disabilities: 5%
					Socio-Economically Disadvantaged Students: 9%
					original desired outcome Overall: 7.1%
					African American: 2.5%
					American Indian or Alaska Native: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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 African American: 78% Hispanic: 70.2% White: 57.9% English Language Learners: 55.3% Homeless: 60.9% Students with Disabilities: 60%	2020-2021 Overall: 72.60% African American: 61.76% Hispanic: 74.58% White: 78.95% English Learner: 55.56% Homeless: 65.38% Students with disabilities: 68.85%	2021-2022 Overall: 83.61% African American: 61.54% Hispanic: 86.12% White: 70.27% English Learner: 84.45% Homeless: 64.58% Students with disabilities: 75.00%	2022-2023 Overall: 83.61% African American: 61.54% Hispanic: 86.12% White: 70.27% English Learner: 84.45% Homeless: 64.58% Students with disabilities: 75.00%	Revised outcome based on 5% improvement Overall: 88% African American: 66% Hispanic: 91% White: 75% English Language Learners: 89% Homeless: 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged Students: 71.1%	Socioeconomically Disadvantaged: 73.20%	Socioeconomically Disadvantaged: 82.94%	Socioeconomically Disadvantaged: 82.94%	<p>Students with Disabilities: 80%</p> <p>Socio-Economically Disadvantaged Students: 87%</p> <p>original desired outcome</p> <p>Overall: 80%</p> <p>African American: 90%</p> <p>Hispanic: 80%</p> <p>White: 68%</p> <p>English Language Learners: 68%</p> <p>Homeless: 68%</p> <p>Students with Disabilities: 68%</p> <p>Socio-Economically Disadvantaged Students: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	Dashboard Overall: 83.70% - Goal Not Met African American: 77.80% - Goal Met English Learner: 80.90% - Goal Not Met Homeless: 82.30% - Goal Met Students with disabilities: 68.90% - Goal Not Met	Overall: 88% African American: 66% English Language Learners: 89% Homeless: 69% Students with Disabilities: 80%

Goal Analysis

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

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

The majority of the initiatives in this goal were implemented with fidelity. Variations in implementation are outlined below.

G3 A2: Student Mental Health Initiatives

Playground equipment was not purchased

Other services provided through this action were not impacted.

G3, A4: Supplemental School Personnel

Although this action was implemented as planned, there were differences in costs of actual employees what was budgeted.

This change does not appear to have impacted the level of services provided to unduplicated pupils

G3, A6: School Connectedness

Carryover was used to purchase additional cameras and PA systems on a more accelerated timeline than originally anticipated. This resulted in increased services

G3, A7: Secure, Safe, and Engaging Learning Environment

Based on additional partner feedback, additional Campus Supervisors were hired to ensure campus safety. This resulted in increased services

G3, A9: Alternative Learning Center

The ALC teacher was not employed for the full school year, and services were not available for a portion of the year.

G3, A10: Administrative Support

Vacancies were filled with employees who were placed at higher step and column than originally budgeted. There was no impact to services

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

The district considers a material difference to be a difference between budgeted and actual expenditure that exceeds 15%. While this goal as a whole falls below the 15% threshold, individual actions meet the criteria to be considered a material difference. Those actions are listed below:

G3, A1: Student Well-Being Initiatives

Explanation: Playground equipment was not purchased due to delays in the bidding process

G3, A4: Supplemental School Personnel

Explanation: The higher Actual expenditure reflects challenges in hiring and retaining supplemental personnel, necessitating higher spending to achieve The intended service levels. This included costs for hiring additional staff and overcoming recruitment barriers.

G3, A6: School Connectedness

Explanation: Carryover was used to purchase additional cameras and PA systems on a more accelerated timeline than originally anticipated.

G3, A7: Secure, Safe, and Engaging Learning Environment

Explanation: Additional security officers were hired beyond what was originally planned.

G3, A8: Transportation Services

Explanation: The significant Increase in Actual expenditures is due to staff shortages and The need for additional initiatives to ensure effective transportation services. This includes higher costs for recruiting and retaining staff and potential overtime or contracted services to cover shortages.

G3, A9: Alternative Learning Center

Explanation: The ALC teacher was not employed for the full school year

G3, A10: Administrative Support

Explanation: Vacancies were filled with employees who were placed at higher step and column than originally budgeted.

G3, A11: Community Based Mental Health Programs

Explanation: This action was proceeded with but the services were provided by a 3rd party at no cost.

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

Using annual measurable outcome data, including data from the Dashboard, we analyzed the effectiveness of the planned actions in achieving our goals. Overall this goal is considered effective, as the majority of the actions were themselves effective. The effectiveness of individual actions is outlined below:

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 RCOE 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 to expand the Alternative-to-Suspension Program to the elementary and middle school levels.

The initiatives carried out under Goal 3 Action 1 have been generally effective with regards to chronic absenteeism by creating and sustaining a safe learning environment. Our elementary counselors support students' social-emotional well-being and behavior in the classroom (continued in the new LCAP). Banning USD has partnered with RCOE to dive deeper into a district root cause analysis in the areas of student discipline, attendance, and special education services. This work will continue into the next LCAP cycle.

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 indicated a need to split the actions of supporting Foster/Homeless Youth and Tier 3 individual mental health supports for the 2023-2024 school year.

The initiatives carried out under Goal 3 Action 1 have been generally effective with regards to chronic absenteeism. 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.

G3 A3: Improve Student Attendance Initiatives

There was a significant increase in student absenteeism during the 2021-2022 school year, followed by a reduction in the rates in both 2022-2023 and 2023-2024. Currently, 10 FTEs of bilingual clerk personnel support attendance processes and procedures. The 1 FTE of a Child Attendance Welfare Coordinator began on July 1, 2023, to support an intentional focus on attendance for the upcoming school year. These services and school site teams provide family support 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 when that data is published.

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. Funding for Occupational Therapists and added support to care for the healthcare needs of students at sites was added to Action 4. The high school and middle school assistant principals , 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 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.

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. Initiatives user this action have been partially effective. 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. Currently all positions related to this action are filled for the 2024-25 school year, and this should increase the effectiveness of this action. In order to further strengthen our approach to this initiative, our human resources department is currently studying retention patterns.

G3, A5: Administrative Support

The provision of additional administrative personnel to provide direct services to students experiencing challenges with behavior or chronic absenteeism is considered effective.

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. 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

G3, A9: Alternative Learning Center

This action is considered effective as this has provided other means of corrections for about 25% of the students who would have otherwise been expelled.

G3, A10: Administrative Support

This action is considered effective due to the direct services provided and their impact on chronic absenteeism and suspension rate

G3, A11: Community Based Mental Health Programs

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.

The additional services provided to students were effective in addressing barriers to success for high need students.

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.

To better align services and goals, the 2024-25 LCAP will reorganize and renumber most actions. Goal 3 will become Goal 2 in the 2024-25 LCAP. New goal and action numbers are noted below:

G3 A1: Student Well-Being Initiatives

The portions of this action which concern counseling are being moved to G1, A12 Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives. Other initiatives are being moved to G2, A3 Supplemental School Personnel, or G2.A5 Safety and School Connectedness

G3 A2: Student Mental Health Initiatives

Initiatives under this action are being continued in the next LCAP in G2, A1 Student Well Being Initiatives and G2, A2 Improving Student Attendance.

G3 A3: Improve Student Attendance Initiatives

These actions are being carried forward under G2, A2: Improving Student Attendance.

The Coordinator is being upgraded to a Director to reflect an increase in responsibility and as part of a departmental reorganization. This is reflected in G2, A4: Administrative Support"

G3 A4: Supplemental School Personnel

The athletics clerk, health aide, and occupational therapists will be sustained from other funding sources and removed from the LCAP. Other initiatives are being moved to G2, A3 Supplemental School Personnel and G2,A4 Administrative Support.

G3, A5: Administrative Support

These actions are being carried forward under G2, A2: Improving Student Attendance.

The Coordinator is being upgraded to a Director to reflect an increase in responsibility and as part of a departmental reorganization."

G3 A6: School Connectedness

This action is being continued and has been renumbered as G2, A5: Safety and School Connectedness

G3 A7: Secure, Safe, and Engaging Learning Environment

This action is being carried forward as G2, A6: Secure, Safe, and Engaging Learning Environment

G3 A8: Transportation Services

This action is being removed from future LCAP and these initiatives will be funded from other funding sources.

G3, A9: Alternative Learning Center

This action is being carried forward as G2, A7: Alternative Learning Center

G3, A10: Administrative Support

This action reflected base funding for a portion of positions. This is being continued, however, the non-contributing action has been removed from the LCAP.

G3, A11: Community Based Mental Health Programs

This action was removed from the LCAP.

Additional, in order to better align strategic goals attendance percentage based on the student information system will be replaced with Principal Apportionment Average Daily Attendance (ADA) beginning with the 2024-25 LCAP.

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

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	Survey Not Given	Revised outcome based on 15% growth 85 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	Data is collected on a two year cycle	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	Data is collected on a two year cycle	Revised outcome based on 15% growth 110 original outcome 300 parents responding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)	2018-2019 DPAC - 6 parents average School Site Councils - 4 parents average ELAC - 4 parents average DELAC - Formed in 20/21 Special Education advisory committees: 12 parents average	DPAC - 6 parents average School Site Councils - 3 ELAC - 2 DELAC - 1 parents Special Education advisory committees: 2	DPAC - 3 parents average School Site Councils - 3 ELAC - 4 DELAC - 2 parents Special Education Advisory Committees: 4	DPAC - 5 parents average School Site Councils - 3 ELAC - 4 DELAC - 5 parents Special Education Advisory Committees: 4	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 Special Education advisory committees: 6 parents average original outcome DPAC - 12 parents average School Site Councils - 10 parents average ELAC - 10 parents average DELAC - 12 parents average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Special Education advisory committees: 20 parents average
Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Average of 2 per month	Average of 2 per month	Average of 2 per month	Average of 2 per month	4 per month
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	Average of 3 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	Latino Literacy Project was not implemented in 2023-24 school year.	10 families in regular attendance

Goal Analysis

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

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

There was a significant variation in implementation. For each action relevant action, these are described below:

G4 A1: Parent and Community Involvement

Parent and Community Involvement: Parents have re-engaged as school volunteers. Although in-person participation has increased slightly, it remains low. The district values and encourages parent involvement in volunteer opportunities and their child's learning. Due to low interest, the Latino Literacy Project was not implemented during the 2023-24 school year. During the 2023-24 school year, the district engaged with the National Center for Education and the Economy (NCEE) over eight days of professional learning divided into four two-day sessions spread out over eight weeks. Cohorts included district leadership teams, including the superintendent, senior district administrators, and key educational partners such as board members, principals, teacher-leader representatives, and union leaders. These sessions were well attended by parents and community members.

The non-implementation of the Latino Family Literacy Project and the Alternative Dispute Resolution Training likely affected the planned percentages of improved services. These initiatives were expected to enhance family engagement and facilitate better communication and consensus-building within the school community. Their absence may have resulted in lower-than-anticipated improvements in these areas.

G4 A2: Parent and Community Communication

Parent and Community Communication: The district has significantly enhanced its social media presence, boasting 1,200 Facebook followers and 925 Instagram followers. Additionally, we launched a district podcast called "Real Talk," with 21 episodes, and has been well-received by the community. These media outlets have played a crucial role in increasing community engagement and awareness through "Good News" items.

The district successfully implemented measures to improve parent communication, evidenced by an increased social media presence. This initiative was aimed at enhancing community engagement through public information services. This represented a significant increase in the level of services provided

The improvement in parent communication through increased social media engagement was successfully implemented. This likely resulted in meeting or possibly exceeding the planned percentages of improved services related to communication and engagement with parents

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

The district considers a material difference to be a difference between budgeted and actual expenditure that exceeds 15%. While this goal as a whole exceeds the 15% threshold. Individual actions meeting the criteria to be considered a material difference are listed below:

G4 A1: Parent and Community Involvement

The implementation of the Latino Family Literacy Project across all elementary and transitional kindergarten sites was not carried out during the 2023-24 school year. This resulted in a significant variance between the budgeted and actual expenditures.

Similarly, the Alternative Dispute Resolution Training for administrators and case managers was not implemented. These planned activities were intended to facilitate consensus-building between parents, staff, and community partners.

G4 A2: Parent and Community Communication

The changes to implementation did not result in a material difference.

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

Using annual measurable outcome data, including data from the Dashboard, we analyzed the effectiveness of the planned actions in achieving our goals. While some actions were partially implemented, the incomplete execution of all planned actions made it difficult to determine their overall effectiveness in increasing or improving student services. Despite this, we observed a slight increase in in-person participation, indicating a positive trend in parent engagement. The effectiveness of individual actions is outlined below:

G4 A1: Parent and Community Involvement

The actions taken under G4 A1 to increase parent and community involvement have shown significant effectiveness in achieving their intended outcomes. The establishment of the Parent and Community District Liaison has been pivotal in designing and implementing outreach programs. These initiatives have successfully engaged more families and students, resulting in improved attendance and student learning outcomes. Specific programs like the Latino Literacy Project have seen increased participation, indicating a positive trend in family engagement. This engagement is crucial for creating a supportive learning environment and enhancing student achievement. The consistent in-person meetings of Banning USD DELAC, DPAC, and SEPAC throughout the year have also been effective in maintaining educational partner engagement. Parents expressed appreciation for the opportunity to engage authentically and provide input, which has fostered a more inclusive and responsive educational environment.

Metrics and Outcomes:

- Increased attendance rates
- Higher student learning outcomes
- Greater participation in parent outreach programs and low participation in the Latino Literacy Project.

G4 A2: Parent and Community Communication

The actions under G4 A2 have also proven effective in expanding the district's communication efforts. The creation of the District and Community Relations Coordinator position has enhanced the district's ability to keep the community informed through social media and other channels. This expansion has led to an increase in the percentage of parents feeling well-informed about the district's systems and initiatives aimed at improving student achievement.

Metrics and Outcomes:

- Increased percentage of parents feeling well-informed (as measured by the annual LCAP survey)
- Enhanced community engagement through social media
- Improved participation in parent outreach programs in conjunction with G4 A1

Both G4 A1 and G4 A2 actions have been effective in making progress toward the goal of increasing parent and community involvement and communication. These actions have resulted in higher levels of family engagement, better-informed parents, and improved student outcomes. The effectiveness of these actions highlights the importance of continued support and development of similar initiatives to sustain and further enhance these positive trends.

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.

To better align services and goals, the 2024-25 LCAP will reorganize and renumber most actions. Goal 4 will become Goal 3 in the 2024-25 LCAP. New goal and action numbers are noted below. In carrying this goal forward, the following broad changes are being made to better reflect the current local context.

Expected Outcomes

1. Increased family engagement and participation in educational programs.
2. Enhanced communication and information dissemination to parents and the community.

Metrics

- Family Engagement Metrics:
 - Participation rates in parent outreach programs, including site literacy events.
 - Attendance rates at DELAC, DPAC, and SEPAC meetings.
- Communication Metrics:
 - Parent survey results indicating the percentage of parents who feel well-informed.
 - Social media engagement metrics (likes, shares, comments, followers).

Specific changes to the actions are detailed below.

G4 A1: Parent and Community Involvement

Ineffective Actions and Reasons for Ineffectiveness:

1. Family Literacy Project (G4 A1):
 - Reason for Ineffectiveness: The project was not implemented during the 2023-24 school year due to logistical challenges and staffing shortages. This has been removed from the next LCAP
2. Alternative Dispute Resolution Training (G4 A1):
 - Reason for Ineffectiveness: The training was not conducted due to budget reallocations and scheduling conflicts. This initiative will be rescheduled and continued in the new LCAP.

G4 A2: Parent and Community Communication

This action is continuing as G3, A2.

The addition of new metrics to track these initiatives will provide a clearer picture of their impact, further demonstrating the effectiveness of the communication efforts. By keeping parents well-informed, the district has fostered a stronger sense of community and partnership, which is essential for supporting student success.

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.

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>All students: -72.6 below standard - Goal Met</p> <p>African American: -99.9 below standard - Goal Not Met</p> <p>English Learner: -96.6 below standard - Goal Not Met</p> <p>Hispanic: -74.5 below standard - Goal Met</p> <p>Students with</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				disabilities: -127.2 below standard - Goal Met	
CAASPP Mathematics Scale score points distance from standard	<p>2018-19 SBAC Math Student Groups - Distance from Standard</p> <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>	Not available due to suspension of the dashboard and/or the assessment was not given due to the pandemic.	<p>2021-22 SBAC Math Student Groups - Distance from 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>Homeless: 136.0 points below standard</p> <p>Students with disabilities: 175.2 points below standard</p>	<p>All students: -111.6 below standard - Goal Not Met</p> <p>African American: -138.4 below standard - Goal Not Met</p> <p>English Learner: -124.3 below standard - Goal Not Met</p> <p>Homeless: -130.2 below standard - Goal Not Met</p> <p>Students with disabilities: -165.7 below standard - Goal Met</p>	<p>SBAC Math Student Groups - Distance from 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)	2018-19	Not available due to suspension of the	2021-22		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts	14.29% Level 3 "Understanding"	dashboard and/or the assessment was not given due to the pandemic.	18.52% Level 3 "Understanding"	18.52% Level 3 "Understanding" - Goal Not Met	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 given due to the pandemic.	2021-22 3.85% Level 3 "Understanding"	7.41% Level 3 "Understanding" - Goal Not Met	8% Level 3 "Understanding"
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	Maintained increased sections	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)	8.3% of English Learners were reclassified as Fluent-English Proficient (RFEP) - Goal Not Met	14% of English Learners reclassified as Fluent-English Proficient (RFEP)
Teacher of English Learners Misassignment Rate	2019-20		<1% of teachers do not possess a full EL authorization	<1% of teachers do not possess a full EL authorization	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	<1% of teachers do not possess a full EL authorization			Development authorization
Students graduating A-G qualified as reported in CALPADS EOY. (Students reported as A-G completers divided by the total number of graduates)	2019-20 30.09% of students graduating A-G qualified African American: 28.57% English Learner: 21.62% Homeless: 20.00% Students with disabilities: 5.88%	2020-2021 (Corrected Rates) 39.30% of students graduating A-G qualified African American: 25.00% English Learner: 29.17% Homeless: 5.88% Students with disabilities: 2.44%	2021-2022 28.57% of students graduating A-G qualified African American: 37.50% English Learner: 17.02% Homeless: 22.58% Students with disabilities: 8.33%	2022-2023 29.6% of students graduating A-G qualified African American: 5.6% English Learner: 14.9% Homeless: 12.9% Students with disabilities: 3.3%	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%	2022-2023 BUSD: 11.7% African American: 0% English Learner: 4.3% Homeless: 4.8% Students with disabilities: 8.2%	BUSD 54% African American: 67% English Learner: 39% Homeless: 47% Students with disabilities: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPI	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.	51.80%: Goal Met	44% 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: 7.9% - Goal Not Met African American: 15.8% - Goal Not Met English Learner: 6.9% - Goal Not Met Students with disabilities: 14.1% - Goal Not Met Homeless: 9.2% - Goal Not Met	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: 29%	All Students: 49.8%	All students: 34.7% - Goal Met	All Students: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students: 19.3%</p> <p>African American: 22.9%</p> <p>English Learner: 9.9%</p> <p>Students with Disabilities: 24.5%</p> <p>Homeless Youth: 28.1%</p>	<p>African American: 36.9%</p> <p>English Learner: 9.9%</p> <p>Students with Disabilities: 33.6%</p> <p>Homeless Youth: 44.9%</p>	<p>African American: 55.1%</p> <p>English Learner: 39.9%</p> <p>Students with Disabilities: 56.3%</p> <p>Homeless Youth: 59.2%</p>	<p>African American: 42.2% - Goal Met</p> <p>English Learner: 26.9% - Goal Met</p> <p>Students with disabilities: 43.8% - Goal Met</p> <p>Homeless: 43.4% - Goal Met</p>	<p>African American: 50%</p> <p>English Learner: 30%</p> <p>Students with Disabilities: 46%</p> <p>Homeless Youth: 50%</p>
Graduation Rate (Calpads)	<p>Overall: 69.9</p> <p>African American: 78%</p> <p>English Language Learners: 55.3%</p> <p>Homeless: 60.9%</p> <p>Students with Disabilities: 60%</p>	<p>2020-2021 Overall: 72.60%</p> <p>African American: 61.76%</p> <p>English Learner: 55.56%</p> <p>Homeless: 65.38%</p> <p>Students with disabilities: 68.85%</p>	<p>2021-2022 Overall: 83.61%</p> <p>African American: 61.54%</p> <p>English Learner: 84.45%</p> <p>Homeless: 64.58%</p> <p>Students with disabilities: 75.00%</p>	<p>Overall: 83.7%</p> <p>African American: 77.8%</p> <p>English Learner: 80.9%</p> <p>Homeless: 82.3%</p> <p>Students with disabilities: 68.9%</p>	<p>Overall: 88%</p> <p>African American: 66%</p> <p>English Language Learners: 89%</p> <p>Homeless: 69%</p> <p>Students with Disabilities: 80%</p>
Graduation Rate (Dataquest / Dashboard)	<p>Dataquest Overall: 69.1</p> <p>African American: 71.8%</p>	<p>Dataquest Overall: 76%</p> <p>African American: 71.4%</p>	<p>Dashboard Overall: 84.2%</p> <p>African American: 60%</p>	<p>All students: 10.2% - Goal Not Met</p> <p>African American: 11.1% - Goal Met</p>	<p>Overall: 88%</p> <p>African American: 66%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Language Learners: 63.8%	English Learner: 69.4%	English Learner: 86.2%	English Learner: 10.6% - Goal Not Met	English Language Learners: 89%
	Homeless: 55.6%%	Homeless: 68.0%	Homeless: 65.3%	Homeless: 6.8% - Goal Met	Homeless: 69%
	Students with Disabilities: 64.4%	Students with disabilities: 76.4%	Students with disabilities: 77.6%%	Students with disabilities: 16.1% - Goal Not Met	Students with Disabilities: 80%

Goal Analysis

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

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

There was a significant variation in implementation. For each action relevant action, these are described below

G5, A1: English Learners Targeted Support

This action was implemented. However, there was a delay in starting the after school program and in the hiring all bilingual aides. As a results that service was only provided for a portion of the year.

