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
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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 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
		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% Banning Independent Study (K-8): 32.14% / 14.29%			Students with Disabilities: 45.37% / 18.30% 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% Banning Independent Study (K-8): 50.97% / 22.26%	
1.5	CAASPP Math: District Dashboard Data	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			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	
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
		All Students: -150.9 DFS Hispanic: -150.8 DFS Students with Disabilities: -234.7 DFS Socio-economically Disadvantaged: -153.5 DFS Central Elementary Students with Disabilities: -129.5 DFS Nicolet Middle All Students: -145.3 DFS Hispanic: -146.2 DFS White: -147.3 DFS Homeless: -167.4 DFS English Learner: -165.7 DFS Socio-economically Disadvantaged: -148.0 DFS Banning Independent Study: -52.47 DFS New Horizons: -68.22 DFS			All Students: -103.8DFS Hispanic: -110.5 DFS Students with Disabilities: --136.56 DFS Socio-economically Disadvantaged: -112.4 DFS Central Elementary Students with Disabilities: -95.63 DFS Nicolet Middle All Students: -106.7 DFS Hispanic: -107.3 DFS White: -108.0 DFS Homeless: -122.2 DFS English Learner: --121.0 DFS Socio-economically Disadvantaged: -108.6 DFS Banning Independent Study: -123.91 DFS	

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	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% Central Elementary Students with Disabilities: 58.48% / 25.73% 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%			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% Central Elementary Students with Disabilities: 73.48% / 31.73 Nicolet Middle All Students: 51.13% / 17.56% Hispanic: 50.49% / 17.23% White: 60.45% / 18.52% Homeless: 51.04% / 17.14%	

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
		All Students: 0% Socio-economically Disadvantaged: 0% New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9%			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%	
1.18	Percentage of students completing UC/CSU Entrance Requirements (A-G)	District: All Students: 29.6% Students with Disabilities: 3.3% Homeless: 12.9% English Learner: 14.9% Banning High Students with Disabilities: 3.7% English Learner: 20% Banning Independent Study All Students: 6.7% Socio-economically Disadvantaged: 7.1%			District: All Students: 44.6% Students with Disabilities: 25.1% Homeless: 31.8% English Learner: 42.2% Banning High Students with Disabilities: 26.2% English Learner: 45.2% Banning Independent Study	

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 Leaner 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: 5.53% 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: 11.53% 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
		Next Generation Science Standards: 5/5 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 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			English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5 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 Implementation of Standards:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Engagement of School Leadership: Identifying the professional learning needs of groups of teachers or staff as a whole: 4/5 Providing support for teachers on the standards they have not yet mastered: 4/5 Identifying the professional learning needs of individual teachers: 4/5			Career Technical Education: 5/5 Physical Education Model Content Standards: 5/5 World Language: 5/5 Health Education Content Standards: 5/5 Visual and Performing Arts: 5/5 Engagement of School Leadership: Identifying the professional learning needs of groups of teachers or staff as a whole: 5/5 Providing support for teachers on the standards they have not yet mastered: 5/5 Identifying the professional learning needs of individual teachers: 5/5	
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.	2021-22 93.6% of Teaching Full Time Equivalent Positions were filled by fully credentialed teachers. 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)			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	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. 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. 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.	$1,028,777.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	New Teacher Coaching: California Teacher Induction (CTI) Program	The needs of unduplicated count students and students with disabilities were considered for first best instruction to support new teachers through the California Teacher Induction (CTI) Program. The second tier of preparation is a two-year job-embedded individualized induction program focused on extensive support and mentoring to new teachers in their first and second years of teaching. 1) District teachers for new teacher coaching 2) Providing county-level professional development support for new teachers	$114,683.00	Yes
1.3	Enhancing Educational Quality through Strategic Staffing	he 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. 1) Elementary School Physical Education Teachers to enhance teacher collaboration time. 2) Middle School Visual and Performing Arts teachers to cultivate artistic expression and creativity. 3) Orchestra Teacher at the High School level to promote musical education and ensemble performance.	$755,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Support Staff	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: 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. 2) System Engineer to maintain and optimize the technological infrastructure, ensuring reliable access to digital resources and services for all stakeholders. 3) Technology Department Staff Secretary to provide administrative support, facilitating efficient communication and coordination within the technology department and across the educational community. 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.	$757,180.00	Yes
1.5	Enhancing Academic Equity and Achievement	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: 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.	$722,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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. 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. 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.		