G5, A2: Homeless Youth Targeted Support

While this action was funded from a different source, there was no impact to implementation

G5, A3: African-American Students Targeted Support

This action was not implemented due to staffing challenges. As a result other related actives such as field trips to universities, and presentations from HBCUs were provided. These initiatives were supported through other funding sources.

G5, A4: Unduplicated Students with Disabilities Targeted Support

The initiatives in this action, concerned professional development to support students with disabilities. These planned activities did occur, but were included during the contract day and as a result.

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

The district considers a material difference to be a difference between budgeted and actual expenditure that exceeds 15%. While this goal as a whole exceeds the 15% threshold. Individual actions meeting the criteria to be considered a material difference are listed below.

This goal included both contributing and noncontributing initiatives. While nearly 90% of the initiatives included in Goal 5 action were funded from other sources, very little (less than 1%) of the approximately \$67,000 supplemental and concentration dollars allocated were expended. The majority of services were provided, albeit not as originally budgeted. In many cases, staffing issues and the rescheduling professional development to the regular work day resulted in the LCAP dollars from being spent. Additional information related to each action is provided below.

G5, A1: English Learners Targeted Support

Explanation: Late hiring; The after school ELD support and case manager trainings were provided. These were paid from other funded. The ELD afterschool program was implemented later in the year than originally anticipated, and there were delays in hiring the bilingual aides.

G5, A2: Homeless Youth Targeted Support

Explanation: All services were provided, but no costs were incurred. Access to bus passes, community resources, etc, were provided by outside agencies at no cost to the district.

G5, A3: African-American Students Targeted Support

Explanation: Not implemented

G5, A4: Unduplicated Students with Disabilities Targeted Support

Explanation: These planned activities did occur, but were included during the contract day and as a result.

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

Using annual measurable outcome data, including data from the Dashboard, we analyzed the effectiveness of the planned actions in achieving our goals. Overall this goal is considered effective, as the majority of the actions were themselves effective. The effectiveness of individual actions is outlined below

G5, A1: English Learners Targeted Support

Although these services were not provided for the whole school year, based on initial ELPAC results for this year, the initiatives under this action appear to be having a positive impact. The effectiveness of this action will be reevaluated when official scores are released in the fall.

G5, A2: Homeless Youth Targeted Support

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. 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. To facilitate this work a District Outreach employee was hired.

Based local data from the SART and SARB process, graduation estimates, and partner engagement, this action was determined to be effective.

G5, A3: African-American Students Targeted Support

Due to staffing challenges, this action was not implemented. As a result it was not effective.

G5, A4: Unduplicated Students with Disabilities Targeted Support

The impact of this action will likely not been seen until the 2024 dashboard. Partner engagement suggests they are likely to be effective.

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.

To better align services and goals, the 2024-25 LCAP will reorganize and renumber most actions. New goal and action numbers are noted below

G5, A1: English Learners Targeted Support

"In order to better align resources to support these pupils, the initiatives in this goal are being integrated other plans. Case manager training and ELD afterschool support are being moved to other funding sources. Bi-lingual aides are being moved to G1, A6: Strengthening Support for English Language Learners moved to other goals and actions in the next LCAP. The initiatives will appear as part of actions that specifically address low performance."

G5, A2: Homeless Youth Targeted Support

In the new LCAP, these initiative will be moved to G2, A3: Supplemental School Personnel and G3, A1: Parent and Community Involvement

G5, A3: African-American Students Targeted Support

The initiatives in this action will be represented in G1, A12: Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives, G3, A1: Parent and Community Involvement, and G3, A2: Parent and Community Communication

G5, A4: Unduplicated Students with Disabilities Targeted Support

This action was one-time in nature and not continued in the new LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

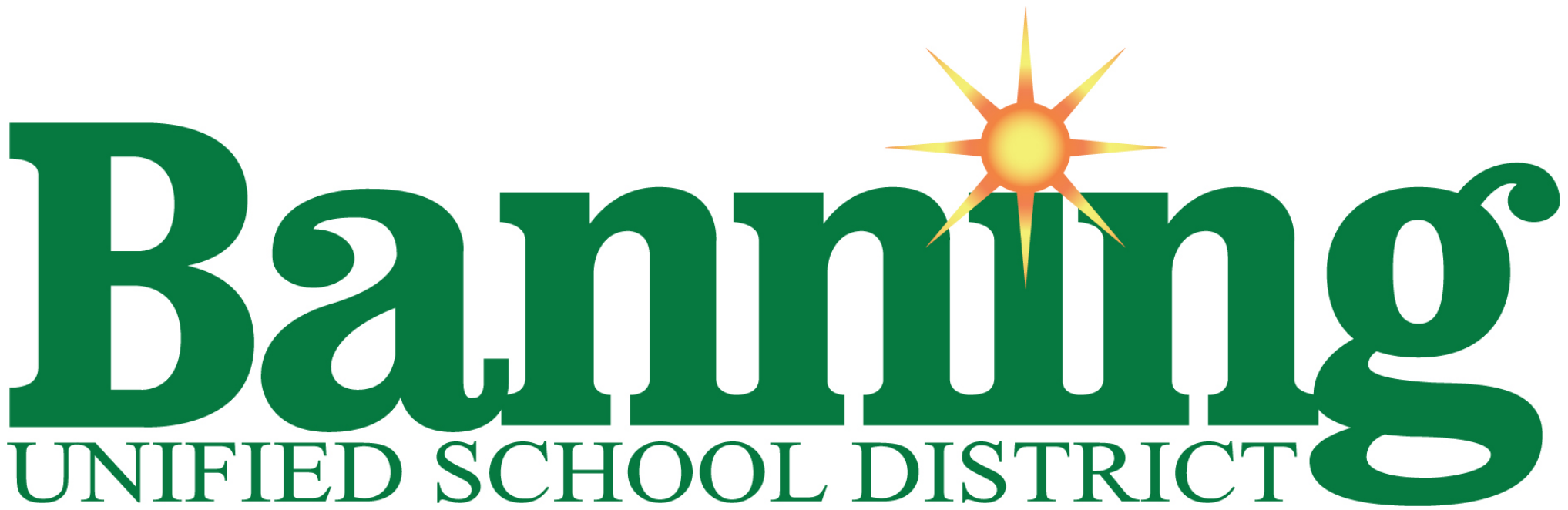
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Banning Unified School District is located in Riverside County, California, and serves approximately 4,300 students living in a three-hundred square mile area that encompasses the City of Banning, and the communities of Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation.

Banning is considered a high-poverty district. Approximately 92% of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 88.5% of the student population is Socioeconomically Disadvantaged; 18.0% English Learners; 16% Students with Disabilities; 1.3% placed in Foster Care placements; 8.4% are Homeless Youth. Banning Unified School District is represented

by the following ethnic distribution: 75% Hispanic or Latino students, 9% White, 6.6% African-American, 3.2% Two or More Races, 1.9% American Indian or Alaska Native, Asian 3.5% 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 three divisions: Academic 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 who are struggling in English language arts and/or mathematics. At the secondary level, we have two instructional coaches, one in Mathematics and one in English Language Arts. The district offers Alternative to Suspension (ATS) classrooms to assist students with restorative practices to improve behavior. Schools offer services Marriage and Family Therapists (MFT)s to work with students on campus with behavior issues. This ensures that students can get the social-emotional help they need and then return to class as soon as possible. These additional intervention teachers and counselors provide more opportunities for BUSD's students to improve personally and academically. At Central Elementary and Nicolet Middle School, the District offers the dual immersion language program in English and Spanish. A full range of programs is offered within special education.

Additionally, Florida Street Discovery Center, Banning Independent Study, and New Horizons are Equity Multiplier funding recipients.

Reflections: Annual Performance

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

Reflecting on our school's annual performance involves a comprehensive analysis of the California School Dashboard (Dashboard) along with our local data. This review helps us identify strengths, areas for improvement, and strategies for enhancing student outcomes.

Academic Performance

English Language Arts (ELA):

The Dashboard indicates that our students' performance in ELA, currently rated Orange, has improved by 7.1 Distance From Standard (DFS) points. While the 2022 Dashboard data is status only, our internal metrics indicate that the growth seen on the 2023 Dashboard continues a multiyear growth trend. However, there are significant areas of concern:

- English Learners (ELs): Red
- Banning High: Overall Red, with Hispanic, Students with Disabilities (SWD), and Socio-Economically Disadvantaged (SED) subgroups also Red.
- Central Elementary and Hoffer Elementary: SWD subgroup Red.
- Nicolet Middle: Hispanic, African American, EL, SED, and Homeless subgroups are all Red.

Mathematics:

Our students' performance in Mathematics, currently rated Orange, has improved by 6.7 DFS points. While the 2022 Dashboard data is status only, our internal metrics indicate that the growth seen on the 2023 Dashboard continues a multiyear growth trend. However, there are areas of concern:

- Native American, African American, and Two or More Races: Red
- Banning High: Overall Red, with Hispanic, SWD, and SED subgroups also Red.
- Central Elementary: SWD subgroup Red.
- Nicolet Middle: All Students, Hispanic, White, Homeless, EL, and SED subgroups all Red.

English Learner Progress Indicator (ELPI):

Progress among our English Learners (EL) has been remarkable, with an improvement of 12.4 percentage points. Hemmerling and Central are blue for the English Learner Progress Indicator (ELPI), reflecting their exemplary performance. This significant progress underscores the effectiveness of our targeted language acquisition programs and support services for EL students. Areas of concern for this indicator include:

- Hoffer: Red

Graduation Rates

Our graduation rate has been maintained and is currently rated Yellow. Notably, New Horizons has seen a huge increase of 9.4 percentage points. Banning Independent Study has gained 5.4 percentage points and exited CSI as a result of steady gains across three years.

However, there are areas of concern:

- White: Red
- Banning High: SWD subgroup Red

College and Career Readiness

For the College and Career Indicator, Students with Disabilities (SWD), Homeless, and EL subgroups are very low. Specific areas of concern include:

- Banning High: SWD and EL subgroups are Red.
- New Horizons: Overall Red, with Hispanic, Homeless, and SED subgroups also Red.
- Banning Independent Study: Overall Red, with SED subgroup also Red.

This data indicates a need for focused efforts to improve our college and career readiness programs to prepare our students for post-secondary success.

Student Engagement

Chronic Absenteeism:

Chronic absenteeism has improved by 9.6 percentage points and is currently rated Yellow. However, there are areas of concern:

- Native American and Foster subgroups: Red
- Cabazon Elementary: Hispanic, SWD, and EL subgroups Red.
- Hoffer Elementary: African American and Homeless subgroups Red.
- Nicolet Middle: African American subgroup Red.

This data suggests the need for continued and targeted efforts to address chronic absenteeism among these specific subgroups.

Suspension Rates:

Unfortunately, our suspension rates have worsened, increasing by 1.3 percentage points, and are now rated Orange. Specific areas of concern include:

- SED: Red
- African American, Two or More Races, SWD, Foster, and SED subgroups: Red
- Banning High: Overall Red, with Hispanic, African American, Two or More Races, SWD, Foster, EL, and SED subgroups also Red.
- Cabazon Elementary: Overall Red, with White, SWD, and SED subgroups also Red.
- Hemmerling Elementary: SWD, and SED subgroups: Red.
- Hoffer Elementary: African American and Homeless subgroups Red.
- Nicolet Middle: African American and Two or More Races subgroups Red.

This increase suggests a need to reassess and strengthen our disciplinary policies and support systems to create a more positive and inclusive school environment.

Areas for Improvement:

Students with Disabilities (SWD):

Students with disabilities show a need for improved academic support. SWD is red at Banning High, Central Elementary, and Hoffer Elementary. We are committed to enhancing our services for students with disabilities by increasing resource availability and integrating more inclusive teaching practices.

College and Career Readiness:

Given the very low status of our SWD, Homeless, and EL subgroups, and the red ratings for SWD and EL subgroups at Banning High, as well as the red ratings for New Horizons and Banning Independent Study, there is a clear need to bolster our college and career readiness programs. Enhancing these programs will ensure that our students are better prepared for their futures.

Suspension Rates:

The increase in suspension rates highlights the necessity for a comprehensive review of our disciplinary practices. Implementing restorative justice practices and positive behavior intervention strategies will be key in addressing this issue.

The following key initiatives have been included to support the needs of unduplicated pupils

- Enhanced college and career guidance (Goal 1)
- Coaching, PD, and support for effective instruction (Goal 1)
- Personnel to support data analysis and strategic initiatives (Goal 1)
- Student wellbeing and alternatives to suspension (Goal 2)
- Outreach and other supports for students who are chronically absent (Goal 2)
- Outreach and communications to support community engagement (Goal 3)
- Specific supports for Equity Multiplier schools (Goal 4)

Reflections: Technical Assistance

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

Banning Unified School District is in technical assistance for six subgroups: African American (Priorities 4,6), Native American (Priorities 4,5), English Learners (Priorities 4,8), Foster Youth (Priorities 5,6), Students with Disabilities (Priorities 6,8), and Two or More Races (Priorities 4,6) for not meeting Local Control Funding Formula (LCFF) priorities. Regarding the 2023 District Dashboard, African Americans are in the lowest status for Mathematics and Suspension; Native Americans are in the lowest status for Mathematics and Chronic Absenteeism; English Learners are in the lowest status for ELA and College Career Indicator; Foster Youth in the lowest status for Suspension and Chronic Absenteeism; Students with Disabilities are in the lowest status for College Career Indicator and Suspension; and Two or More Races are in the lowest status for Mathematics and Suspension.

Banning Unified School District is receiving support from the Riverside County Office of Education and the National Center for Education and Economy in a variety of ways, including data analysis and professional development:

- Data monitoring tools and training were provided to site administrators to review the expected CAASPP data for English Language Arts and Mathematics. This tool and professional development allowed the administrative staff to work with sites to understand the academic data at the start of the school year.
- Assessment Data Review Protocols are utilized to identify students needing additional supports
- In collaboration with the Riverside County Office of Education, administrators received training to understand the changes in the School Dashboard and SPSA development to meet the needs of targeted student subgroups.
- The Riverside County Office of Education supported the district's efforts toward PBIS.
- Elementary and secondary mathematics professional development with Irvine Math Project.

Banning USD level supports offered:

- Monthly attendance data is shared districtwide to monitor Chronic Absenteeism and Enrollment.
- Credit Recovery is offered to students during the school day, before and after school, intersessions, and summer school to support Graduation Rates.
- Monthly data analysis meetings for administrative staff to monitor ongoing academic data.

- Common Formative Assessments and Universal Screening occur twice a year.
- Curriculum mapping for elementary ELA and mathematics (middle school to high school alignment).
- Instructional Coaching in secondary ELA, mathematics, and elementary.
- Robust before/after school programs and intersessions offered to support the academic needs of students.
- Regular PBIS meetings with district and school staff.
- Homeless liaison working with our homeless families to provide support for students.
- Formed a discipline committee to support schools and attend to the needs of students.
- Provided additional staff to school sites to support student mental health.

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:

Banning High School
New Horizons 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 (BUSD), in collaboration with the Riverside County Office of Education (RCOE), is dedicated to supporting its eligible schools in developing Comprehensive Support and Improvement (CSI) plans. These plans are crucial for addressing the specific needs and inequities identified through thorough assessments and data analysis.

Initially, BUSD partnered with RCOE to conduct comprehensive needs assessments at the identified schools. The results of these assessments, combined with local and state California Dashboard indicators, form the foundation for developing the School Plan for Student Achievement (SPSA) for the 2024-25 school year. These plans are meticulously designed to target the specific needs of the schools and to ensure equitable support and resources for all students, with a particular focus on the unduplicated count.

The district's commitment to addressing resource inequities is evident in its collaborative approach with various educational partner groups. By engaging with district-level advisory committees such as the District Parent Advisory Committee, the District English Learner Advisory Committee, and the Budget Committee, BUSD ensures that resource allocation is equitable and supports all students. This collaboration is

particularly important for addressing the unique needs of Banning High School and New Horizons High School, where high suspension rates, low proficiency in mathematics and English Language Arts, and low graduation rates have been identified as critical issues.

In early spring 2024, CSI schools participated in a 3-day ATS/CSI workshop series led by RCOE. These workshops provided an overview of ESSA requirements for CSI, broad data analysis of the Dashboard, educational partners' data analysis, and root cause analysis strategies. Through these workshops, CSI site teams learned various strategies to investigate the root causes of low-performance indicators, including empathy interviews, process mapping, the 5-Whys Protocol, and the Fishbone Diagram. This deep data analysis enabled the teams to clearly define their problem statements and frame their CSI plans effectively.

Regular review and monitoring are integral to the success of the CSI plans. Each school has a dedicated CSI team that meets regularly to review, monitor, and evaluate the implementation of the plans. School site council meetings also play a crucial role in this ongoing evaluation process, ensuring that adjustments and improvements are made as needed to keep the plans effective and aligned with district goals.

For Banning High School, there is a critical need to continue supporting departmental collaboration, analyzing student performance data, and developing interventions based on those assessments. The district can support these areas by providing resources and facilitating professional development to strengthen collaboration among departments. Additionally, the district can offer training on effective data analysis techniques and the implementation of targeted interventions based on assessment results. Moreover, the district recognizes the necessity of creating alternative credit recovery paths beyond the online platform. To address this, the district can also provide access to curriculum resources and materials that cater to various learning styles and needs, ensuring a more personalized approach to credit recovery. By offering these supports, the district ensures that Banning High School can focus on Student Achievement, which remains a priority at the forefront of the school's SPSA. This comprehensive support enables the school to meet the diverse needs of its students and improve overall educational outcomes.

For New Horizons High School, the need for specialized training to support unmotivated learners and address social-emotional issues has been a significant focus. Teachers have expressed the need for professional development tailored to their unique student population, and the SPSAs include provisions for this training. By equipping teachers with the necessary skills to re-engage students and support credit recovery, the district aims to create a more supportive and effective learning environment for these students.

Through these comprehensive actions, Banning Unified School District demonstrates its commitment to enhancing teacher effectiveness and improving student outcomes. By addressing the unique needs of unduplicated count students and ensuring equitable support and resources, the district fosters an inclusive and high-quality educational environment where all students have the opportunity to succeed.

Monitoring and Evaluating Effectiveness

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

The Local Educational Agency (LEA) will implement a robust strategy similar to the one in place for evaluating and monitoring the effectiveness of its Local Control and Accountability Plan (LCAP). This strategy involves using established metrics and goals to assess

progress, evaluate the relevance of budgeted expenditures, and make necessary adjustments as new situations arise. The district will utilize detailed reports to track progress toward implementing actions and services, ensuring that all initiatives align with the intended outcomes.

The district will focus on evaluating progress toward performance on expected outcomes, particularly those highlighted in the state Dashboard. This includes monitoring key indicators such as suspension rates, discipline data, academic achievement (using Banning Common Assessments, and academic diagnostic/screener), and transcript analysis. The real-time data for these indicators will be monitored through Aeries Analytics, providing a comprehensive overview of student and school performance.

To facilitate the monitoring process, the district will use the Schoolwide SPSA Monitoring Tool developed by RCOE. This comprehensive tool allows administrators to easily access and evaluate the implementation and effectiveness of the SPSA. By leveraging this tool, the district can ensure that all actions and services are being implemented as planned and that they are effectively contributing to the desired outcomes.

The CSI school sites will benefit from regular coaching and support provided by RCOE. These schools will meet regularly with the RCOE team to review data related to behavior, academic achievement, and transcript data. These review sessions will help identify areas of strength and areas needing improvement, ensuring that interventions are timely and effective.

CSI school sites will meet at least quarterly with the LEA team to discuss findings, monitor results, and develop the next steps. These meetings will facilitate collaboration between the school sites and the LEA, ensuring that all educational partners are informed and engaged in the continuous improvement process.

The district-level team will conduct regular site visits to provide on-the-ground support and feedback to teachers and administrators. During these visits, the team will observe classroom practices, review implementation progress, and offer constructive feedback to ensure alignment with the SPSAs' actions, goals, and services. These visits also allow the district to gather firsthand insights into the effectiveness of the initiatives and make informed decisions about necessary adjustments.

By integrating these monitoring and evaluation practices, the LEA ensures that its efforts to support student and school improvement are dynamic and responsive. Regular data reviews, educational partner meetings, and site visits create a feedback loop that promotes continuous improvement. This approach not only helps in identifying and addressing issues promptly but also fosters a culture of accountability and excellence across the district.