Action #	Title	Description	Total Funds	Contributing
1.6	Strengthening Support for English Language Learners	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: 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.	$442,871.00	Yes
1.7	Empowering Educators to Enhance English Language Learner Support for LTELs	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: 1) Professional Development: English Language Development professional development for teachers and bilingual aides. 2) Professional Development: Tailored Writing Workshops designed to benefit LTEL students. 3) Language Acquisition Program: English Language Development Specialist to further enhance support for ELL students.	$164,239.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Kindergarten Instructional Aides	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. 1) Fund 3-hour part-time instructional aides 2) Sustain funding for instructional aides to assist unduplicated special education students. 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.	$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)	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. 1) Employ CTE Teachers across various disciplines (Theater, Technical Theater, Automotive, Digital Film) to bolster the CTE high school program.	$531,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Student Enrichment and Academic Support Initiative	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. 1) High School Athletic Director to oversee athletic programs and support student-athlete development. 2) High School Athletic Clerk to assist with clerical tasks related to athletics. 3) Library Media Specialists to provide access to library services. 4) Extend additional hours for Library Media Specialists to enhance library services and support student research and learning. 5) Offer enrichment stipends to recognize and incentivize educators for their contributions to student enrichment programs. 6) Provide funding to procure proper and safe athletic equipment for student-athletes. 7) Allocate funding for sports transportation to facilitate student participation in extracurricular activities. 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.	$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	1. Counselors to provide academic and behavioral support, prioritizing social and emotional learning for all students, including unduplicated count students. 2. Continue to support the AVID Program across grades K-12, emphasizing college readiness and academic success for students from diverse backgrounds. 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.		
1.13	Optimizing Class Sizes for Enhanced Learning Support	Prioritize Unduplicated Count and Students with Disabilities in Maintaining Optimal Class Sizes for Effective Differentiated Instruction and Learning Support. 1) Employ additional teachers beyond union ratios for TK-5	$1,253,002.00	Yes
1.14	Peer Assistance and Review (PAR) Program	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. 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.	$15,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 4. Professional Development Opportunities: Provide training sessions and workshops to mentors and participating teachers.		
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	Prioritize Unduplicated Count and Students with Disabilities in Maintaining Optimal Class Sizes for Effective Differentiated Instruction and Learning Support. 1) Employ additional teachers beyond union ratios for TK-5	$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
		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: 1. Standards and Assessments: • 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: • 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: • 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
		• 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
		African American: 23.2% Two or More Races: 23.1% Students with Disabilities: 22.2% Foster: 40.0% English Learner: 10.8% Socio-economically Disadvantaged: 13.3% Cabazon Elementary All Students: 5.1% White: 15.1% Students with Disabilities: 9.3% Socio-economically Disadvantaged: 5.2% Hemmerling Elementary Students with Disabilities: 7.3% Hoffer Elementary African American: 6.9% Homeless: 9.3% Nicolet Middle African American: 35.8% Two or More Races: 26.5%			All Students: 8.26% Hispanic: 7.42% African American: 15.61% Two or More Races: 15.54% Students with Disabilities: 14.91% Foster: 27.37% English Learner: 6.93% Socio-economically Disadvantaged: 8.68% Cabazon Elementary All Students: 2.1% White: 9.94% Students with Disabilities: 5.88% Socio-economically Disadvantaged: 2.20% Hemmerling Elementary Students with Disabilities: 4.30% Hoffer Elementary African American: 3.90%	

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
		Socio-economically Disadvantaged: 0.00% Hemmerling: Students with Disabilities: 0.00% Hoffer African American: 0.00% Homeless: 0.00% Nicolet Middle: African American: 3.70% Two or More Races: 0.00%			Disadvantaged: 0.00% Cabazon Elementary: All Students: 0.00% White: 0.00% Students with Disabilities: 0.00% Socio-economically Disadvantaged: 0.00% Hemmerling: Students with Disabilities: 0.00% Hoffer African American: 0.00% Homeless: 0.00% Nicolet Middle: African American: 2.59% Two or More Races: 0.00%	
2.5	Chronic Absenteeism (Dashboard)	District: 34.7% Native American: 54.0% Foster: 51.0% Cabazon Elementary Hispanic: 37.6%			District: 21.2% Native American: 31.82% Foster: 30.17% Cabazon Elementary	