The district's approach emphasizes data-driven decision-making. By continuously analyzing real-time data and evaluating the impact of implemented actions, the LEA can make informed decisions that enhance the effectiveness of its strategies. This commitment to using data as a guiding tool ensures that resources are allocated efficiently and that interventions are targeted to address the most pressing needs.

The LEA's comprehensive plan for monitoring and evaluating the effectiveness of its support for student and school improvement involves a multi-faceted approach. By leveraging tools like the Schoolwide SPSA Monitoring Tool, conducting regular reviews and site visits, and fostering collaboration with RCOE and school sites, the district ensures that its initiatives are effectively implemented and continuously refined. This strategic approach, grounded in data-driven decision-making and ongoing evaluation, supports the overarching goal of enhancing student outcomes and promoting school improvement across the district.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Hemmerling Elementary School Staff (12-6-23)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the provision of aides and the impact on students, planning time, and behavioral and attendance supports.
Hoffer Elementary School Staff (1-10-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the provision of aides and the impact on students, behavioral and attendance supports, and student wellbeing.
Parent Advisory Meeting (1-11-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key issues included: technology access, support for new teachers, school safety, parent access to information, and parent participation in the educational process.
Central Elementary School Staff (2-7-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the provision of aides (including bi-lingual aides) and the impact on students, collaboration time, behavioral and attendance supports, and safe and clean facilities.

Educational Partner(s)	Process for Engagement
Coombs Alternative Education Students (2/8/24-2/26/24)	Students were surveyed regarding services for unduplicated pupils, social emotional needs, and the alignment of services to student needs. Students were invited to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the availability of CTE courses, and technology access. This data was considered as part of the development of the equity multiplier goal for this school (Goal 4)
Coombs Alternative Education Staff including Banning Independent Study and New Horizons (3-7-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the availability of CTE courses, behavioral and attendance supports, and student wellbeing. This data was considered as part of the development of the equity multiplier goal for this school (Goal 4)
Coombs Alternative Education Staff including Banning Independent Study and New Horizons (3-7-24) - Equity Multiplier Consultation	During the Equity Multiplier Consultation staff were asked to review data specific to their site and provide input regarding their unique needs. Key topics included: the availability of CTE courses. This data was considered as part of the development of Goal 4.
Banning High School Students (3/12/24-3/23/24)	Students were surveyed regarding services for unduplicated pupils, and the alignment of services to student needs. Students were invited to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: technology access, career preparation, the impact of highly qualified teachers, the effectiveness of extra-curricular programs, behavioral and attendance supports, and student wellbeing.
Florida Street Discovery Center Staff (3-20-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included support for early literacy and numeracy, the provision of aides and the impact on students, and student wellbeing.
Florida Street Discovery Center Staff (3-20-24) - Equity Multiplier Consultation	During the Equity Multiplier Consultation staff were asked to review data specific to their site and provide input regarding their unique

Educational Partner(s)	Process for Engagement
	needs. Key topics included support for early literacy and numeracy. This data was considered as part of the development of Goal 4.
Cabazon Elementary School Staff (3-21-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the provision of aides and the impact on students
Nicolet Middle School Staff (2-28-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: collaboration time, afterschool / extra-curricular programs, and behavioral and attendance supports,.
Banning High School Staff (2-29-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: the availability of CTE courses, increased library access outside of the regular school day, collaboration time, behavioral and attendance supports, and student wellbeing.
DELAC (5-1-24)	During a roundtable discussion, principals were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Technology access, support for new teachers, school safety, parent access to information, and parent participation in the educational process.
Principals (5-6-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included, staffing, behavior and attendance, academic support and intervention.
Parent Advisory Meeting (5-9-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new

Educational Partner(s)	Process for Engagement
	initiatives should be added. Key topics included: Technology access, support for new teachers, school safety, parent access to information, parent participation in the educational process.
Banning Teacher Association (5-28-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. The bargaining unit provided feedback on specific positions. Key topics included: the provision of aides and the impact on students, and the role of intervention teachers, and alternatives to suspension
California School Employees Association Chapter 147 (5-28-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. The bargaining unit provided feedback on specific positions. Key topics included: the provision of aides and the impact on students, and the role of intervention teachers, and alternatives to suspension
SELPA Consultation (5-30-24)	During the engagement sessions staff were asked to review portions of the document and associated data and to to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. Key topics included: Supports for students with disabilities.

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

In the engagement process, educational partners were provided with a comprehensive presentation that outlined key initiatives for each goal. This presentation included details regarding past actions related to those goals, ensuring all partners had a thorough understanding of the context and background for each goal.

During the engagement sessions, educational partners, including teachers, principals, administrators, school personnel, local bargaining units, parents, and students, were asked to provide their input on various aspects of the presented initiatives. Specifically, they were asked to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added.

Partners identified actions and strategies that had been successful and should continue. They suggested adjustments to existing initiatives to improve their effectiveness and indicated which actions or strategies were not yielding the desired outcomes and should be discontinued. Additionally, partners proposed new initiatives and actions that could address unmet needs or emerging priorities.

Partners also identified key areas of focus such as increased provision of instructional aides (G1.A8), recruitment, retention, developing the talent of highly qualified personnel (G1.A2, G1.A9, G1.14), college and career preparation (G1.A10), enhancing learning through extra-curricular programs (G1.A11), collaboration time (G1.A15), school climate and safety (G2.A4, G2.A5, G2.A6) including support for behavior (G2.A3, G2.A4, G2.A7), attendance (G2.A2, G2.A4), and well-being (G2.A1, G2.A3, G2.A7), and greater parental involvement in the educational process (G3.A1, G3.A2). Based on the survey responses, several additional insights and proposed actions emerged. A significant number of students indicated the need for increased support for foster youth, English learners, and low-income students. There were mixed perceptions about the effectiveness of teacher training, highlighting the need for enhanced professional development focused on culturally responsive teaching practices. Many students felt that improvements in the availability of bussing would positively impact attendance. Feedback also emphasized the importance of safety and climate initiatives, leading to the proposal of programs like peer mentoring and anti-bullying campaigns. These insights were incorporated into the district's refined goals, which now focus on academic achievement, a safe and healthy learning environment, and parent and community engagement. Technology access ranked high among key supports for learning. This data was used in the development of several actions (G1.A2, G1.A4, G1.9)

In parallel with gathering educational partner feedback, there was a strategic realignment of district goals. Board study sessions were held to discuss the vision for the district and to conduct a detailed review of academic outcomes. This led the board to narrow the goals from five to three, placing a stronger emphasis on achievement, safety, and climate.

Based on the input from educational partners, several goals were developed and refined. For instance, Goal 1 focuses on accelerating student academic achievement through culturally and linguistically responsive, standards-based instructional strategies. This goal was influenced by the community's emphasis on equity, academic excellence, and preparing students for college, careers, and lifelong learning. Additionally, the specific needs of English learners were highlighted to ensure their academic and language development needs were met effectively.

Goal 2 aims to cultivate a safe and healthy learning environment that is culturally responsive to all students and staff. This goal includes tiered academic, behavioral, and social-emotional interventions and supports, providing emotional safety for students and staff. The focus on safety and climate was strengthened based on feedback emphasizing the importance of a supportive and inclusive school climate. This led to enhancements in well-being and guidance initiatives, and a strategic alignment of actions to support these areas.

Goal 3 focuses on increasing parent and community engagement by developing sustained and transparent relationships with community partners as collaborators. Educational partners highlighted the need for stronger home-to-school connections, more parent education workshops, and greater involvement in decision-making processes. This input led to specific actions such as revisions to parent outreach programs, employment of a District Outreach Specialist, and improved communication strategies to ensure parents and community members are actively engaged and informed.

Goal 4 focuses on enhancing educational equity and student success at New Horizons School, and Banning Independent Study School, and Florida Street Discovery Center School in response to the unique needs and challenges faced by unduplicated count students, including English learners, low-income students, and foster youth. The district recognizes that these students often require additional support and resources to achieve academic success and overall well-being. The development of this goal was influenced by discussions at these sites of the equity multiplier funds. For New Horizons and Independent, study who share a campus and administrative / support staff, particular attention has been paid to their needs with respect to college and career readiness and personalized learning plans.

Goal 5 focuses on enhancing educational equity and student success at and Florida Street Discovery Center School in response to the unique needs and challenges faced by unduplicated count students, including English learners, low-income students, and foster youth. The district recognizes that these students often require additional support and resources to achieve academic success and overall well-being. The development of this goal was influenced by discussions at these sites of the equity multiplier funds. Particular attention has been paid to the needs of Florida Street with respect to Professional Development for Teachers, early literacy and numeracy programs, and social-emotional learning.

Moreover, an alignment was carried out to ensure that actions were consistent with the district's vision and priorities. This led to several modifications relative to the prior LCAP, such as revisions to teacher specialist positions, enhancements in well-being and guidance initiatives, and an overall focus on improving the graduation rate.

To maintain a strategic focus on priority outcomes, all actions were aligned to data. This data-driven approach ensures that each action supports the key goals and addresses the specific needs identified through comprehensive data analysis. For instance, metrics such as CAASPP scores, chronic absenteeism rates, and graduation rates are used to measure progress and guide adjustments. By continuously monitoring these metrics, the district can ensure that resources are allocated effectively and that strategies are having the desired impact on student outcomes.

Additionally, the outcomes are focused on closing equity gaps over the next several years. By targeting disparities in academic performance, attendance, and graduation rates, the district aims to ensure that all students, regardless of background, have the opportunity to succeed. This commitment to equity is reflected in the strategic alignment of actions and the rigorous use of data to monitor progress and make informed decisions.

Several actions were implemented in response to feedback. For instance, the refinement of instructional coaching programs aimed at enhancing teacher effectiveness, particularly for unduplicated students, reflects the need for tailored support identified during consultations. The instructional coaching program focuses on English Language Arts (ELA) and mathematics, and it empowers teachers with the tools, strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically.

Additionally, initiatives like parent outreach programs and the employment of both the District Safety Coordinator and a District Outreach Specialist were introduced to improve parent and community engagement, addressing the need for stronger home-to-school connections, as well as a safe and secure environment. These actions were all maintained or refined based on feedback from educational partners to ensure they are aligned with district priorities and effectively support student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accelerate student academic achievement through rigorous and engaging culturally and linguistically responsive and standard-based instructional strategies preparing all students to be college and career-ready upon graduation and to be lifelong learners including the academic and language development needs of English Learners and build the capacity of teachers and principals as instructional leaders	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of Goal 1 reflects the Banning Unified School District's commitment to equity, academic excellence, and preparing all students for success in college, careers, and beyond. Banning USD recognizes the unique needs of diverse student populations and aims to provide the support and resources necessary to meet those needs effectively in the following areas:

Equity and Inclusion: The goal reflects a commitment to equity and inclusion by ensuring that all students, regardless of their cultural or linguistic background, have access to high-quality education. Recognizing and valuing diverse cultures and languages is essential for creating an inclusive learning environment where every student feels respected and supported.

College and Career Readiness: By focusing on rigorous and engaging instructional strategies, the district aims to prepare all students to be college and career-ready upon graduation. This goal aligns with broader educational objectives aimed at equipping students with the knowledge, skills, and competencies needed for success in higher education and the workforce.

Lifelong Learning: Emphasizing the development of lifelong learners underscores the importance of fostering a growth mindset and a love for learning beyond the classroom. Encouraging students to become lifelong learners prepares them to adapt to new challenges, pursue further education or training, and remain engaged in their personal and professional development throughout their lives.

Support for English Learners: Addressing the academic and language development needs of English Learners is critical for ensuring their academic success and linguistic proficiency. Culturally and linguistically responsive instructional strategies recognize and leverage students' linguistic and cultural assets to support their learning and language development effectively.

Professional Development for Teachers and Principals: Building the capacity of teachers and principals as instructional leaders is essential for implementing effective instructional strategies and supporting student achievement. Providing professional development opportunities focused on culturally responsive practices, standards-based instruction, and instructional leadership equips educators with the knowledge and skills needed to meet the diverse needs of their students effectively.

This Goal will support the specific needs of student groups not meeting Local Control Funding Formula (LCFF) priorities: African American (Priorities 4,6), Native American (Priorities 4,5), English Learners (Priorities 4,8), Foster Youth (Priorities 5,6), Students with Disabilities (Priorities 6,8), and two or more races (Priorities 4,6) not meeting Local Control Funding Formula (LCFF) priorities.

This Goal will also support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.

This Goal will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Socio-economically Disadvantaged. New Horizons similar performance for the Homeless student group although this student group did not meet criteria for dashboard inclusion.

This Goal will support the schools and students groups who received the lowest performance level in ELA on the 2023 Dashboard which are: Districtwide: English Learner; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Hoffer Elementary: Students with Disabilities; Nicolet Middle: Hispanic, African American, English Learner, Socio-economically Disadvantaged, and Homeless. New Horizons and Banning Independent Study had similar schoolwide performance but did not meet criteria for dashboard inclusion.

This Goal will support the schools and students groups who received the lowest performance level in Math on the 2023 Dashboard which are: Districtwide: Native American, African American, Two or More Races; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Nicolet Middle: Schoolwide, Hispanic, White, Homeless, English Learner, Socio-economically Disadvantaged. New Horizons and Banning Independent Study had similar schoolwide performance but did not meet criteria for dashboard inclusion.

Additionally, this Goal will support the schools and students groups who received the lowest performance level in ELPI on the 2023 Dashboard which are: Hoffer Elementary

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: District Dashboard Data	District: -72.6 DFS English Learner: -96.6 DFS Prior TK Enrollment: -62.1 DFS			District: -42.6 DFS English Learner: -40.80 DFS Prior TK Enrollment: -32.10 DFS	
1.2	CAASPP ELA: School Dashboard Data	Banning High All Students: -78.1 DFS Hispanic: -82.3 DFS Students with Disabilities: -180.6 DFS Socio-economically Disadvantaged: -83.5 DFS Central Elementary Students with Disabilities: -145.7 DFS Hoffer Elementary Students with Disabilities: -98.9 DFS Nicolet Middle Hispanic: -93.9 DFS African American: -135.9 DFS English Learner: -120.7 DFS Socio-economically Disadvantaged: -97.2 DFS Homeless: -127.3 DFS Banning Independent Study: -83.7 DFS			Banning High All Students: -30.63 DFS Hispanic: -32.94 DFS Students with Disabilities: -88.20 DFS Socio-economically Disadvantaged: -50.23 DFS Central Elementary Students with Disabilities: -93.77 DFS Hoffer Elementary Students with Disabilities: -61.01 DFS Nicolet Middle Hispanic: -57.51 DFS African American: -86.91 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Horizons: -109.2 DFS			English Learner: -76.27 DFS Socio-economically Disadvantaged: -59.82 DFS Homeless: -80.89 DFS Banning Independent Study: -52.47 DFS New Horizons: -68.22 DFS	
1.3	CAA ELA	District Level 3: 18.52%			District Level 3: 26.02%	
1.4	I-Ready ELA: Met Annual Growth / Met Stretch Growth	District: All Students: 44.92% / 20.87% English Learner: 40.56% / 16.90% Prior TK Enrollment: 46.15% / 22.89% Central Elementary Students with Disabilities: 44.53% / 17.97% Hoffer Elementary Students with Disabilities: 24.14% / 8.62%			District: All Students: 59.92% / 26.87% English Learner: 65.02% / 27.69% Prior TK Enrollment: 61.15% / 28.89% Central Elementary Students with Disabilities: 59.65% / 24.84% Hoffer Elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Nicolet Middle Hispanic: 46.65% / 21.80% African American: 42.86% / 12.70% English Learner: 46.63% / 22.09% Socio-economically Disadvantaged: 46.93% / 20.27% Homeless: 44.62% / 18.46%</p> <p>Banning Independent Study (K-8): 32.14% / 14.29%</p>			<p>Students with Disabilities: 45.37% / 18.30%</p> <p>Nicolet Middle Hispanic: 61.65% / 27.80% African American: 58.48% / 21.15% English Learner: 61.63% / 28.09% Socio-economically Disadvantaged: 61.93% / 26.45% Homeless: 59.71% / 25.18%</p> <p>Banning Independent Study (K-8): 50.97% / 22.26%</p>	
1.5	CAASPP Math: District Dashboard Data	<p>District: -111.6 DFS Native American: -169.7 DFS African American: -138.4 DFS Two or More Races: -126.2 DFS Prior TK Enrollment: -80.4 DFS</p>			<p>District: -86.6 DFS Native American: -123.8 DFS African American: -101.9 DFS Two or More Races: -76.9 DFS Prior TK Enrollment: -50.4 DFS</p>	
1.6	CAASPP Math: School Dashboard Data	Banning High			Banning High	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: -150.9 DFS</p> <p>Hispanic: -150.8 DFS</p> <p>Students with Disabilities: -234.7 DFS</p> <p>Socio-economically Disadvantaged: -153.5 DFS</p> <p>Central Elementary Students with Disabilities: -129.5 DFS</p> <p>Nicolet Middle All Students: -145.3 DFS</p> <p>Hispanic: -146.2 DFS</p> <p>White: -147.3 DFS</p> <p>Homeless: -167.4 DFS</p> <p>English Learner: -165.7 DFS</p> <p>Socio-economically Disadvantaged: -148.0 DFS</p> <p>Banning Independent Study: -52.47 DFS</p> <p>New Horizons: -68.22 DFS</p>			<p>All Students: -103.8 DFS</p> <p>Hispanic: -110.5 DFS</p> <p>Students with Disabilities: --136.56 DFS</p> <p>Socio-economically Disadvantaged: -112.4 DFS</p> <p>Central Elementary Students with Disabilities: -95.63 DFS</p> <p>Nicolet Middle All Students: -106.7 DFS</p> <p>Hispanic: -107.3 DFS</p> <p>White: -108.0 DFS</p> <p>Homeless: -122.2 DFS</p> <p>English Learner: --121.0 DFS</p> <p>Socio-economically Disadvantaged: -108.6 DFS</p> <p>Banning Independent Study: -123.91 DFS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					New Horizons: -116.84 DFS	
1.7	CAA Math	District Level 3: 3.85%			District Level 3: 11.35%	
1.8	I-Ready Math: Met Annual Growth / Met Stretch Growth	<p>District: All Students: 39.12% / 14.45% Native American: 31.03% / 15.52% African American: 35.96% / 12.72% Two or More Races: 38.95% / 17.89% Prior TK Enrollment: 37.94% / 15.03%</p> <p>Central Elementary Students with Disabilities: 58.48% / 25.73%</p> <p>Nicolet Middle All Students: 34.85% / 10.32% Hispanic: 33.94% / 9.85% White: 45.45% / 11.69% Homeless: 34.72% / 9.72% English Learner: 34.86% / 10.86% Socio-economically Disadvantaged: 34.47% / 10.44%</p>			<p>District: All Students: 54.12% / 20.45% Native American: 48.46% / 21.25% African American: 51.91% / 19.24% Two or More Races: 54.00% / 23.89% Prior TK Enrollment: 53.29% / 21.03%</p> <p>Central Elementary Students with Disabilities: 73.48% / 31.73%</p> <p>Nicolet Middle All Students: 51.13% / 17.56% Hispanic: 50.49% / 17.23% White: 60.45% / 18.52% Homeless: 51.04% / 17.14%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning Independent Study (K-8): 37.93% / 8.62%			English Learner: 51.14% / 17.94% Socio-economically Disadvantaged: 50.87% / 17.64% Banning Independent Study (K-8): 55.03% / 18.30%	
1.9	CAST: Difference from standard	District: All Students: -23.3 DFS Native American: -29.02 DFS Two or More Races: -26.6 DFS English Learners: -27.2 DFS Homeless:-28.5 DFS			District: All Students: 6.7 DFS Native American: 2.7 DFS Two or More Races: 4.4 DFS English Learners: 4.0 DFS Homeless:3.0 DFS	
1.10	High School Graduation Rate	District: All Students 83.7% White: 61.8% Banning High Students with Disabilities: 63.0% Banning Independent Study: 86.70% New Horizons: 70.40%			District: All Students 92.7% White: 80.7% Banning High Students with Disabilities: 77.3% Banning Independent Study: 92.70% New Horizons: 80.39%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	High School Dropout Rate	District: All Students: 10.2% White: 33.3% Banning High: Students with Disabilities: 18.5% Banning Independent Study: 14.3% New Horizons: 15.4%			District: All Students: 1.2% White: 13.9% Banning High: Students with Disabilities: 5.8% Banning Independent Study: 7.07% New Horizons: 7.84%	
1.12	Middle School Dropout Rate	Hispanic <1% (5) White 1% (1)			Hispanic <1% (2) White 0% (0)	
1.13	College and Career Indicator Prepared: District	District: 26.0% Students with Disabilities: 0.0% Homeless: 6.7% English Learner: 4.3%			District: 41.0% Students with Disabilities: 22.8% Homeless: 20.6% English Learner: 36.6%	
1.14	College and Career Indicator Prepared: School	Banning High Students with Disabilities: 0.0% English Learner: 5.7% New Horizon High All Students: 1.9% Hispanic: 0.0% Homeless: 0.0%			Banning High Students with Disabilities: 34.2% English Learner: 37.3% New Horizon High All Students: 13.0% Hispanic: 11.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged: 0.0% Banning Independent Study All Students: 0.0% Socio-economically Disadvantaged: 0.0%			Homeless: 11.4% Socio-economically Disadvantaged: 11.4% Banning Independent Study All Students: 34.2% Socio-economically Disadvantaged: 34.2%	
1.15	CTE Enrollment: % of juniors and seniors are enrolled in one or more CTE Pathways	58%			66%	
1.16	CTE: Post Secondary Survey: Graduates working in a related industry	33%			48%	
1.17	Percentage of students completing CTE program(s)	District: All Students: 11.7% Students with Disabilities: 8.2% Homeless: 4.8% English Learner: 4.3% Banning High Students with Disabilities: 9.3% English Learner: 5.7% Banning Independent Study			District: All Students: 31.1% Students with Disabilities: 28.5% Homeless: 26.1% English Learner: 36.6% Banning High Students with Disabilities: 39.3% English Learner: 37.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: 0% Socio-economically Disadvantaged: 0%</p> <p>New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9%</p>			<p>Banning Independent Study All Students: 34.2% Socio-economically Disadvantaged: 34.2%</p> <p>New Horizon High All Students: 13.0% Hispanic: 11.4% Homeless: 11.4% Socio-economically Disadvantaged: 13.0%</p>	
1.18	Percentage of students completing UC/CSU Entrance Requirements (A-G)	<p>District: All Students: 29.6% Students with Disabilities: 3.3% Homeless: 12.9% English Learner: 14.9%</p> <p>Banning High Students with Disabilities: 3.7% English Learner: 20%</p> <p>Banning Independent Study All Students: 6.7% Socio-economically Disadvantaged: 7.1%</p>			<p>District: All Students: 44.6% Students with Disabilities: 25.1% Homeless: 31.8% English Learner: 42.2%</p> <p>Banning High Students with Disabilities: 26.2% English Learner: 45.2%</p> <p>Banning Independent Study</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All Students: 38.9% Socio-economically Disadvantaged: 38.1%	
1.19	Percentage of students completing UC/CSU Entrance Requirements (A-G) AND CTE program(s)	District: All Students: 4.2% Students with Disabilities: 0% Homeless: 1.6% English Learner: 0% Banning High: Students with Disabilities: 0% English Learner: 0% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%			District: All Students: 25.7% Students with Disabilities: 23.9% Homeless: 22.8% English Learner: 34.2% Banning High: Students with Disabilities: 34.2% English Learner: 34.2% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%	
1.20	AP Pass rate (Percentage of students passing one or more exams with a 3 or better / Number of students	May 2023 District: All Students: 24.8% Students with Disabilities: 25.0% Homeless: 10.0% English Learner: 50.0%			District: All Students: 40.1% Students with Disabilities: 40.3% Homeless: 29.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	attempting AP exams in a single year)				English Learner: 72.5%	
1.21	Percentage of students meeting EAP	Prepared / Conditionally Prepared ELA District: 6.73% / 20.54% Banning HS: 7.11% / 20.16% Math District: 1.68% / 5.72% Banning HS: 1.65% / 7%			Prepared / Conditionally Prepared ELA District: 14.23% / 28.04% Banning HS: 18.36% / 31.58% Math District: 9.18% / 13.22% Banning HS: 9.16% / 14.5%	
1.22	AVID Enrollment	District: 1786 Central: 502 Hoffer: 219 Nicolet: 97 Nicolet Homeless: 4 Nicolet SWD: 3 Nicolet EL: 1 Banning HS: 196 Banning HS Homeless: 4 Banning HS SWD: 2 Banning HS EL: 9			District: 2173 Central: 622 Hoffer: 339 Nicolet: 187 Nicolet Homeless: 13 Nicolet SWD: 25 Nicolet EL: 16 Banning HS: 286 Banning HS Homeless: 16 Banning HS SWD: 8 Banning HS EL: 36	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	English Learner Progress Indicator (CA Dashboard)	District: 51.8% Hoffer Elementary: 44.1%			District: 51.8% Hoffer Elementary: 44.1%	
1.24	EL Reclassification Rate	2022-23 District: 8.85% Cabazon: 0.00% Central: 9.00% Hemmerling: 8.60% Hoffer: 1.47% Nicolet: 16.90% Banning HS: 4.71% Banning Independent Study: 12.50% New Horizons: 0.00%			District: 14.85% Cabazon: 7.66% Central: 15.0% Hemmerling: 14.60% Hoffer: 12.30% Nicolet: 22.90% Banning HS: 10.96% Banning Independent Study: 18.50% New Horizons: 25%	
1.25	Implementation of Academic Standards	Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History - Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5			Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History - Social Science: 5/5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Next Generation Science Standards: 5/5</p> <p>Policy & Program Support: English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History - Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5</p> <p>Implementation of Standards: Career Technical Education: 4/5 Physical Education Model Content Standards: 4/5 World Language: 4/5 Health Education Content Standards: 4/5 Visual and Performing Arts: 3/5</p>			<p>English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5</p> <p>Policy & Program Support: English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History - Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5</p> <p>Implementation of Standards:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Engagement of School Leadership:</p> <p>Identifying the professional learning needs of groups of teachers or staff as a whole: 4/5</p> <p>Providing support for teachers on the standards they have not yet mastered: 4/5</p> <p>Identifying the professional learning needs of individual teachers: 4/5</p>			<p>Career Technical Education: 5/5</p> <p>Physical Education Model Content Standards: 5/5</p> <p>World Language: 5/5</p> <p>Health Education Content Standards: 5/5</p> <p>Visual and Performing Arts: 5/5</p> <p>Engagement of School Leadership: Identifying the professional learning needs of groups of teachers or staff as a whole: 5/5</p> <p>Providing support for teachers on the standards they have not yet mastered: 5/5</p> <p>Identifying the professional learning needs of individual teachers: 5/5</p>	
1.26	Sports Participation	Banning HS: 31.5% Nicolet Middle: 18.5%			Banning HS: 73.10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Nicolet Middle: 72.90%%	
1.27	CTI Teacher Participation and Completion	2023-24 Participation 23 Candidates Completion Rate: 100% of eligible candidates			Candidates will vary based on the needs to new hires Completion Rate: 100% of eligible candidates	
1.28	CTI Teacher Match Quality	December 2023 Program Report: Program alignment to agency expectations: 3.32 of 4 Coach-Candidate Match: 3.82 of 4			December 2023 Program Report: Program alignment to agency expectations: 3.5 of 4 Coach-Candidate Match: 3.9 of 4	
1.29	Student Chomebook utilization as logged in Clever.	2023-2024 School Year Students accessed educational apps, lesson and materials an average of 2.4 hours per day.			Maintain Access of 2.4 hours per day.	
1.30	Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	For Use At School And At Home					
1.31	Appropriately Assigned Teachers: Fully Credentialed Percentage	2023 Dashboard 86.5% Above State Average			89.5% - Above State Average	
1.32	Teacher Recruitment and retention: "Stay" Survey Results	Satisfaction with current position in the district 8.5/10			Satisfaction with current position in the district 9/10	
1.33	Teacher Assignment Monitoring Data (TAMO) as reported on the first Wednesday of October.	<p>2021-22 93.6% of Teaching Full Time Equivalent Positions were filled by fully credentialed teachers.</p> <p>6.4% (15 of 234) of Teaching FTES were either vacant (9) or filled by a teacher who was in the process of becoming fully credentialed (6 were transferring an out of state credential or adding authorization for an elective)</p>			96% of Teaching Full Time Equivalent Positions filled by fully credentialed teachers, with less than 4% vacancies.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaching Program	<p>Enhance teacher effectiveness by providing instructional coaches to offer targeted support in English Language Arts, mathematics, and technology integration, focusing on meeting the needs of the lowest-performing student groups.</p> <p>1. Secondary ELA Coach and Math Instructional Coach: We aim to offer targeted support to teachers in these critical subject areas by providing specialized instructional coaches for secondary ELA and Math. These coaches will work closely with teachers to develop and implement effective instructional strategies that meet the diverse learning needs of unduplicated count students. They will provide resources, model best practices, and offer ongoing feedback and support to enhance teacher effectiveness and student learning outcomes.</p> <p>2. Elementary Teacher Specialists: Recognizing the importance of early intervention and instructional coaching, we propose the addition of Elementary Teacher Specialists to support teachers in grades K-5. These support staff will collaborate with elementary teachers to strengthen their instructional practices in ELA, mathematics, and student intervention. By focusing on the foundational years of education, we can better equip teachers to meet the needs of unduplicated count students and foster their academic growth from an early age.</p>	\$1,028,777.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	New Teacher Coaching: 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> <p>1) District teachers for new teacher coaching</p> <p>2) Providing county-level professional development support for new teachers</p>	\$114,683.00	Yes
1.3	Enhancing Educational Quality through Strategic Staffing	<p>The district aims to enhance teacher collaboration time by adding Elementary School Physical Education Teachers, which will allow classroom teachers more opportunities for professional development and planning. Employing a Middle School Visual and Performing Arts teacher will cultivate artistic expression and creativity among students, enriching their educational experience. Additionally, appointing an Orchestra Teacher at the High School level will promote musical education and ensemble performance, fostering students' musical talents and teamwork skills. These strategic positions are essential for providing a well-rounded, high-quality education that meets the diverse needs of our students.</p> <p>1) Elementary School Physical Education Teachers to enhance teacher collaboration time.</p> <p>2) Middle School Visual and Performing Arts teachers to cultivate artistic expression and creativity.</p> <p>3) Orchestra Teacher at the High School level to promote musical education and ensemble performance.</p>	\$755,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Support Staff	<p>Provide staff to support the planning, oversight, and implementation of technology-related initiatives to enhance educational outcomes and address the diverse needs of students, teachers, and parents. This includes:</p> <p>1) Innovation of Technology Officer to support teachers with updated hardware and software tailored to the specific needs of unduplicated students, fostering an inclusive and accessible learning environment.</p> <p>2) System Engineer to maintain and optimize the technological infrastructure, ensuring reliable access to digital resources and services for all stakeholders.</p> <p>3) Technology Department Staff Secretary to provide administrative support, facilitating efficient communication and coordination within the technology department and across the educational community.</p> <p>4) Technology Technicians to repair, update systems, and increase support for the districtwide 2:1 technology initiative with a focus on improving student engagement for the unduplicated count and students with disabilities.</p>	\$757,180.00	Yes
1.5	Enhancing Academic Equity and Achievement	<p>Allocate resources to employ staff dedicated to supporting local and state assessments, overseeing management systems, monitoring data, and implementing intensive interventions, specifically focusing on unduplicated count students. This includes:</p> <p>1) Assistant Superintendent of Academic Services to oversee and coordinate educational programs, ensuring alignment with assessment standards and facilitating targeted interventions for unduplicated count students to enhance academic achievement.</p>	\$722,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2) Director of Educational Services and support staff to provide strategic leadership in implementing assessment policies, managing educational programs, and coordinating interventions, focusing on supporting the needs of unduplicated count students at both elementary and secondary levels.</p> <p>3) Coordinator of Data and Assessment to manage assessment data, analyze trends, and identify areas for improvement, with a specific focus on unduplicated count students. This staff member will also facilitate data-driven decision-making processes to enhance student outcomes.</p> <p>4) To enhance local and state assessments and provide targeted support for unduplicated count students, the district has extended the calendar of the Coordinator of Data and Assessment by 9 days. This extension allows for meticulous preparation and administration of assessments, in-depth data analysis, extensive professional development, and increased collaboration with educational partners to ensure the effective implementation of data-driven strategies.</p> <p>5) BARR (Building Assets, Reducing Risks) Coordinators are essential teacher leaders dedicated to supporting student success through the implementation of the BARR model at Banning High School and Nicolet Middle School. Their primary role is to ensure the effective integration of the BARR framework, which focuses on building strong relationships, identifying and addressing student needs, and fostering a supportive and inclusive school environment.</p> <p>6) Coordinator of Instruction will be responsible for planning, coordinating, and implementing instructional programs and initiatives to enhance teaching and learning. This role involves working closely with teachers, administrators, students, and parents to ensure that instructional practices are effective, innovative, and aligned with district and state standards. The Coordinator of Instruction focuses on integrating technology, supporting curriculum development, providing professional development, and ensuring that all students have access to high-quality education.</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Strengthening Support for English Language Learners	<p>Enhance Structured English Immersion and Dual Immersion by providing targeted support to English Language Learner (ELL) students through progress monitoring, and interventions tailored for their specialized needs. This includes:</p> <p>1) Secondary Counselors to support the college and career guidance of English Language Learner (ELL) students.</p> <p>2) Language Specialist to assist with document and meeting translations to support parent outreaches.</p> <p>3) Bilingual Aides to support classroom instruction, facilitate communication between teachers and English Language Learner (ELL) students, and provide targeted assistance to ELL students in navigating academic content and language acquisition challenges.</p>	\$442,871.00	Yes
1.7	Empowering Educators to Enhance English Language Learner Support for LTELs	<p>Enhance Structured English Immersion and Dual Immersion by offering educators focused professional development to address the instructional needs of Long-Term English Language Learner (LTEL) students, including coaching, professional learning opportunities, English Language Development (ELD) curriculum enhancement, and progress monitoring. This encompasses:</p> <p>1) Professional Development: English Language Development professional development for teachers and bilingual aides.</p> <p>2) Professional Development: Tailored Writing Workshops designed to benefit LTEL students.</p> <p>3) Language Acquisition Program: English Language Development Specialist to further enhance support for ELL students.</p>	\$164,239.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Kindergarten Instructional Aides	<p>Enhance student support by funding current instructional aides in Kindergarten general education classrooms to provide targeted small group and 1:1 instruction for unduplicated count students.</p> <p>1) Fund 3-hour part-time instructional aides</p> <p>2) Sustain funding for instructional aides to assist unduplicated special education students.</p> <p>3) Provide literacy and English language acquisition support for English Learner students across all content areas, under the guidance of a certificated teacher.</p> <p>4) Deliver literacy and mathematics support for unduplicated count students, including those with disabilities, supervised by a certificated teacher.</p>	\$572,958.00	Yes
1.9	Recruitment and Retention Initiatives	The needs of unduplicated count students and students with disabilities were considered first in an effort to develop and implement strategies focused on the recruitment and retention of high-quality teaching.	\$2,230,901.00	Yes
1.10	Career Technical Education (CTE)	<p>Expand Career Technical Education (CTE) offerings to equip unduplicated count students with technical expertise and employability skills, enriching academic education and readying them for diverse college and career pathways.</p> <p>1) Employ CTE Teachers across various disciplines (Theater, Technical Theater, Automotive, Digital Film) to bolster the CTE high school program.</p>	\$531,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Student Enrichment and Academic Support Initiative	<p>Employ extra-curricular while providing necessary resources and support to offer students diverse opportunities that foster holistic development and academic success. This includes ensuring equitable access to library resources, and athletic support services, focusing on unduplicated count students.</p> <p>1) High School Athletic Director to oversee athletic programs and support student-athlete development.</p> <p>2) High School Athletic Clerk to assist with clerical tasks related to athletics.</p> <p>3) Library Media Specialists to provide access to library services.</p> <p>4) Extend additional hours for Library Media Specialists to enhance library services and support student research and learning.</p> <p>5) Offer enrichment stipends to recognize and incentivize educators for their contributions to student enrichment programs.</p> <p>6) Provide funding to procure proper and safe athletic equipment for student-athletes.</p> <p>7) Allocate funding for sports transportation to facilitate student participation in extracurricular activities.</p> <p>8) Athletic trainer will play a crucial role in promoting physical health and well-being, offering tailored support to student-athletes, and addressing their individual needs during the game.</p>	\$1,422,976.00	Yes
1.12	Enhance Student Academic and Developmental Support Services through	To provide effective counseling and support services that address all students' academic and developmental needs, with a specific focus on unduplicated count students. This goal fosters holistic student growth, social-emotional learning, and college and career readiness.	\$892,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Comprehensive Counseling Initiatives	<p>1. Counselors to provide academic and behavioral support, prioritizing social and emotional learning for all students, including unduplicated count students.</p> <p>2. Continue to support the AVID Program across grades K-12, emphasizing college readiness and academic success for students from diverse backgrounds.</p> <p>3. College and Career Readiness Counselor to oversee the High School Career Center, offering comprehensive guidance and resources to students as they navigate post-secondary education and career pathways.</p>		
1.13	Optimizing Class Sizes for Enhanced Learning Support	<p>Prioritize Unduplicated Count and Students with Disabilities in Maintaining Optimal Class Sizes for Effective Differentiated Instruction and Learning Support.</p> <p>1) Employ additional teachers beyond union ratios for TK-5</p>	\$1,253,002.00	Yes
1.14	Peer Assistance and Review (PAR) Program	<p>The Peer Assistance and Review (PAR) Program is a comprehensive district-level professional initiative designed to enhance teacher effectiveness and improve student outcomes. This program includes structured mentorship, regular observation, and rigorous, standards-based evaluation of teachers. The primary focus is to address the needs of the unduplicated count, ensuring equitable support and resources are provided to all students.</p> <p>1. Mentors: Experienced district teachers who serve as mentors to provide guidance, support, and feedback to participating teachers. Mentors should possess exemplary teaching skills, strong communication abilities, and a commitment to professional development.</p>	\$15,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. Observers/Evaluators: Trained personnel responsible for conducting regular classroom observations and evaluations. These individuals should have expertise in educational standards, assessment practices, and instructional methodologies.</p> <p>3. PAR Committee: A dedicated committee composed of representatives from various stakeholders, including teachers, and administrators. The committee oversees the implementation of the PAR program, ensures alignment with district goals, and makes recommendations for improvement.</p> <p>4. Professional Development Opportunities: Provide training sessions and workshops to mentors and participating teachers.</p>		
1.15	Strategic Collaboration for Data-Driven Student Success	Allocate time for teachers to collaborate on data analysis, curriculum pacing, and planning interventions, aimed at bridging the achievement gap for unduplicated students.	\$2,010,466.00	Yes
1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	<p>Prioritize Unduplicated Count and Students with Disabilities in Maintaining Optimal Class Sizes for Effective Differentiated Instruction and Learning Support.</p> <p>1) Employ additional teachers beyond union ratios for TK-5</p>	\$7,084,497.00	No
1.17	Direct Technical Assistance	The Banning Unified School District will leverage Direct Technical Assistance to develop and implement targeted intervention strategies aimed at addressing the specific needs of African Americans (Priorities 4, 6), Native Americans (Priorities 4, 5), English Learners (Priorities 4, 8), Foster Youth (Priorities 5, 6), Students with Disabilities (Priorities 6, 8), and students of two or more races (Priorities 4, 6) not meeting Local Control Funding Formula (LCFF) priorities. Through collaboration with the National	\$62,589.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Center on Education and the Economy (NCEE), the California Collaborative for Educational Excellence (CCEE), and the Riverside County Office of Education (RCOE), the district will implement the following actions:</p> <ol style="list-style-type: none"> 1. Standards and Assessments: <ul style="list-style-type: none"> • Vertical Articulation Collaboration: Facilitate regular meetings among teachers across different grade levels to ensure curriculum continuity and progression, focusing on the specific needs of the identified student groups. • Standards Matrix Development: Assist teachers in creating detailed standards matrices to clearly outline learning objectives and benchmarks tailored to the needs of unduplicated pupils. • Assessment Revisions Continuously update and refine assessments to better capture the academic progress of these student groups, ensuring they are fair, comprehensive, and aligned with learning goals. • Data Reflection Sessions: Conduct regular sessions for teachers to analyze student data, identify trends, and share effective practices for improving student outcomes. 2. Relationship Building: <ul style="list-style-type: none"> • Teacher-Student Relationships: Promote programs and professional development that emphasize building strong, supportive relationships between teachers and students, particularly those from unduplicated groups. • Family and Community Engagement: Develop initiatives to engage families and communities in the educational process, creating a support network that fosters student success. 3. Integration of Efforts: <ul style="list-style-type: none"> • Cross-Department Collaboration: Encourage collaboration between various departments and programs to ensure a unified approach to addressing the needs of unduplicated pupils. • Holistic Support Services: Integrate academic, social-emotional, and extracurricular support services to provide comprehensive care for the identified student groups. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Resource Allocation: Ensure that resources, including funding, staff, and materials, are equitably distributed to support the targeted intervention strategies. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 2 reflects the Banning Unified School District's commitment to providing a culturally responsive school climate, ensuring student and staff feel safe and students needs are supported through tiered academic, behavior and social emotional interventions. Banning USD recognizes the unique needs of diverse student populations and aims to provide the support and resources necessary to meet those needs effectively in the following areas:

Culturally Responsive School Climate: The goal reflects a commitment to providing a safe and supportive school climate where students and staff can thrive. Recognizing and valuing diverse cultures and languages is essential for creating a positive school climate where every student feels safe, respected and supported.

Tiered Academic, Behavior and Social Emotional Interventions: By focusing on the needs of students through tiered intervention strategies that address the unique needs of all students. Through tiered interventions which focuses on universal supports for all students, targeted supports for groups of students and intensive supports for the individual student , the goal aligns with a broader educational object to ensure students achieve their fullest potential in academics, and post-secondary objectives of college or the workforce.

Student and Staff Safety: Student and staff safety is of the utmost importance for the District and crucial in providing a safe and supportive learning environment. Focusing on safety through infrastructure and through professional development to ensure all staff and students feel safe and prepared in the event of an emergency on campus.

This Goal will support the specific needs of student groups not meeting Local Control Funding Formula (LCFF) priorities: African American (Priorities 4,6), Native American (Priorities 4,5), English Learners (Priorities 4,8), Foster Youth (Priorities 5,6), Students with Disabilities (Priorities 6,8), and two or more races (Priorities 4,6) not meeting Local Control Funding Formula (LCFF) priorities.

This Goal will also support the schools and students groups who received the lowest performance level in Suspension on the 2023 Dashboard which are: Districtwide: African American, Two or More Races, Students with Disabilities, Foster, Socio-economically

Disadvantaged; Banning High: Schoolwide, Hispanic, African American, Two or More Races, Students with Disabilities, Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Schoolwide, White, Students with Disabilities, Socio-economically Disadvantaged; Hemmerling Elementary: Students with Disabilities; Hoffer Elementary: African American, Homeless; Nicolet Middle: African American, Two or More Races.

Additionally, this Goal will support the schools and students groups who received the lowest performance level in Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Native American, Foster; Cabazon Elementary: Hispanic, Students with Disabilities, English Learner; Hoffer Elementary: African American, Homeless; Nicolet Middle: African American.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids: Adults Really Care About Children	2022-23 55% of students feel adults really care about them.			70% of students will feel adults really care about them.	
2.2	California Healthy Kids: Learning Environments Supporting/Inviting, connectedness	2022-23 70% of students report port they feel connected to school			85% of students report port they feel connected to school	
2.3	Suspension Rate (Dashboard)	District: 7.9% African American: 15.8% Two or More Races: 15.8% Students with Disabilities: 14.1% Foster: 21.5% Socio-economically Disadvantaged: 8.1% Banning High All Students: 12.7% Hispanic: 11.5%			District: 4.9% African American: 10.43% Two or More Races: 10.43% Students with Disabilities: 9.24% Foster: 14.42% Socio-economically Disadvantaged: 5.04% Banning High	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American: 23.2%</p> <p>Two or More Races: 23.1%</p> <p>Students with Disabilities: 22.2%</p> <p>Foster: 40.0%</p> <p>English Learner: 10.8%</p> <p>Socio-economically Disadvantaged: 13.3%</p> <p>Cabazon Elementary</p> <p>All Students: 5.1%</p> <p>White: 15.1%</p> <p>Students with Disabilities: 9.3%</p> <p>Socio-economically Disadvantaged: 5.2%</p> <p>Hemmerling Elementary</p> <p>Students with Disabilities: 7.3%</p> <p>Hoffer Elementary</p> <p>African American: 6.9%</p> <p>Homeless: 9.3%</p> <p>Nicolet Middle</p> <p>African American: 35.8%</p> <p>Two or More Races: 26.5%</p>			<p>All Students: 8.26%</p> <p>Hispanic: 7.42%</p> <p>African American: 15.61%</p> <p>Two or More Races: 15.54%</p> <p>Students with Disabilities: 14.91%</p> <p>Foster: 27.37%</p> <p>English Learner: 6.93%</p> <p>Socio-economically Disadvantaged: 8.68%</p> <p>Cabazon Elementary</p> <p>All Students: 2.1%</p> <p>White: 9.94%</p> <p>Students with Disabilities: 5.88%</p> <p>Socio-economically Disadvantaged: 2.20%</p> <p>Hemmerling Elementary</p> <p>Students with Disabilities: 4.30%</p> <p>Hoffer Elementary</p> <p>African American: 3.90%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 5.88% Nicolet Middle African American: 24.43% Two or More Races: 17.92%	
2.4	Expulsion Rate	District: 0.40% African American: 1.70% Two or More Races: 0.00% Students with Disabilities: 0.70% Foster: 1.90% Socio-economically Disadvantaged: 0.40% Banning High: All Students: 0.20% Hispanic: 0%% African American: 1.2% Two or More Races: 0% Students with Disabilities: 0.00% Foster: 0.00% English Learner: 0.00% Socio-economically Disadvantaged: 0.00% Cabazon Elementary: All Students: 0.00% White: 0.00% Students with Disabilities: 0.00%			District: 0.28% African American: 0.850% Two or More Races: 0.00% Students with Disabilities: 0.70% Foster: 1.33% Socio-economically Disadvantaged: 0.40% Banning High: All Students: 0.20% Hispanic: 0%% African American: .84% Two or More Races: 0% Students with Disabilities: 0.00% Foster: 0.00% English Learner: 0.00% Socio-economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-economically Disadvantaged: 0.00%</p> <p>Hemmerling: Students with Disabilities: 0.00%</p> <p>Hoffer African American: 0.00% Homeless: 0.00%</p> <p>Nicolet Middle: African American: 3.70% Two or More Races: 0.00%</p>			<p>Disadvantaged: 0.00%</p> <p>Cabazon Elementary: All Students: 0.00% White: 0.00% Students with Disabilities: 0.00% Socio-economically Disadvantaged: 0.00%</p> <p>Hemmerling: Students with Disabilities: 0.00%</p> <p>Hoffer African American: 0.00% Homeless: 0.00%</p> <p>Nicolet Middle: African American: 2.59% Two or More Races: 0.00%</p>	
2.5	Chronic Absenteeism (Dashboard)	<p>District: 34.7% Native American: 54.0% Foster: 51.0%</p> <p>Cabazon Elementary Hispanic: 37.6%</p>			<p>District: 21.2% Native American: 31.82% Foster: 30.17%</p> <p>Cabazon Elementary</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 40.8% English Learner: 25.0% Hoffer Elementary African American: 49.1% Homeless: 37.8% Nicolet Middle African American: 61.0%			Hispanic: 22.8% Students with Disabilities: 24.56% English Learner: 11.5% Hoffer Elementary African American: 29.12% Homeless: 22.91% Nicolet Middle African American: 35.67%	
2.6	Chronic Absenteeism (Dataquest):	Florida Street: 54.7% New Horizons: 84.0%			Florida Street: 37.2% New Horizons: 48.32	
2.7	Principal Apportionment Average Daily Attendance (ADA)	91.55%			96%	
2.8	Percentage of Facilities Meeting Good Repair Standard	100%			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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> <p>1) Elementary School Counselors: Elementary school counselors will provide target-tiered support to students who require more academic, behavioral, and emotional support (MTSS) to ensure students access their academic learning.</p> <p>2) Annual Student/Parent/Staff Survey: The District will conduct an annual survey to determine if students and staff feel safe and connected.</p> <p>3) Promote a Positive and Engaging Learning Environment: Certificated staff will be allocated \$300.00 to ensure a positive and engaging learning environment.</p> <p>4.) Mental Health Therapists: Mental Health Therapists will provide intensified tier 3 individual support to students who require more academic, behavioral, and emotional support (MTSS) to ensure students access their academic learning.</p>	\$974,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Improving Student Attendance.	<p>The needs of unduplicated count students were considered in the development and implementation of a comprehensive student attendance improvement plan to include:</p> <p>1) Engaging the Community: By employing Bilingual Clerks to engage with the community the parent, and students' connection between home and school will be increased, and improve parent involvement. Bilingual clerks will provide targeted attendance support. The bilingual clerks will support the District with attendance letters, School site review team meetings, District Attendance Review Teams, and Student Attendance Review Board referrals.</p>	\$655,885.00	Yes
2.3	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> <p>1) Appropriate Identification of Targeted Student Populations: Provide a District and middle school registrar to accurately screen homeless and foster youth, English language learners, and students qualifying for additional programs.</p> <p>2) Health and Nursing Districtwide Support: A Licensed Vocational Nurse to increase health services for students with specific health needs that need specialized care.</p> <p>3) Health and Nursing School Support: Employing Technician 1 to support students' basic health care needs at sites and to monitor attendance will provide students with the care they need to stay in school.</p> <p>4) Alternative to Suspension Program: The District understands that students need social skills and emotional support to stay in school and receive behavior interventions. Employing a middle and high school Alternative to Suspension Teachers and Alternative to Suspension</p>	\$1,055,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specialist at each level to provide individualized support by utilizing restorative practices and intervention exit plans. This will enable the district to provide unduplicated students the support they need to achieve academically, socially emotionally, and behaviorally.		
2.4	Administrative Support	<p>Due to the high needs of our community, students, and parents, the District will 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) Secondary School Support: Providing an HS Assistant Principal and MS Assistant Principal will enable the District to accomplish this goal to ensure students are provided with a safe, supportive, and culturally responsive learning environment.</p> <p>2) Elementary School Support: Providing ES Assistant Principals will enable the District to accomplish this goal to ensure students are provided a safe, supportive, and culturally responsive learning environment.</p> <p>3) Administrative Support: Providing for Assistant Principal Secretaries will enable the school site administrators to support teachers with behavior, increase attendance, and support the school climate.</p> <p>4) Districtwide Support: Providing a Director of Student Services will enable the District 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>	\$1,027,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Safety and 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) School Safety: Fund a visitor management system to ensure campus safety by accounting for visitors on campus to facilitate increased parent and community involvement for our unduplicated count students.</p> <p>2) Enhanced Communication: Upgrade and maintain school public announcement systems to enhance school communication.</p> <p>3) Increased Student Involvement: Provide for HS Associated Student Body Teacher and for MS Associated Student Body Teacher to increase student connectedness of unduplicated student count to increase student connectedness and involvement in school.</p> <p>4) Student Campus Safety: Provide yard duty aides to support positive student behavior and provide supervision during unstructured times.</p> <p>5) Per Student School Site Allocations: Providing site allocations to support student climate initiatives for unduplicated students and students with disabilities, students will be able to participate in additional activities and supports to improve safety and increase school connectedness.</p>	\$997,074.00	Yes
2.6	Secure, Safe, and Engaging Learning Environment	<p>Provide a safe and secure school learning environment for staff and unduplicated count students:</p> <p>1) Campus Safety: Campus safety supervisors will provide an added safety measure that will allow for an unduplicated count of students to participate in before and after-school intervention and enrichment programs.</p> <p>2) Safe Facilities: Maintain clean and safe facilities to provide a positive learning environment by providing additional measures to increase safety and support to maintain clean environments.</p>	\$1,886,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) District Safety Initiatives: Providing for the District School Safety Coordinator enables the district to implement specific safety initiatives to increase staff and student safety.		
2.7	Alternative Learning Center	<p>Provide a temporary alternative instructional setting by referral (due process) with low-class size for at-promise students with significant behavioral issues to improve performance on General Education objectives (Alternative Learning Center or ALC) for unduplicated count students.</p> <p>1) Alternative Learning Center Teacher: Provide an alternative learning center teacher to provide an alternative to traditional independent study by blending traditional independent study with virtual learning and in-class seat time for students who need direct contact with a teacher.</p> <p>2) Instructional Aide: Provide an alternative learning center instructional aide to support the teacher and alternative learning students with individual support and small group instruction.</p>	\$172,192.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent and community engagement by developing sustained and transparent relationships with community partners as collaborators	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

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 2024-27 cycle. Our community partner 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 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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Spring Parent Survey (Panorama)	2023-24 Favorable responses: Family Efficacy: 80% Barriers to Engagement: 78% Family Support: 78%			Favorable responses: Family Efficacy: 90% Barriers to Engagement: 88% Family Support: 88%	
3.2	Approved Parent Volunteers	71			100	
3.3	Parent attendance at school and district committees including DPAC, DELAC, School site council	DPAC - 5 parents average DELAC - 5 parents School Site Councils - 3 ELAC - 4 Special Education Advisory Committees: 4			DPAC - 8 parents average DELAC - 8 parents School Site Councils - 6 ELAC - 6 Special Education Advisory Committees: 6	
3.4	Parent workshops per month	Average of 2 per month			4 per month	
3.5	District wide social media and mass messaging communications to parents	Average of 4 per week when school is in session			consistently maintain an average of 4 per week when school is in session	
3.6	Parental Involvement (Dashboard Local Indicator)	The LEA's progress in developing the capacity of staff (i.e. administrators,			The LEA's progress in developing the capacity of staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teachers, and classified staff) to build trusting and respectful relationships with families - 4/5</p> <p>Rate the LEA's progress in creating welcoming environments for all families in the community: 3/5</p> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4/5</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4/5</p> <p>Rate the LEA's progress in providing</p>			<p>(i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families - 5/5</p> <p>Rate the LEA's progress in creating welcoming environments for all families in the community: 4/5</p> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5/5</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4/5</p> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4/5</p> <p>Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 4/5</p> <p>Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3/5</p> <p>Rate the LEA's progress in building the</p>			<p>using language that is understandable and accessible to families: 5/5</p> <p>Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 5/5</p> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5/5</p> <p>Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4/5</p> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4/5</p> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 4/5</p> <p>Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work</p>			<p>student progress and ways to work together to support improved student outcomes: 5/5</p> <p>Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4/5</p> <p>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5/5</p> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		together to plan, design, implement and evaluate family engagement activities at school and district levels: 4/5			<p>and decision-making: 5/5</p> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5/5</p> <p>Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and district levels: 5/5	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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> <p>1) Design at least 3 parent outreach programs incorporating each school's instructional program for delivery to parents and families.</p>	\$97,214.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2) Employ a District Outreach Specialist to help cultivate parental relationships with the school district.		
3.2	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</p> <p>2) Provide district and community relations services.</p>	\$238,125.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2025, enhance educational equity and student success at New Horizons School, Banning Independent Study School by leveraging the Equity Multiplier to implement targeted interventions and support strategies to improve college and career readiness indicators. This will be achieved through professional development for teachers, integrating a comprehensive SEL curriculum, fostering a supportive and inclusive learning environment, personalized learning plans, and regular monitoring and assessment. While neither school has any student groups in the lowest performance status, this is due to the N size. Local data and educational partner consultations indicate that CCI is the greatest area of need.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Banning Unified School District developed the focused goal to enhance educational equity and student success at New Horizons School and Banning Independent Study School. in response to the unique needs and challenges faced by unduplicated count students, including English learners, low-income students, and foster youth. The district recognizes that these students often require additional support and resources to achieve academic success and overall well-being. While neither school has any student groups in the lowest performance status, this is due to the N size. Local data and educational partner consultations indicate that CCI is the greatest area of need.

Through educational partner consultation supports for college and career readiness have been determined. To better support these students baseline data for social-emotional learning will also be gathered during the 2024-25 school year. By leveraging the Equity Multiplier, Banning USD aims to address significant disparities in academic performance, social-emotional development, and school climate. The focus goal is designed to implement targeted interventions and support strategies that are specific, measurable, and time-bound, ensuring a data-driven approach to improving student outcomes. This goal underscores the district's commitment to providing high-quality, equitable education that meets the diverse needs of all students, particularly those from underserved backgrounds.

Through comprehensive actions such as professional development for teachers,, integrating a comprehensive SEL curriculum, fostering a supportive and inclusive learning environment, personalized learning plans, and regular monitoring and assessment, the district aims to create a holistic support system. These efforts will help close achievement gaps and prepare students for future academic and personal success.

In summary, Banning Unified School District developed this focus goal to strategically and effectively enhance the educational experiences and outcomes for its most vulnerable student populations, ensuring that all students have the opportunity to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA: Dashboard Data	District: -72.6 DFS Banning Independent Study: -86.7 DFS New Horizons: -109.2 DFS			District: -42.6 DFS Banning Independent Study: -52.47 DFS New Horizons: -68.22 DFS	
4.2	I-Ready ELA: Met Annual Growth / Met Stretch Growth	District: 44.92% / 20.87% Banning Independent Study (K-8): 32.14% / 14.29%			District: 59.92% / 26.87% Banning Independent Study (K-8): 50.97% / 22.26%	
4.3	CAASPP Math: Dashboard Data	District: -111.6 DFS Banning Independent Study: -52.47 DFS New Horizons: -68.22 DFS			District: -86.6 DFS Banning Independent Study: -123.91 DFS New Horizons: -116.84 DFS	
4.4	I-Ready Math: Met Annual Growth / Met Stretch Growth	District: 39.12% / 14.45%			District: 54.12% / 20.45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning Independent Study (K-8): 37.93% / 8.62%			Banning Independent Study (K-8): 55.03% / 18.30%	
4.5	Percentage of students meeting EAP	<p>Prepared / Conditionally Prepared</p> <p>ELA District: 6.73% / 20.54% Banning Independent Study: 5.56% / 0.00% New Horizons 0.00% / 20.00%</p> <p>Math District: 1.68% / 5.72% Banning Independent Study: 11.11% / 27.78% New Horizons 0.00% / 0.00%</p>			<p>Prepared / Conditionally Prepared</p> <p>ELA District: 14.23% / 28.04% Banning Independent Study: 18.62% / 35.28% New Horizons 9.63% / 33.66%</p> <p>Math District: 9.18% / 13.22% Banning Independent Study: 13.53% / 13.66% New Horizons 10.84% / 15.83%</p>	
4.6	Graduation Rate	<p>District: 83.70%</p> <p>Banning Independent Study: 86.70%</p> <p>New Horizons: 70.40%</p>			<p>District: 92.70%</p> <p>Banning Independent Study: 92.70%</p> <p>New Horizons: 80.39%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Dropout Rate	District: 10.20% Banning Independent Study: 14.3% New Horizons: 15.4%			District: 1.20% Banning Independent Study: 7.07% New Horizons: 7.84%	
4.8	College and Career Indicator Prepared	District: 11.7% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0% New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9%			District: 31.1% Banning Independent Study All Students: 34.2% Socio-economically Disadvantaged: 34.2% New Horizon High All Students: 13.0% Hispanic: 11.4% Homeless: 11.4% Socio-economically Disadvantaged: 13.0%	
4.9	Percentage of students completing CTE program(s)	District: 11.7% Banning Independent Study All Students: 0%			District: 31.1% Banning Independent Study All Students: 34.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-economically Disadvantaged: 0%</p> <p>New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9%</p>			<p>Socio-economically Disadvantaged: 34.2%</p> <p>New Horizon High All Students: 13.0% Hispanic: 11.4% Homeless: 11.4% Socio-economically Disadvantaged: 13.0%</p>	
4.10	Percentage of students completing UC/CSU Entrance Requirements (A-G)	<p>District: All Students: 29.6% Students with Disabilities: 3.3% Homeless: 12.9% English Learner: 14.9%</p> <p>Banning High Students with Disabilities: 3.7% English Learner: 20%</p> <p>Banning Independent Study All Students: 6.7% Socio-economically Disadvantaged: 7.1%</p>			<p>District: All Students: 44.6% Students with Disabilities: 25.1% Homeless: 31.8% English Learner: 42.2%</p> <p>Banning High Students with Disabilities: 26.2% English Learner: 45.2%</p> <p>Banning Independent Study All Students: 38.9% Socio-economically</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Disadvantaged: 38.1%	
4.11	Percentage of students completing UC/CSU Entrance Requirements (A-G) AND CTE program(s)	District: All Students: 4.2% Students with Disabilities: 1.6% Homeless: 0% English Learner: 0% Banning High: Students with Disabilities: 0% English Learner: 0% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%			District: All Students: 25.7% Students with Disabilities: 23.9% Homeless: 22.8% English Learner: 34.2% Banning High: Students with Disabilities: 34.2% English Learner: 34.2% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhance Support and Opportunities for Alternative Education Students	<p>To enhance educational outcomes and equity for students at New Horizons and Banning Independent Study Schools by leveraging the Equity Multiplier. This will involve providing targeted support, resources, and interventions that address their unique needs, ensuring they receive a high-quality education and opportunities for academic and personal growth. The following actions and services aim to close achievement gaps and prepare continuation students for successful transitions to post-secondary education or the workforce:</p> <ol style="list-style-type: none"> 1. Personalized Learning Plans: Develop individualized learning plans tailored to the specific needs of unduplicated students to ensure they receive the support necessary to succeed academically. 2. Mental Health and Social-Emotional Support: Increase access to mental health services and social-emotional learning programs to address the holistic needs of students. 3. Career and Technical Education (CTE) Programs: Expand CTE programs to provide unduplicated students with career pathways and practical skills that enhance their future employment opportunities. 4. Supportive School Environment: Implement programs and initiatives that foster an inclusive and supportive school culture, such as Positive 	\$91,226.00	No

Action #	Title	Description	Total Funds	Contributing
		Behavior Interventions and Supports (PBIS) and cultural competence training for staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2025, improve educational equity and student success at Florida Street Discovery Center by leveraging the Equity Multiplier. Implement targeted interventions and support strategies to improve academic outcomes, social-emotional well-being, and overall school climate for unduplicated count students. This will be achieved through professional development for teachers, expanding early literacy and numeracy programs, integrating a comprehensive SEL curriculum, fostering a supportive and inclusive learning environment, enhancing learning through play-based activities, and regular monitoring and assessment. While Florida Street does not generate dashboard indicators, local data and educational partner consultations indicate that early numeracy and literacy, as well as school engagement are priority areas.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Banning Unified School District developed the focused goal to enhance educational equity and student success at Florida Street Discovery Center School in response to the unique needs and challenges faced by unduplicated count students, including English learners, low-income students, and foster youth. The district recognizes that these students often require additional support and resources to achieve academic success and overall well-being. While Florida Street does not generate dashboard indicators, local data and educational partner consultations indicate that early numeracy and literacy, as well as school engagement are priority areas.

Through educational partner consultation supports for early numeracy and literacy have been determined, including increased attendance. To better support these students baseline data for social-emotional learning and TK common assessments measuring literacy and numeracy will be gathered during the 2024-25 school year. By leveraging the Equity Multiplier, Banning USD aims to address significant disparities in academic performance, social-emotional development, and school climate. The focus goal is designed to implement targeted interventions and support strategies that are specific, measurable, and time-bound, ensuring a data-driven approach to improving student outcomes. This goal underscores the district's commitment to providing high-quality, equitable education that meets the diverse needs of all students, particularly those from underserved backgrounds.

Through comprehensive actions such as professional development for teachers, expansion of early literacy and numeracy programs, integration of social-emotional learning (SEL) initiatives, and fostering an inclusive and supportive school environment, the district aims to create a holistic support system. These efforts will help close achievement gaps, reduce absenteeism, and prepare students for future academic and personal success.

Florida Street does not generate dashboard indicators. Therefore we will measure progress relative to this goal using a combination of three metrics, chronic absenteeism (Dataquest), Common Assessments, and SEL screeners. This will allow us to gage if students are receiving increased levels of instruction, learning how to be effective learners, and becoming more proficient in numeracy and literacy.

In summary, Banning Unified School District developed this focus goal to strategically and effectively enhance the educational experiences and outcomes for its most vulnerable student populations, ensuring that all students have the opportunity to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism (Dataquest):	Florida Street: 54.7%			Florida Street: 37.2%	
5.2	Banning Common Assessment TK	Baseline data will be gather in Fall of 2024 and reported as part of the annual update. Year 1 outcomes will be based on Spring 2025 results.			Baseline data will be gather in Fall of 2024 and reported as part of the annual update. Targets will also be added at that time.	
5.3	SEL Screener Results	Baseline data will be gather in Fall of 2024 and reported as part of the annual update. Year 1 outcomes will be based on Spring 2025 results.			Baseline data will be gather in Fall of 2024 and reported as part of the annual update. Targets will also be added at that time.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Enhance Early Learning Opportunities for Transitional Kindergarten Students	<p>To improve educational outcomes and equity for students at Florida Street Discovery Center by leveraging the Equity Multiplier. This will involve providing targeted support, resources, and interventions that address the unique developmental and learning needs of transitional kindergarten students. The focus will be on implementing developmentally appropriate instructional strategies, increasing access to early literacy and numeracy programs, expanding social-emotional learning (SEL) initiatives, and fostering a supportive and inclusive early learning environment. These efforts aim to close achievement gaps from the earliest stages of education, ensuring that all students are well-prepared for success in kindergarten and beyond.</p> <p>1. Professional Development for Teachers: Provide ongoing professional development for teachers in early childhood pedagogy and individualized learning plans, ensuring instruction is tailored to each student's developmental stage and needs.</p> <p>2. Increasing access to early literacy and numeracy programs: Enhance early literacy and numeracy programs that focus on foundational skills using engaging, hands-on materials and interactive activities to build strong early reading and math foundations.</p>	\$27,368.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3. Expanding social-emotional learning (SEL) initiatives: Integrate a comprehensive SEL curriculum and provide access to counseling services to help students develop emotional regulation, empathy, and social skills.</p> <p>4. Fostering a supportive and inclusive early learning environment. Implement PBIS to promote positive behavior, engage families through regular communication and workshops, and provide cultural competence training for staff to create an inclusive classroom environment.</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$18,615,487	\$2,416,256

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
41.327%	0.000%	\$0.00	41.327%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: New Teacher Coaching: California Teacher Induction (CTI) Program</p> <p>Need: In assessing the needs of our unduplicated pupils, we noted that many new teachers had an above average number of unduplicated pupils. This was echoed in student surveys and parent feedback which identified ongoing</p>	<p>This action directly supports unduplicated pupils, especially, English Learners, by increasing the capacity of their teachers. New teachers are hired across the grade-levels every year across the district. By supporting new teachers, with effective classroom management and instructional strategies, unduplicated pupils will have access to high quality first best instruction.</p>	<ul style="list-style-type: none"> Track the retention rates of new teachers, particularly those serving unduplicated count students and students with disabilities, to assess the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>training for teachers as a key support for their learning.</p> <p>First best instruction is critical to ensure academic outcomes. Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%)</p> <p>In order to ensure unduplicated pupils have equitable access to first best instruction, Banning USD will provide new teacher induction to recently hired teachers. This induction provides job embedded training to help teachers maximize the effectiveness of instruction.</p> <p>Scope: LEA-wide</p>		<p>program's impact on job satisfaction and commitment to teaching.</p> <ul style="list-style-type: none"> Survey the extent to which new teachers engage in reflective practices and set goals to improve their instructional practices in support of diverse learners.
1.3	<p>Action: Enhancing Educational Quality through Strategic Staffing</p> <p>Need: Through educational partner engagement, the district has determined that there is a need to provide unduplicated pupils with access to a wider curriculum. Through educational partner engagement, it was further determined that</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>Elementary School Physical Education Teachers:</p> <ul style="list-style-type: none"> Addressing the Need: By providing additional Physical Education teachers, the initiative frees up classroom teachers' time for collaboration and professional development. This allows them to create more effective, differentiated instructional 	<ul style="list-style-type: none"> Surveys and logs tracking teacher collaboration time before and after the implementation. Enrollment numbers in arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>this service should be provided by specialists in order to create opportunities to enhance teacher collaboration time and allow classroom teachers more opportunities for professional development and planning.</p> <p>Elementary School Physical Education Teachers:</p> <ul style="list-style-type: none"> Increased Teacher Collaboration Time: Unduplicated students, including those who are economically disadvantaged, English learners, and foster youth, will benefit from enhanced instructional strategies and individualized support developed during increased teacher collaboration time. Physical Health and Well-being: Regular physical education helps address the physical health needs of unduplicated students, many of whom may lack access to structured physical activities outside of school. <p>Middle School Visual and Performing Arts Teacher:</p> <ul style="list-style-type: none"> Artistic Expression and Cultural Relevance: Unduplicated students often come from diverse cultural backgrounds. Access to visual and performing arts allows them to explore and express their cultural identities and experiences. Engagement and Motivation: Exposure to the arts can increase student engagement and motivation, 	<p>strategies tailored to the needs of unduplicated students.</p> <ul style="list-style-type: none"> Districtwide Provision: This approach benefits all students but has a significant impact on unduplicated students who require more individualized attention and support. The districtwide implementation ensures that these students, regardless of their specific school, receive consistent and high-quality physical education and the indirect benefits of improved instructional practices. <p>Middle School Visual and Performing Arts Teacher:</p> <ul style="list-style-type: none"> Addressing the Need: Hiring a Visual and Performing Arts teacher addresses the need for creative outlets and cultural expression for unduplicated students. It provides them with opportunities to engage in the arts, which can boost their confidence, cultural identity, and engagement in school. Districtwide Provision: Providing this service on a schoolwide basis ensures that all students have access to arts education, with unduplicated students particularly benefiting from the inclusive and expressive nature of arts programs. This fosters a supportive and culturally responsive school environment. <p>Orchestra Teacher at the High School Level:</p> <ul style="list-style-type: none"> Addressing the Need: An orchestra teacher helps meet the musical education needs of unduplicated students who 	<p>classes and attendance records for arts-related events and activities.</p> <ul style="list-style-type: none"> Student surveys assessing engagement and satisfaction with arts programs. Enrollment and attendance records for the orchestra classes and related performances. Performance assessments and evaluations by the orchestra teacher and external adjudicators during concerts and competitions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>which is particularly beneficial for students at risk of disengagement from traditional academic subjects.</p> <p>Orchestra Teacher at the High School Level:</p> <ul style="list-style-type: none"> • Access to Music Education: Many unduplicated students may not have the resources to pursue music education outside of school. Providing a dedicated orchestra teacher ensures they have access to quality musical instruction and opportunities. • Social-Emotional Development: Participation in ensemble performance fosters a sense of belonging, teamwork, and discipline, supporting the social-emotional development of unduplicated students who may face significant challenges in their personal lives. <p>Scope: LEA-wide</p>	<p>might not have access to private music lessons. Participation in orchestra develops their musical skills, discipline, and teamwork, which are critical for their overall educational success.</p> <ul style="list-style-type: none"> • Districtwide Provision: Implementing this on a schoolwide basis ensures equitable access to high-quality music education. This inclusive approach supports the social-emotional development of all students, with unduplicated students particularly benefiting from the structured, supportive, and collaborative environment of an orchestra program. <p>Providing these actions districtwide ensures that the benefits reach a broad range of students while addressing the specific needs of unduplicated pupils. This comprehensive approach fosters an equitable educational environment where all students can thrive.</p>	
1.4	<p>Action: Technology Support Staff</p> <p>Need: Through educational partner engagement, the district examined data related to Unduplicated Pupils. Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In</p>	<p>Providing each student with a chomebook, and ensuring that the infrastructure necessary to utilize them is in place, will result in increased performance on academic indicators. This action will facilitate access to digital resources and learning tools. This will also allow for greater personalization of learning and allow students to work at their own pace and target specific areas of need. This action includes staff who will provide unduplicated pupils the direct and indirect services</p>	<ul style="list-style-type: none"> • Usage statistics of digital learning platforms (login frequency, duration of use). • Correlation between platform usage and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%) Partner feedback, including student surveys, were also examined. The student surveys indicated that 60% of students felt that technology access was either and important or very important support for their learning.</p> <p>It was therefore determined that there is a need to provide equitable access to technology and devices necessary to promote 21st century skills and provide access to technology enhanced curriculum. This includes:</p> <ol style="list-style-type: none"> 1. Strategic Integration of Technology: Coordinated planning and implementation of digital resources and training to enhance the educational process. 2. Support for Teachers and Students: Providing updated hardware and software tailored to specific educational needs, ensuring inclusivity and accessibility for all students. 3. Reliable Technological Infrastructure: Maintaining and optimizing the infrastructure to ensure consistent and reliable access to digital resources. 4. Administrative Efficiency: Facilitating efficient communication and coordination 	<p>listed below:</p> <ol style="list-style-type: none"> 1. Innovation of Technology Officer Addressing Needs: <ul style="list-style-type: none"> • Support for Teachers: Provides teachers with updated hardware and software tailored to the specific needs of their students, enhancing instructional effectiveness. • Inclusion and Accessibility: Focuses on the needs of unduplicated students, ensuring that technology is inclusive and accessible, thereby supporting diverse learning requirements. • Innovative Solutions: Encourages the adoption of innovative technological solutions that can address unique educational challenges and improve student outcomes. <p>Implemented District-Wide:</p> <ul style="list-style-type: none"> • Uniform Support: Ensures all teachers across the district receive the support they need to effectively integrate technology into their teaching practices. • Resource Optimization: Centralized support for innovation reduces redundancy and optimizes the use of resources, benefiting all schools. • Enhanced Engagement: A district-wide focus on innovation fosters a culture of continuous improvement and engagement, benefiting all students, especially those with specific needs. 	<p>improvements in relevant academic areas.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>within the technology department and across the educational community to support technology initiatives.</p> <p>These identified needs highlight the importance of having dedicated staff to plan, oversee, and implement technology-related initiatives, ensuring that all students, teachers, and parents benefit from enhanced educational outcomes and support systems.</p> <p>Scope: LEA-wide</p>	<p>2. System Engineer Addressing Needs:</p> <ul style="list-style-type: none"> • Infrastructure Maintenance: Maintains and optimizes the technological infrastructure, ensuring reliable and efficient access to digital resources. • Technical Support: Provides ongoing technical support to address any issues promptly, minimizing disruptions to the educational process. • Infrastructure Improvement: Continuously evaluates and upgrades the infrastructure to meet evolving educational needs and technological advancements. <p>Implemented District-Wide:</p> <ul style="list-style-type: none"> • Reliability: Ensures that all schools have access to a reliable technological infrastructure, supporting consistent and uninterrupted learning experiences. • Efficiency: Centralized maintenance and optimization efforts improve the efficiency of the technological infrastructure across the district. • Future-Proofing: A district-wide approach to infrastructure management allows for strategic planning and future-proofing, ensuring long-term sustainability and adaptability. <p>3. Technology Department Staff Secretary Addressing Needs:</p> <ul style="list-style-type: none"> • Administrative Support: Provides essential administrative support to the technology 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>department, ensuring efficient operations and coordination.</p> <ul style="list-style-type: none"> • Communication Facilitation: Facilitates communication within the department and with other stakeholders, improving collaboration and information flow. • Organizational Efficiency: Manages scheduling, documentation, and other administrative tasks, allowing technical staff to focus on their primary responsibilities. <p>Implemented District-Wide:</p> <ul style="list-style-type: none"> • Streamlined Operations: Ensures that the technology department operates smoothly and efficiently, benefiting all schools and stakeholders. • Improved Coordination: Enhances coordination and communication within the department and with the broader educational community, ensuring cohesive implementation of technology initiatives. • Supportive Environment: A district-wide administrative support system fosters a supportive environment where technical staff can perform their duties effectively. <p>4) Technology Technicians Addressing Needs:</p> <ul style="list-style-type: none"> • System Repair and Maintenance: Provides prompt repair and maintenance services for all district technology, ensuring minimal downtime and maximizing the availability of devices for students and teachers. 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • Software Updates and Troubleshooting: Ensures that all software is up-to-date and functioning correctly, quickly resolving any technical issues that arise. • User Training and Support: Offers training and support to teachers, students, and staff to enhance their proficiency with technology, ensuring they can effectively utilize digital tools and resources. <p>Implemented District-Wide:</p> <ul style="list-style-type: none"> • Consistent Technical Support: Ensures all schools have access to skilled technicians who can promptly address and resolve technical issues, maintaining a smooth and effective educational technology environment. • Efficiency and Resource Management: Centralized technical support reduces redundancy and optimizes resource use, making sure that all technological assets are well-maintained and utilized efficiently. • Enhanced Learning Environment: A district-wide team of technology technicians fosters a reliable and supportive environment for digital learning, enhancing the overall educational experience for students and staff across the district. 	
1.5	<p>Action: Enhancing Academic Equity and Achievement</p> <p>Need:</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>Adding support staff specifically dedicated to addressing the needs of these student groups will:</p>	<ul style="list-style-type: none"> • CAASPP outcomes • ELPI Outcomes • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. Support staff have been added to address student groups of African Americans, Native Americans, English Learners, Foster Youth, students of multiple races, students of disadvantaged economic backgrounds, and students with disabilities is to ensure equitable educational opportunities and outcomes for all students, particularly those who have historically been underserved or marginalized. The differentiated assistance identified by the district for the last four years has shown persistent achievement gaps and inequities among these student groups.</p> <p>This action will support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.</p> <p>This action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged.</p>	<p>1. Improve Access to Resources: These support staff members will ensure that resources are allocated appropriately to support the unique needs of African Americans, Native Americans, English Learners, Foster Youth, students of multiple races, students of disadvantaged economic backgrounds, and students with disabilities</p> <p>2. Ensure Equity in Education: By focusing on these student groups, the district aims to promote equity in education, ensuring that all students have the opportunity to succeed regardless of their background or individual challenges.</p> <p>3. Enhance Student Outcomes: The addition of support staff will facilitate data-driven decision-making processes, allowing the district to monitor progress, identify areas for improvement, and implement evidence-based practices that will lead to improved academic outcomes for African Americans, Native Americans, English Learners, Foster Youth, students of multiple races, students of disadvantaged economic backgrounds, and students with disabilities</p> <p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students by facilitating strategic and data driven services to all students.</p>	<ul style="list-style-type: none"> • A-G Completion • Number of students receiving interventions and academic supports. • Pre- and post-intervention assessments to measure academic progress.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This action will support the schools and students groups who received the lowest performance level in ELA on the 2023 Dashboard which are: Districtwide: English Learner; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Hoffer Elementary: Students with Disabilities; Nicolet Middle: Hispanic, African American, English Learner, Socio-economically Disadvantaged; New Horizons: Schoolwide; Banning Independent Study: Schoolwide; Homeless.</p> <p>This action will support the schools and students groups who received the lowest performance level in Math on the 2023 Dashboard which are: Districtwide: Native American, African American, Two or More Races; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Nicolet Middle: Schoolwide, Hispanic, White, Homeless, English Learner, Socio-economically Disadvantaged; Banning Independent Study: Schoolwide; New Horizons: Schoolwide.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in ELPI on the 2023 Dashboard which are: Hoffer Elementary</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	<p>Action: Kindergarten Instructional Aides</p> <p>Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. For example unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%). Though our root cause analysis, we noted two key trends. Students who were began their schooling in TK have better academic outcomes on measures such as i-Ready, compared with students who entered in Kinder. Additionally, students who have stronger outcomes on i-ready and other measures in kinder tend to have better outcomes when they reach testing grades. As a result, the district determined that it was of critical importance to support early learning (note TK is being supported through actions funded through UTK dollars. These non-contributing actions are not included in this plan.</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>Providing part-time instructional aides in Kindergarten at all elementary and at Florida Street Discovery Center is essential to ensure that our youngest students receive the support they need to succeed academically and socially. The following describes how the needs will be addressed:</p> <ol style="list-style-type: none"> 1. Individualized Support: Young students in kindergarten may require additional support to adjust to the school environment, develop foundational skills, and build confidence. Part-time instructional aides can provide valuable one-on-one or small-group support to help students master essential concepts and reach important developmental milestones. 2. Differentiated Instruction: Every child learns at their own pace and in their way. Part-time instructional aides can work closely with teachers to provide differentiated instruction that meets the diverse needs of young learners. Whether a student needs extra help with reading, math, social skills, or behavior management, instructional aides can offer personalized support to ensure that all students can succeed. 3. Promotion of Early Literacy and Numeracy: Early intervention is key to promoting literacy and numeracy skills in young children. Part-time instructional aides can work with small groups of 	<ul style="list-style-type: none"> • Teacher reports on the impact of instructional aides in the classroom. • Changes in student engagement and achievement in classes with aides versus those without.

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	<p>By providing part-time instructional aides in Kindergarten, we can ensure that all students receive the individualized support they need to thrive academically, socially, and emotionally during these critical early years of their education.</p> <p>Scope: Schoolwide</p>	<p>students to reinforce early literacy and numeracy concepts through engaging activities, games, and hands-on learning experiences.</p> <p>4. Support for English Language Learners: For English Language Learners (ELLs) in TK and Grade 1, additional support is often necessary to help them develop their English language skills and succeed academically. Part-time instructional aides can provide language support, facilitate small group language instruction, and help ELLs integrate into the classroom community.</p> <p>5. Behavioral and Social-Emotional Support: Young children are still developing their social and emotional skills, and may need guidance and support in managing their emotions, resolving conflicts, and interacting positively with their peers. Part-time instructional aides can help reinforce positive behavior, teach social skills, and provide emotional support to students as they navigate the early years of their education.</p> <p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students.</p>	
1.9	<p>Action: Recruitment and Retention Initiatives</p> <p>Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. For example</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>This action will address the identified need by ensuring that all schools within Banning USD have access to highly qualified and effective teachers. Implementing this initiative district-wide will provide equitable opportunities for all students to benefit from the positive academic and social outcomes</p>	<ul style="list-style-type: none"> • Staff turnover rates and the number of vacancies filled within targeted timelines.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%). The district also conducted a "stay" survey in which staff were asked to discuss their reasons for working in our district. This will allow us to be proactive instead of waiting for exit interviews. The "stay" survey indicated that compensation is a key factor in job satisfaction and retention. This was echoed at several school site engagement meetings, and in student surveys which spoke to the impact of highly qualified teachers. Through the consideration of this data it has been determined that this action will result in greater retention of highly qualified staff who have significant impacts on academic and social outcomes. Our goal is to continually improve student achievement, as evidenced by the CA Dashboard and local measures. By recruiting and retaining highly effective teachers, we expect to see significant academic growth among our students.</p> <p>Scope: LEA-wide</p>	<p>associated with having highly effective teachers. Additionally, a district-wide approach will ensure consistency and continuity in teaching quality across all schools within the district.</p>	<ul style="list-style-type: none"> • Survey feedback from new hires and existing staff regarding recruitment and retention strategies. • The "stay" survey has been added as a metric to track the effectiveness of this action.
<p>1.10</p>	<p>Action: Career Technical Education (CTE)</p> <p>Need:</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <ol style="list-style-type: none"> 1. Employ CTE Teachers across Various 	<ul style="list-style-type: none"> • Increase in CTE program

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. Unduplicated pupils are represented in the lowest performance groups on the College and Career Indicator: Homeless - 6.7% and EL 4.3%, and SED at Independent Study and New Horizons 0%). further exploration of this data revealed gaps in CTE completion and A-G course completion.</p> <p>Critical needs related to his data are:</p> <ol style="list-style-type: none"> 1. Preparation for College and Career: Equipping students with the skills and knowledge needed for post-secondary success. 2. Engagement and Motivation: Increasing student engagement and reducing dropout rates through practical, hands-on learning. 3. Technical Skills Development: Providing students with specific technical skills relevant to various industries. 4. Equity and Access: Ensuring unduplicated count students have equal access to quality CTE programs. 5. Industry-Relevant Education: Aligning secondary education with current industry demands to enhance employability. 	<p>Disciplines</p> <p>Addressing Needs:</p> <ul style="list-style-type: none"> • Technical Expertise and Employability Skills: Many unduplicated count students (e.g., low-income students, English learners, foster youth) lack access to programs that develop technical skills and employability. Employing CTE teachers in fields like Theater, Technical Theater, Automotive, and Digital Film provides students with hands-on experience and practical skills that are in demand in the job market. • Enriching Academic Education: • Traditional academic programs may not fully engage all students or prepare them for diverse career pathways. Offering a variety of CTE programs enriches the academic experience by integrating practical, real-world applications of academic concepts, which can increase student engagement and motivation. • Readiness for College and Career: • Students, especially those from disadvantaged backgrounds, often need more guidance and preparation for post-secondary education and careers. CTE programs help students explore different career options, gain relevant skills, and make informed decisions about their futures, whether they choose to go to college or enter the workforce directly. 	<p>enrollment and completion rates.</p> <ul style="list-style-type: none"> • Post-program outcomes such as employment in related fields or continued education.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>6. Comprehensive Educational Experience: Offering a well-rounded education that includes both academic and vocational training.</p> <p>Implementing CTE programs at the secondary level addresses these critical needs, preparing students for successful futures by providing them with the technical expertise and employability skills necessary for diverse college and career pathways. This approach ensures that all students, especially those from disadvantaged backgrounds, receive a high-quality, comprehensive education that equips them for life beyond high school.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged</p> <p>Scope: Schoolwide</p>	<p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students.</p>	
1.11	<p>Action: Student Enrichment and Academic Support Initiative</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below. These actions are designed to comprehensively address the needs</p>	<ul style="list-style-type: none"> • Athletic Program Participation and

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	<p>Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. For example unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%). Through the engagement process we identified a need for increased afterschool programs for secondary students. Students who participate in these programs take advantage of greater access library, greater participation in tutoring, safe and quiet home work spaces and forge strong school connections.</p> <p>Through educational partner engagement, the district has determined that there is a need to support this need through:</p> <ol style="list-style-type: none"> 1. High School Athletic Director to Oversee Athletic Programs and Support Student-Athlete Development: A well-organized athletic program promotes physical health, teamwork, and school spirit. 2. High School Athletic Clerk to Assist with Clerical Tasks Related to Athletics: Efficient 	<p>of students, teachers, and the broader educational community. By employing extra-curricular and enrichment teachers, and providing the necessary resources and support, the district can:</p> <ul style="list-style-type: none"> • Enhance Collaboration and Planning: Freeing up teachers for collaboration and professional development. • Promote Holistic Development: Offering diverse opportunities in physical education, arts, music, and athletics. • Support Academic Success: Providing access to library services, safe athletic equipment, and experiential learning opportunities. • Ensure Equity: Ensuring unduplicated count students have access to all enrichment activities and resources. • Recognize Contributions and Achievements: Incentivizing educators and students for their efforts and accomplishments. • Equitable and Holistic Support: Providing individualized athletic care plans, accessible support services, educational workshops, and continuous monitoring of athletes. <p>These actions collectively foster a well-rounded educational experience, supporting both academic and personal growth for all students.</p>	<p>Academic Performance of Student-Athletes</p> <ul style="list-style-type: none"> • Administrative Efficiency and Satisfaction Surveys • Library Usage Statistics and Student Literacy Levels • Equipment Safety Inspections and Student-Athlete Injury Rates • Participation in Field Trips and Sports Events and Student Feedback • Extended Library Hours Usage and Student Research Outcomes • Enrichment Program Offerings and Teacher

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	<p>management of athletic programs requires administrative support for scheduling, communication, and record-keeping.</p> <p>3. Library Media Specialists to Provide Access to Library Services: Access to library resources and support is crucial for developing research skills, literacy, and a love of reading.</p> <p>4. Provide Funding to Ensure the Procurement of Proper and Safe Athletic Equipment for Student-Athletes: Safe and proper athletic equipment is essential for preventing injuries and ensuring a positive sports experience.</p> <p>5. Allocate Funding for Academic Field Trips and Sports Transportation to Facilitate Student Participation in Extracurricular Activities: Field trips and sports events provide valuable experiential learning opportunities and promote engagement in extracurricular activities.</p> <p>6. Extend Additional Hours for Library Media Specialists to Enhance Library Services and Support Student Research and Learning: Extended library hours provide more opportunities for students to access resources, complete assignments, and receive research support.</p> <p>7. Offer Enrichment Stipends to Recognize and Incentivize Educators for Their Contributions to Student Enrichment Programs: Educators who lead enrichment programs often go above and beyond their</p>	<p>This action is provided as LEA wide as the majority of the initiatives are provided at all schools.</p>	<p>Satisfaction on surveys</p> <ul style="list-style-type: none"> Track and compare the frequency and severity of injuries before and after the introduction of the athletic trainer, along with the average recovery times.

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	<p>regular duties and should be recognized for their efforts.</p> <p>8. The identified need for an athletic trainer arises from the increasing participation in sports, necessitating professional guidance to prevent and manage injuries while promoting overall physical health and well-being.</p> <p>Scope: LEA-wide</p>		
<p>1.12</p>	<p>Action: Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives</p> <p>Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist.</p> <p>1. Comprehensive Counseling Support: Students require access to comprehensive counseling services to address their academic, behavioral, and social-emotional needs. Unduplicated count students, including low-income students, English learners, and foster youth, often face additional challenges that necessitate targeted support. Employing counselors to provide academic and behavioral support, prioritizing social and</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>1. Comprehensive Counseling Support: Students face academic, behavioral, and social-emotional challenges that require targeted support. Employ counselors to provide holistic support, prioritizing social and emotional learning.</p> <p>2. College Readiness and Academic Success: Students from diverse backgrounds need preparation and support to achieve college readiness and academic success. Continue supporting the AVID Program across grades K-12 to emphasize college readiness and academic achievement.</p> <p>3. Post-Secondary Education and Career Guidance: High school students, especially unduplicated count students, need guidance and resources to effectively plan for post-secondary education and careers. Employ a College and</p>	<ul style="list-style-type: none"> • Graduation Rate • AVID Enrollment • CCI Indicators • A-G Completion • Count of students served by wellness initiatives

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	<p>emotional learning for all students, including unduplicated count students.</p> <p>2. College Readiness and Academic Success: Students from diverse backgrounds need programs that prepare them for college and ensure their academic success. This is particularly important for unduplicated count students who may not have access to college readiness resources at home. Continuing to support the AVID (Advancement Via Individual Determination) Program across grades K-12, emphasizing college readiness and academic success for students from diverse backgrounds.</p> <p>3. Post-Secondary Education and Career Guidance: High school students need comprehensive guidance and resources to navigate post-secondary education and career pathways effectively. This need is critical for unduplicated count students who might lack access to these resources and support systems. Employing a College and Career Readiness Counselor to oversee the High School Career Center, offering comprehensive guidance and resources to students as they navigate post-secondary education and career pathways.</p> <p>This action will support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.</p>	<p>Career Readiness Counselor to oversee the High School Career Center, providing comprehensive guidance and resources.</p> <p>By addressing these identified needs through targeted actions and services, the school district can ensure that all students, especially those from underserved backgrounds, receive the support necessary for holistic growth, social-emotional development, and preparation for college and career success.</p> <p>This action is being provided on an LEA wide basis as comprehensive counseling and AVID are provided at all sites and grade levels. Though based at the high school, the college and career counselors supports district wide initiatives which impact college and career readiness at all grade levels.</p>	

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	<p>Additionally, this action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged.</p> <p>This action will support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.</p> <p>This action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged.</p> <p>This action will support the schools and students groups who received the lowest performance level in ELA on the 2023 Dashboard which are: Districtwide: English</p>		

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	<p>Learner; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Hoffer Elementary: Students with Disabilities; Nicolet Middle: Hispanic, African American, English Learner, Socio-economically Disadvantaged; New Horizons: Schoolwide; Banning Independent Study: Schoolwide; Homeless.</p> <p>This action will support the schools and students groups who received the lowest performance level in Math on the 2023 Dashboard which are: Districtwide: Native American, African American, Two or More Races; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Nicolet Middle: Schoolwide, Hispanic, White, Homeless, English Learner, Socio-economically Disadvantaged; Banning Independent Study: Schoolwide; New Horizons: Schoolwide.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in ELPI on the 2023 Dashboard which are: Hoffer Elementary</p> <p>Scope: LEA-wide</p>		
1.13	Action: Optimizing Class Sizes for Enhanced Learning Support	Implementing this initiative district-wide is beneficial for several reasons:	<ul style="list-style-type: none"> Average class sizes across the

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	<p>Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist.</p> <ul style="list-style-type: none"> • Employing Additional Teachers: By hiring more teachers beyond union ratios, the district can reduce class sizes across TK-5, ensuring that unduplicated count students and students with disabilities receive the individualized attention and support they need. • Tailored Instructional Strategies: Smaller class sizes enable teachers to implement differentiated instructional strategies effectively, meeting the diverse needs of students and enhancing their learning experiences. • Consistent Monitoring and Support: With fewer students per class, teachers can more effectively monitor student progress, provide timely interventions, and offer consistent support, particularly benefiting students who require additional help. • Promoting Equity: This action underscores the district's commitment to equity, ensuring that all students, 	<ol style="list-style-type: none"> 1. Consistency in Educational Quality: Ensures uniform high standards across all schools. 2. Equitable Access to Resources: Provides fair access to support for unduplicated count students and students with disabilities in every school. 3. Holistic Student Support: Offers comprehensive support to enhance academic and social-emotional outcomes for all students. 4. Addressing Diverse Learning Needs: Enables effective differentiated instruction tailored to individual student needs. 5. Supporting Teacher Effectiveness: Enhances teacher performance and job satisfaction through manageable class sizes. 6. Enhancing Academic Outcomes: Aims to improve academic performance and long-term success for all students. 7. Fostering a Culture of Equity and Inclusivity: Reinforces the district's commitment to providing an inclusive and supportive educational environment for all students. <p>By implementing this action district-wide, the school district ensures that all students, particularly unduplicated count students and students with disabilities, receive the high-quality education and support they need to thrive academically and personally. This comprehensive approach promotes equity, consistency, and excellence across the entire district, benefiting</p>	<p>district and comparison with target class size metrics.</p> <ul style="list-style-type: none"> • Teacher and student feedback on the impact of class sizes on learning and instruction.

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	<p>regardless of their background or abilities, have access to quality education and opportunities for success.</p> <p>By prioritizing optimal class sizes and employing additional teachers, the district addresses the critical needs of unduplicated count students and students with disabilities, fostering an educational environment that supports differentiated instruction, enhanced learning support, improved academic outcomes, and equitable access to education.</p> <p>Scope: LEA-wide</p>	<p>students, teachers, and the broader educational community.</p>	
<p>1.14</p>	<p>Action: Peer Assistance and Review (PAR) Program</p> <p>Need: In assessing the needs of our unduplicated pupils, we noted that many new teachers had an above average number of unduplicated pupils. This was echoed in student surveys and parent feedback which identified ongoing training for teachers as a key support for their learning.</p> <p>First best instruction is critical to ensure academic outcomes. Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in</p>	<p>By supporting teachers, with effective classroom management and instructional strategies, unduplicated pupils will have access to high quality first best instruction.</p> <p>This action is provided on an LEA wide basis as the teachers participating in this program are drawn from all sites.</p>	<ul style="list-style-type: none"> • Evaluate teaching practices, instructional strategies, classroom management, and engagement levels through systematic observation protocols. • Monitor the progress of teachers in achieving their

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	<p>ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%)</p> <p>In order to ensure unduplicated pupils have equitable access to first best instruction, Banning USD will provide new teacher induction to teachers.</p> <p>1. Guidance and Support for Teachers: Structured mentorship to offer personalized guidance, support, and feedback for continuous professional growth.</p> <p>2. Accurate Assessment of Teaching Practices: Regular classroom observations and evaluations to identify areas for improvement and ensure effective instruction.</p> <p>3. Effective Program Implementation and Continuous Improvement: Oversight by a dedicated committee to align the PAR program with district goals and recommend improvements based on data and feedback.</p> <p>4. Skill Enhancement and Professional Development: Ongoing professional development opportunities for mentors and teachers to enhance instructional practices and align with educational standards.</p> <p>By addressing these needs, the PAR program aims to enhance teacher effectiveness, which in turn improves student outcomes. The focus</p>		<p>professional development goals as outlined in their growth plans.</p> <ul style="list-style-type: none"> Gather feedback from teachers about their own perceived strengths, areas for improvement, and satisfaction with the support provided by the PAR program.

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	<p>on the unduplicated count ensures that equitable support and resources are provided to all students, promoting an inclusive and high-quality educational environment.</p> <p>Scope: LEA-wide</p>		
<p>1.15</p>	<p>Action: Strategic Collaboration for Data-Driven Student Success</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%). Though the engagement process, we identified a needs for greater collaboration time.</p> <p>Identifying the need for providing teachers with collaboration time for data analysis, curriculum pacing, and intervention planning can be anchored around several core issues:</p> <p>1. Closing the Achievement Gap: There are observable disparities in academic performance between different groups of students (e.g., based on socioeconomic status, race, or special education status).</p>	<p>Implementing this initiative district-wide is beneficial for several reasons:</p> <ul style="list-style-type: none"> • Consistency: Ensuring that all teachers, regardless of school, have the same opportunities for collaboration fosters a consistent approach to education across the district. This consistency is important for equity and helps in standardizing education quality. • Scalability of Best Practices: District-wide implementation allows successful strategies and programs developed in one school to be scaled and adapted across others, maximizing the impact of successful interventions. • Comprehensive Impact: Addressing educational disparities and needs at a district level rather than in isolated schools ensures that all students benefit from improved teaching practices and resources, leading to a more widespread enhancement of educational outcomes. 	<p>To monitor the effectiveness of teacher collaboration aimed at closing the achievement gap for underserved students, you could consider the following metrics:</p> <ol style="list-style-type: none"> 1. Student Achievement Data: Track changes in grades, test scores, and other assessments to gauge improvements in student learning outcomes. 2. Curriculum Pacing: Monitor the consistency and completion rate of curriculum sections across different classrooms to ensure equitable learning opportunities. 3. Intervention Efficacy: Evaluate the success of

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	<p>Addressing these disparities requires targeted interventions and adjustments to instructional strategies.</p> <p>2. Data-Driven Instruction: Teachers lack sufficient time to analyze student performance data deeply, which is crucial for informing instruction and adapting teaching methods to meet diverse student needs.</p> <p>3. Curriculum Consistency: Inconsistencies in curriculum pacing and delivery across different classrooms lead to unequal learning opportunities. Collaboration helps ensure that all students have access to the same quality of education.</p> <p>4. Effective Interventions: There is a need to design and implement interventions for students who are falling behind. Collaborative planning allows for the sharing of best practices and resources, enhancing the effectiveness of these interventions.</p> <p>5. Professional Development: Teachers need ongoing professional development to stay current with educational best practices and learn new strategies for engaging students and improving outcomes.</p> <p>6. Resource Allocation: Ensuring that resources are allocated equitably and effectively often requires collaborative planning and review.</p>	<ul style="list-style-type: none"> Community Engagement: A district-wide approach can strengthen community trust and support for public schools by demonstrating a commitment to equity and excellence in education, thereby boosting overall community investment in local schools. <p>By implementing these collaborative practices across the entire district, the initiatives not only address specific educational needs but also promote a culture of continual improvement and equity in education.</p>	<p>specific interventions through pre-and post-assessment comparisons to determine their impact on student performance.</p> <p>4. Attendance and Engagement: Observe changes in student attendance and participation, particularly among targeted groups, as these can be indicators of engagement and interest.</p> <p>5. Teacher Feedback: Collect and analyze feedback from teachers regarding the usefulness and applicability of the collaboration sessions to their teaching practices.</p> <p>6. Professional Development Outcomes: Assess the growth in teacher skills and strategies as a result of collaboration, possibly through self-assessments or peer reviews.</p> <p>7. Equity Audits: Conduct regular audits to assess how equitably resources and opportunities are</p>

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	<p>7. Engagement and Retention: Issues with student engagement and retention signal the need for more effective teaching strategies and support systems, which can be developed through collaborative efforts.</p> <p>By addressing these needs, schools can enhance educational outcomes for all students, particularly those who are underserved or at risk of underachieving.</p> <p>This action will support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged.</p> <p>This action will support the schools and students groups who received the lowest performance level in Graduation Rate on the 2023 Dashboard which are: Districtwide: White; Banning High: Students with Disabilities.</p>		<p>distributed among students and identify any persisting gaps.</p> <p>8. Parent and Student Surveys; Gather feedback from parents and students about their perceptions of improvements in the learning environment and support structures.</p>

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	<p>This action will support the schools and students groups who received the lowest performance level in College and Career Readiness on the 2023 Dashboard which are: Districtwide: Students with Disabilities, Homeless, English Learner; Banning High: Students with Disabilities, English Learner; New Horizon High: Schoolwide, Hispanic, Homeless, Socio-economically Disadvantaged, Socio-economically Disadvantaged.</p> <p>This action will support the schools and students groups who received the lowest performance level in ELA on the 2023 Dashboard which are: Districtwide: English Learner; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Hoffer Elementary: Students with Disabilities; Nicolet Middle: Hispanic, African American, English Learner, Socio-economically Disadvantaged; New Horizons: Schoolwide; Banning Independent Study: Schoolwide; Homeless.</p> <p>This action will support the schools and students groups who received the lowest performance level in Math on the 2023 Dashboard which are: Districtwide: Native American, African American, Two or More Races; Banning High: Schoolwide, Hispanic, Students with Disabilities, Socio-economically Disadvantaged; Central Elementary: Students with Disabilities; Nicolet Middle: Schoolwide,</p>		

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	<p>Hispanic, White, Homeless, English Learner, Socio-economically Disadvantaged; Banning Independent Study: Schoolwide; New Horizons: Schoolwide.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in ELPI on the 2023 Dashboard which are: Hoffer Elementary</p> <p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Student Well Being Initiatives</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>Through educational partner engagement process, root cause analysis, and upon</p>	<p>Implementing these actions district-wide will significantly enhance teacher effectiveness and improve outcomes for unduplicated count students. By providing student well-being initiatives through counseling, we can empower staff and students with strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically, socially, and behaviorally. Counselors will work with the principals and students to ensure students feel safe and connected to the school. Counselors will support the school efforts of PBIS and work with the school site principal to develop engaging and sustainable strategies and activities that support student learning, and connection to school.</p>	<ul style="list-style-type: none"> • Number of students participating in counseling and mental health therapy. • Improvement in school climate data for staff, students, and parents. • The number of teachers participating in the PBIS is \$300,00 classroom incentive.

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	<p>reviewing our District's school climate data it has become evident that there is a pressing need to enhance social-emotional learning (SEL), and counseling support, particularly in addressing the SEL needs of unduplicated count students. These students face unique challenges that require tailored support to ensure their academic, social emotional, and behavioral success. To address this need, we propose the implementation of elementary counseling, an annual school climate survey, mental health therapists, and positive behavioral support.</p> <p>Scope: LEA-wide</p>		<ul style="list-style-type: none"> • Suspension data • Chronic Absenteeism Data
<p>2.2</p>	<p>Action: Improving Student Attendance.</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and equity gaps exist.</p>	<p>The proposed action will increase home-school communication and reduce chronic absenteeism by building sustainable systems. By improving student attendance initiatives, the district will be able to increase academic, and social well-being and school connectedness for unduplicated count students.</p> <p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students by improving the attendance of all learners.</p>	<ul style="list-style-type: none"> • California Healthy kids Parent Survey Data • Chronic Absenteeism rate

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	<p>Banning USD has 34.7% chronic absenteeism, and California Healthy Kids Parent survey data shows home school communication as an identified need.</p> <p>Additionally, this action will support the schools and students groups who received the lowest performance level in Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Native American, Foster; Cabazon Elementary: Hispanic, Students with Disabilities, English Learner; Hoffer Elementary: African American, Homeless; Nicolet Middle: African American, Banning Independent Study: Schoolwide.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Supplemental School Personnel</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was</p>	<p>Staff will provide unduplicated pupils the direct and indirect services listed below:</p> <p>The registrars will appropriately register and maintain records for the District. The additional nursing staff will be able to work with families and keep students in school. The alternative to the suspension program will address the social emotional and behavioral needs while students are in school. The combination of the three actions will increase direct services to students to support the safety and attendance of an unduplicated count of students.</p> <p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated</p>	<ul style="list-style-type: none"> • California Healthy Kids Survey: Parent, Student, and Staff • Suspension data • Chronic Absenteeism Data

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	<p>determined that significant and equity gaps exist.</p> <p>Providing supplemental school support meets the needs of unduplicated students to improve attendance and engagement. Chronic absenteeism is at 34.7% and additional support to health and nursing will keep students in school. The District is Orange for suspension on the California School Dashboard districtwide. Several subgroups such as low-income, black, and students with disabilities are red.</p> <p>Scope: LEA-wide</p>	<p>students, benefits all students by improving the attendance of all learners and enhancing safety.</p>	
<p>2.4</p>	<p>Action: Administrative Support</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster;</p>	<p>Staff will provide unduplicated pupils the direct and indirect services. The implementation of these actions district-wide will significantly enhance school safety, enhance communication for parents, Positive Behavioral Interventions of Support, and improve engagement for unduplicated count students. By providing targeted support through administrative support, school sites can support parents, students, and teachers with the tools, strategies, and support needed to create inclusive and equitable learning environments where all students can thrive academically, behaviorally, and emotionally.</p>	<ul style="list-style-type: none"> • Print Out of Volunteers and visitors • California Healthy Kids Survey: Parent, Student, and Staff • Suspension data • Chronic Absenteeism Data

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	<p>Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and equity gaps exist.</p> <p>Providing administrative support meets the needs of unduplicated students to improve academics, attendance, and engagement. Chronic absenteeism is at 34.7% and additional administrative support to contact families and make home visits will provide additional services to students. The District is Orange for suspension on the California School Dashboard districtwide and administrative will support the school site's efforts with other means of correction. Several subgroups such as low-income, black, and students with disabilities are red.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Safety and School Connectedness</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-</p>	<p>Staff will provide unduplicated pupils the direct and indirect services. The implementation of these actions district-wide will significantly enhance school safety, enhance communication for parents, and improve fiscal resources for unduplicated count students to support the initiatives. By providing targeted support through these actions, we can empower parents, administrators, and teachers with the tools,</p>	<ul style="list-style-type: none"> • Print Out of Volunteers and visitors • California Healthy Kids Survey: Parent, Student, and Staff • Suspension data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>Upon reviewing our district's school climate data, it has become evident that there is a need to enhance safety and communication, particularly in addressing the needs of unduplicated count students. To address this need, we propose the implementation and maintaining a visitor management system, updated school announcement systems, and allocation funds for school site allocations to enhance school engagement and connectedness.</p> <p>Scope: LEA-wide</p>	<p>strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically, behaviorally, and emotionally.</p>	<ul style="list-style-type: none"> Chronic Absenteeism Data
<p>2.6</p>	<p>Action: Secure, Safe, and Engaging Learning Environment</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged;</p>	<p>Staff will provide unduplicated pupils the direct and indirect services. The implementation of these actions district-wide will significantly enhance school safety, enhance communication for parents, Positive Behavioral Interventions of Support, and improve engagement for unduplicated count students to support the initiatives. By providing targeted support through the District Safety Coordinator and campus</p>	<ul style="list-style-type: none"> Print Out of Volunteers and visitors California Healthy Kids Survey: Parent, Student, and Staff Suspension data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>After reviewing the District's California Healthy Kids Data, Suspension rates, and chronic absenteeism rates, the District needs to improve safety and connection to school to improve attendance and suspension rates to meet the needs of unduplicated count students.</p> <p>Scope: LEA-wide</p>	<p>supervisors, we can support parents, students, and teachers with the tools, strategies, and support needed to create inclusive and equitable learning environments where all students can thrive academically, behaviorally, and emotionally.</p>	<ul style="list-style-type: none"> Chronic Absenteeism Data
<p>2.7</p>	<p>Action: Alternative Learning Center</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p>	<p>Staff will provide unduplicated pupils the direct and indirect services. The implementation of the Alternative Learning Center will significantly enhance the school experience and improve outcomes for unduplicated count students for students who need a different learning environment. By providing targeted support through the Alternative Learning Center, we can support students with strategies and support needed to create resiliency and improve decision-making for the unduplicated students.</p>	<ul style="list-style-type: none"> Print Out of Volunteers and visitors California Healthy Kids Survey: Parent, Student, and Staff Suspension data Chronic Absenteeism Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>After reviewing the District's California Healthy Kids Data, Suspension rates, and chronic absenteeism rates, the District needs to improve the educational outcomes and offer an alternative to traditional learning models to meet the needs of unduplicated count students.</p> <p>Scope: LEA-wide</p>	<p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, the Alternative Learning Center may be utilized by any student in the district who is in need of these services.</p>	
<p>3.1</p>	<p>Action: Parent and Community Involvement</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -78.1 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%).</p> <p>Unduplicated pupils are also represented in the lowest performance groups for Suspension</p>	<p>Staff will provide unduplicated pupils the direct and indirect services. Holding parent workshops, hosting parent activities, and communicating the importance of attendance will increase student academic achievement and attendance. Providing a District Outreach Specialist to conduct parent training, and home visits, and build a bridge between home and schools will meet the needs of unduplicated count students.</p> <p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, these services will improve home school communication and connectedness for all students.</p>	<p>Parent Survey, California Healthy Kids Survey, Chronic Absenteeism, Suspension, ELA, Math, and Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>During engagement meetings partners, were presented with this data. An identified need to increase parent-school communication was a reoccurring theme at all school sites. Parents indicated a need for more activities to increase parent involvement. Increasing parental involvement will have a direct impact on the outcomes of unduplicated pupils. Strengthening the relationship with parent will improve all areas of the dashboard.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Parent and Community Communication</p> <p>Need: Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes.</p>	Providing a variety of ways to engage our community and district-community relation services will meet the needs of unduplicated count students by encouraging a strong home-to-school connection.	Parent Survey, California Healthy Kids Survey, Chronic Absenteeism, Suspension, ELA, Math, and Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners are -78.1 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%).</p> <p>Unduplicated pupils are also represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.</p> <p>Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless.</p> <p>During engagement meetings partners, were presented with this data. An identified need to increase parent-school communication was a reoccurring theme at all school sites. Parents indicated a need for more activities to increase parent involvement. Increasing parental involvement will have a direct impact on the outcomes of unduplicated pupils. Strengthening the relationship with parent will improve all areas of the dashboard.</p> <p>Scope:</p>	<p>This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, these services will improve home school communication and connectedness for all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Strengthening Support for English Language Learners</p> <p>Need: The school district has been identified for Differentiated Assistance due to the underperformance of the English Learner subgroup in the areas of English Language Arts and mathematics CAASPP Assessment, as well as a low graduation rate.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The school district has been identified for Differentiated Assistance due to the underperformance of the English Learner subgroup in the areas of English Language Arts and mathematics CAASPP (California Assessment of Student Performance and Progress) tests, as well as a low graduation rate. To address these challenges and improve outcomes for English Learners, the district recognizes the need to add support staff dedicated to providing targeted interventions and support services. By allocating resources to employ additional support staff, the district aims to ensure that English Learners receive the necessary assistance to improve their academic achievement, enhance their proficiency in English and mathematics, and ultimately increase their graduation rates. These support staff will play a crucial role in implementing evidence-based practices, monitoring student progress, and facilitating data-driven decision-making processes to address the specific needs of the English Learner subgroup and improve overall student outcomes within the district.</p>	<ul style="list-style-type: none"> • EL reclassification rates • A-G Completion for ELs • EL Grad Rate • EL CAASPP Outcomes: ELA and Math

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

Not applicable

Additional Concentration Grant Funding

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

The following 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:

Goal 1 Instructional Support

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

- -1.6 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) Secondary Counselors to support the college and career guidance of English Language Learner (ELL) students.
- 2) Language Specialist to assist with document and meeting translations to support parent outreaches.
- 3) Bilingual Aides to support classroom instruction, facilitate communication between teachers and English Language Learner (ELL) students, and provide targeted assistance to ELL students in navigating academic content and language acquisition challenges.

The increased services will increase the academic achievement of English Learners districtwide. This initiative is carried over from the 2023-2024 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 1.6 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:

- Continue to Employ a 1.0 FTE English Language Development, Specialist

1.8 Enhance student support by funding current instructional aides in Kindergarten general education classrooms to provide targeted small group and 1:1 instruction for unduplicated count students. These personnel will provide direct services to students including:

- 3) Provide literacy and English language acquisition support for English Learner students across all content areas, under the guidance of a certificated teacher.
- 4) Deliver literacy and mathematics support for unduplicated count students, including those with disabilities, supervised by a certificated teacher.

1.12 Academic Supports and Interventions

The following initiative is being added to this action to increase services to unduplicated students:

- 3) College and Career Readiness Counselor to oversee the High School Career Center, offering comprehensive guidance and resources to students as they navigate post-secondary education and career pathways.

2.1 Student Well Being Initiatives:

The needs of unduplicated count students were considered in providing behavioral improvement programs; school connectedness endeavors, and other student well-being initiatives, and training staff on initiative implementation:

- 1) Elementary School Counselors: Elementary school counselors will provide target-tiered support to students who require more academic, behavioral, and emotional support (MTSS) to ensure students access their academic learning.
- 2) Annual Student/Parent/Staff Survey: The District will conduct an annual survey to determine if students and staff feel safe and connected.
- 4.) Mental Health Therapists: Mental Health Therapists will provide intensified tier 3 individual support to students who require more academic, behavioral, and emotional support (MTSS) to ensure students access their academic learning.

2.3 Supplemental School Personnel

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

- 4 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.

2.4 Administrative Support

Due to the high needs of our community, students, and parents, the District will 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) Secondary School Support: Providing an HS Assistant Principal and MS Assistant Principal will enable the District to accomplish this goal to ensure students are provided with a safe, supportive, and culturally responsive learning environment.

2) Elementary School Support: Providing ES Assistant Principals will enable the District to accomplish this goal to ensure students are provided a safe, supportive, and culturally responsive learning environment.

4) Districtwide Support: Providing a Director of Student Services will enable the District 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. This director will be providing direct services by meeting with students and families regarding attendance and discipline. The director will also provide follow up and conduct home visits.

2.6 Secure and Safe Learning Environment

1) Campus Safety: Campus safety supervisors will provide an added safety measure that will allow for an unduplicated count of students to participate in before and after-school intervention and enrichment programs.

2.7 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. To provide this service, a teacher and aide were funded as to operate our Alternative Learning Center during the 2023-24 school year. The funding for this staff is being carried forward so that Alternative Learning Center may continue to be implemented in the 2024-2025 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. During the 2023-24 school year, local data indicates that 10 students who would have otherwise proceeded to expulsion benefited from this service. An additional 4 students were able to benefit from this service in lieu of a transfer to a community day school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	56.5.2:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	19.8:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	45,044,070	18,615,487	41.327%	0.000%	41.327%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,699,984.00	\$1,525,453.00	\$0.00	\$59,522.00	\$27,284,959.00	\$19,138,255.00	\$8,146,704.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaching Program	All	No			All Schools	Ongoing	\$1,028,777.00	\$0.00		\$1,028,777.00			\$1,028,777.00	
1	1.2	New Teacher Coaching: California Teacher Induction (CTI) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$49,683.00	\$65,000.00	\$114,683.00				\$114,683.00	
1	1.3	Enhancing Educational Quality through Strategic Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$755,916.00	\$0.00	\$755,916.00				\$755,916.00	
1	1.4	Technology Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$756,530.00	\$650.00	\$757,180.00				\$757,180.00	
1	1.5	Enhancing Academic Equity and Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$722,370.00	\$0.00	\$722,370.00				\$722,370.00	
1	1.6	Strengthening Support for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$442,871.00	\$0.00	\$442,871.00				\$442,871.00	
1	1.7	Empowering Educators to Enhance English Language Learner Support for LTELs	Students with Disabilities Long-Term English Language Learners (LTELs)	No			All Schools	Ongoing	\$159,239.00	\$5,000.00		\$139,717.00		\$24,522.00	\$164,239.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Kindergarten Instructional Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites Transitional Kindergarten - Grade 1	Ongoing	\$562,958.00	\$10,000.00	\$562,958.00			\$10,000.00	\$572,958.00	
1	1.9	Recruitment and Retention Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,230,901.00	\$0.00	\$2,230,901.00				\$2,230,901.00	
1	1.10	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	Ongoing	\$531,130.00	\$0.00	\$531,130.00				\$531,130.00	
1	1.11	Student Enrichment and Academic Support Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,167,976.00	\$255,000.00	\$1,327,600.00	\$95,376.00			\$1,422,976.00	
1	1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	Ongoing	\$867,141.00	\$25,000.00	\$867,141.00			\$25,000.00	\$892,141.00	
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,253,002.00	\$0.00	\$1,253,002.00				\$1,253,002.00	
1	1.14	Peer Assistance and Review (PAR) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,518.00	\$3,000.00	\$15,518.00				\$15,518.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	Strategic Collaboration for Data-Driven Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,010,466.00	\$0.00	\$2,010,466.00				\$2,010,466.00	
1	1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	All	No			All Schools	Ongoing	\$0.00	\$7,084,497.00	\$7,084,497.00				\$7,084,497.00	
1	1.17	Direct Technical Assistance	All	No			All Schools	Ongoing	\$62,589.00	\$0.00		\$62,589.00			\$62,589.00	
2	2.1	Student Well Being Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$888,986.00	\$85,400.00	\$893,986.00	\$80,400.00			\$974,386.00	
2	2.2	Improving Student Attendance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$655,885.00	\$0.00	\$655,885.00				\$655,885.00	
2	2.3	Supplemental School Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,055,121.00	\$0.00	\$1,055,121.00				\$1,055,121.00	
2	2.4	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,027,625.00	\$0.00	\$1,027,625.00				\$1,027,625.00	
2	2.5	Safety and School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$599,368.00	\$397,706.00	\$997,074.00				\$997,074.00	
2	2.6	Secure, Safe, and Engaging Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,861,672.00	\$24,857.00	\$1,886,529.00				\$1,886,529.00	
2	2.7	Alternative Learning Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$172,192.00	\$0.00	\$172,192.00				\$172,192.00	
3	3.1	Parent and Community Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$90,214.00	\$7,000.00	\$97,214.00				\$97,214.00	
3	3.2	Parent and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$173,125.00	\$65,000.00	\$238,125.00				\$238,125.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
4	4.1	Enhance Support and Opportunities for Alternative Education Students	All	No			Specific Schools: New Horizons and Banning Independent Study Schools Grades 9-12	Ongoing	\$0.00	\$91,226.00		\$91,226.00			\$91,226.00	
5	5.1	Enhance Early Learning Opportunities for Transitional Kindergarten Students	All	No			Specific Schools: Florida Street Discover y Center Transitional Kindergarten	Ongoing	\$0.00	\$27,368.00		\$27,368.00			\$27,368.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
45,044,070	18,615,487	41.327%	0.000%	41.327%	\$18,615,487.00	0.000%	41.327 %	Total:	\$18,615,487.00
								LEA-wide Total:	\$17,078,528.00
								Limited Total:	\$442,871.00
								Schoolwide Total:	\$1,094,088.00

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	1.2	New Teacher Coaching: California Teacher Induction (CTI) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,683.00	
1	1.3	Enhancing Educational Quality through Strategic Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$755,916.00	
1	1.4	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$757,180.00	
1	1.5	Enhancing Academic Equity and Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$722,370.00	
1	1.6	Strengthening Support for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$442,871.00	
1	1.8	Kindergarten Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites Transitional Kindergarten - Grade 1	\$562,958.00	

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	1.9	Recruitment and Retention Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,230,901.00	
1	1.10	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	\$531,130.00	
1	1.11	Student Enrichment and Academic Support Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,327,600.00	
1	1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	\$867,141.00	
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,253,002.00	
1	1.14	Peer Assistance and Review (PAR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,518.00	
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,010,466.00	
2	2.1	Student Well Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$893,986.00	
2	2.2	Improving Student Attendance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$655,885.00	
2	2.3	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,055,121.00	
2	2.4	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,027,625.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Safety and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$997,074.00	
2	2.6	Secure, Safe, and Engaging Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,886,529.00	
2	2.7	Alternative Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,192.00	
3	3.1	Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,214.00	
3	3.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,125.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$39,340,368.00	\$36,456,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Supports	Yes	\$1,257,908.00	1,294,976
1	1.2	Technology: Infrastructure and Supports	Yes	\$1,808,459.00	1,689,324
1	1.3	Digital Learning Software Systems	No	\$230,000.00	144,160
1	1.4	Student Interventions and Supports	Yes	\$1,065,918.00	1,123,838
1	1.5	English Language Development Program Supports	Yes	\$530,735.00	549,248
1	1.6	Supplemental Instructional/Intervention Materials	No	\$643,800.00	163,874
1	1.7	Transitional Kindergarten Program	Yes	\$20,000.00	20,000
1	1.8	Instructional Aides	Yes	\$664,213.00	631,268
1	1.9	Recruitment and Retention Plan	Yes	\$3,188,746.00	2,851,837
1	1.10	Career Technical Education (CTE)	Yes	\$744,165.00	832,900
1	1.11	Summer Recovery Program	No	\$873,984.00	242,227

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	\$2,327,098.00	2,244,328
1	1.13	Maintain Class Size	No	\$8,077,961.00	8,661,659
1	1.14	Teacher Collaboration Time	Yes	\$2,331,722.00	1,973,345
1	1.15	Academic Supports and Interventions	Yes	\$682,782.00	711,410
1	1.16	Academic Supports and Interventions	Yes	\$380,847.00	407,123
1	1.17	Student Extra-Curricular and Enrichment Opportunities	No	\$171,933.00	188,909
1	1.18	Maintain Class Size	Yes	\$791,145.00	1,229,867
1	1.19	Career Technical Education (CTE)	No	\$355,747.00	420,634
1	1.20	Expanded Learning Opportunities Program	No	\$2,279,869.00	498,497
2	2.1	Professional Development	Yes	\$1,138,344.00	221,035
2	2.2	California Teacher Induction (CTI) Program	Yes	\$113,828.00	92,106
2	2.3	Peer Assistance and Review (PAR) Program	Yes	\$50,090.00	1,457
3	3.1	Student Well-Being Initiatives	Yes	\$1,424,927.00	1,208,483

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Student Mental Health Initiatives	No	\$826,352.00	873,636
3	3.3	Improve Student Attendance Initiatives	Yes	\$892,523.00	925,833
3	3.4	Supplemental School Personnel	Yes	\$1,140,784.00	1,327,235
3	3.5	Administrative Support	Yes	\$925,399.00	1,044,827
3	3.6	School Connectedness	Yes	\$922,776.00	1,338,789
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	\$1,564,428.00	2,009,196
3	3.8	Transportation Services	Yes	\$340,000.00	402,787
3	3.9	Alternative Learning Center	Yes	\$194,827.00	152,578
3	3.10	Administrative Support	No	\$368,981.00	546,027
3	3.11	Community Based Mental Health Programs	Yes	\$5,000.00	0
4	4.1	Parent and Community Involvement	Yes	\$118,705.00	82,808
4	4.2	Parent and Community Communication	Yes	\$258,868.00	235,717
5	5.1	English Learners Targeted Support	No	\$550,000.00	113,812
5	5.2	Homeless Youth Targeted Support	Yes	\$28,900.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	African-American Students Targeted Support	Yes	\$31,082.00	0
5	5.4	Unduplicated Students with Disabilities Targeted Support	Yes	\$17,522.00	250

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,218,557	\$19,364,884.00	\$20,670,134.00	(\$1,305,250.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Supports	Yes	\$402,282.00	429,964		
1	1.2	Technology: Infrastructure and Supports	Yes	\$716,964.00	1,148,729		
1	1.4	Student Interventions and Supports	Yes	\$416,282.00	394,124		
1	1.5	English Language Development Program Supports	Yes	\$410,577.00	406,800		
1	1.7	Transitional Kindergarten Program	Yes	\$20,000.00	20,000		
1	1.8	Instructional Aides	Yes	\$415,164.00	436,638		
1	1.9	Recruitment and Retention Plan	Yes	\$3,188,746.00	2,851,837		
1	1.10	Career Technical Education (CTE)	Yes	\$744,165.00	832,900		
1	1.12	Student Extra-Curricular and Enrichment Opportunities	Yes	\$2,135,569.00	2,044,518		
1	1.14	Teacher Collaboration Time	Yes	\$2,331,722.00	1,973,345		
1	1.15	Academic Supports and Interventions	Yes	\$574,798.00	592,402		
1	1.16	Academic Supports and Interventions	Yes	\$380,847.00	407,123		
1	1.18	Maintain Class Size	Yes	\$791,145.00	1,229,867		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Professional Development	Yes	\$5,000.00	0		
2	2.2	California Teacher Induction (CTI) Program	Yes	\$113,828.00	92,106		
2	2.3	Peer Assistance and Review (PAR) Program	Yes	\$50,090.00	1,457		
3	3.1	Student Well-Being Initiatives	Yes	\$249,322.00	288,304		
3	3.3	Improve Student Attendance Initiatives	Yes	\$892,523.00	925,833		
3	3.4	Supplemental School Personnel	Yes	\$1,140,784.00	1,327,235		
3	3.5	Administrative Support	Yes	\$925,399.00	1,044,827		
3	3.6	School Connectedness	Yes	\$922,776.00	1,338,789		
3	3.7	Secure, Safe, and Engaging Learning Environment	Yes	\$1,564,428.00	2,009,196		
3	3.8	Transportation Services	Yes	\$340,000.00	402,787		
3	3.9	Alternative Learning Center	Yes	\$194,827.00	152,578		
3	3.11	Community Based Mental Health Programs	Yes	\$5,000.00	0		
4	4.1	Parent and Community Involvement	Yes	\$106,274.00	82,808		
4	4.2	Parent and Community Communication	Yes	\$258,868.00	235,717		
5	5.2	Homeless Youth Targeted Support	Yes	\$18,900.00	0		
5	5.3	African-American Students Targeted Support	Yes	\$31,082.00	0		
5	5.4	Unduplicated Students with Disabilities Targeted Support	Yes	\$17,522.00	250		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
45,848,447	19,218,557	0%	41.918%	\$20,670,134.00	0.000%	45.084%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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