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	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	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. 3) Promote a Positive and Engaging Learning Environment: Certificated staff will be allocated $300.00 to ensure a positive and engaging learning environment. 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.	$974,386.00	Yes
2.2	Improving Student Attendance.	The needs of unduplicated count students were considered in the development and implementation of a comprehensive student attendance improvement plan to include:	$655,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.3	Supplemental School Personnel	Providing funding to employ supplemental school personnel to increase academic and positive behavior intervention services for unduplicated count students was considered as defined in the School Plan for Student Achievement (SPSA). The following are the supplemental staff: 1) 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. 2) Health and Nursing Districtwide Support: A Licensed Vocational Nurse to increase health services for students with specific health needs that need specialized care. 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. 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 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.	$1,055,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. 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. 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.	$1,027,625.00	Yes
2.5	Safety and School Connectedness	Provide funding to improve safety management systems, personnel, and equipment to ensure a safe school environment and school connectedness for duplicated count students.	$997,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 2) Enhanced Communication: Upgrade and maintain school public announcement systems to enhance school communication. 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. 4) Student Campus Safety: Provide yard duty aides to support positive student behavior and provide supervision during unstructured times. 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.		
2.6	Secure, Safe, and Engaging Learning Environment	Provide a safe and secure school learning environment for staff and unduplicated count students: 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) 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. 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.	$1,886,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Alternative Learning Center	Provide a temporary alternative instructional setting by referral (due process) with low-class size for at-promise students with significant behavioral issues to improve performance on General Education objectives (Alternative Learning Center or ALC) for unduplicated count students. 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. 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.	$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
		teachers, and classified staff) to build trusting and respectful relationships with families - 4/5 Rate the LEA's progress in creating welcoming environments for all families in the community: 3/5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4/5 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 Rate the LEA's progress in providing			(i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families - 5/5 Rate the LEA's progress in creating welcoming environments for all families in the community: 4/5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5/5 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4/5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4/5 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 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 Rate the LEA's progress in building the			using language that is understandable and accessible to families: 5/5 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 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5/5 Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 5 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 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 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work			student progress and ways to work together to support improved student outcomes: 5/5 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 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 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups	

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			and decision-making: 5/5 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 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	

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	The needs of unduplicated students were considered in providing workshops, coordinating community resources, and expanding the use of electronic and face-to-face methods for parents to connect and engage within the school community: 1) Design at least 3 parent outreach programs incorporating each school's instructional program for delivery to parents and families.	$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	Improve communication between schools and the community to expand the use of electronic and face-to-face methods for parents to connect and engage within the school community: 1) Improve parent communication by engaging with public information services 2) Provide district and community relations services.	$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	Prepared / Conditionally Prepared ELA District: 6.73% / 20.54% Banning Independent Study: 5.56% / 0.00% New Horizons 0.00% / 20.00% Math District: 1.68% / 5.72% Banning Independent Study: 11.11% / 27.78% New Horizons 0.00% / 0.00%			Prepared / Conditionally Prepared ELA District: 14.23% / 28.04% Banning Independent Study: 18.62% / 35.28% New Horizons 9.63% / 33.66% Math District: 9.18% / 13.22% Banning Independent Study: 13.53% / 13.66% New Horizons 10.84% / 15.83%	
4.6	Graduation Rate	District: 83.70% Banning Independent Study: 86.70% New Horizons: 70.40%			District: 92.70% 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
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
		Socio-economically Disadvantaged: 0% New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9%			Socio-economically Disadvantaged: 34.2% New Horizon High All Students: 13.0% Hispanic: 11.4% Homeless: 11.4% Socio-economically Disadvantaged: 13.0%	
4.10	Percentage of students completing UC/CSU Entrance Requirements (A-G)	District: All Students: 29.6% Students with Disabilities: 3.3% Homeless: 12.9% English Learner: 14.9% Banning High Students with Disabilities: 3.7% English Learner: 20% Banning Independent Study All Students: 6.7% Socio-economically Disadvantaged: 7.1%			District: All Students: 44.6% Students with Disabilities: 25.1% Homeless: 31.8% English Learner: 42.2% Banning High Students with Disabilities: 26.2% English Learner: 45.2% Banning Independent Study All Students: 38.9% Socio-economically	

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	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: 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, enhance 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 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.

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%	

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	To enhance 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. 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. 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. 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. 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.	$27,368.00	No

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	**Action:** New Teacher Coaching: California Teacher Induction (CTI) Program **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	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.	• 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
	training for teachers as a key support for their learning. 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 -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%) 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. **Scope:** LEA-wide		program's impact on job satisfaction and commitment to teaching. • 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	**Action:** Enhancing Educational Quality through Strategic Staffing **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	Staff will provide unduplicated pupils the direct and indirect services listed below: Elementary School Physical Education Teachers: • 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	• 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
	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. Elementary School Physical Education Teachers: • 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. Middle School Visual and Performing Arts Teacher: • 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,	strategies tailored to the needs of unduplicated students. • 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. Middle School Visual and Performing Arts Teacher: • 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. Orchestra Teacher at the High School Level: • Addressing the Need: An orchestra teacher helps meet the musical education needs of unduplicated students who	classes and attendance records for arts-related events and activities. • 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
	which is particularly beneficial for students at risk of disengagement from traditional academic subjects. Orchestra Teacher at the High School Level: • 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. **Scope:** LEA-wide	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. • 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. 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.	
1.4	**Action:** Technology Support Staff **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 -78.1 DFS in ELA. In	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	• 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
	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. 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: 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	listed below: 1. Innovation of Technology Officer Addressing Needs: • 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. Implemented District-Wide: • 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.	improvements in relevant academic areas.

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
	within the technology department and across the educational community to support technology initiatives. 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. **Scope:** LEA-wide	2. System Engineer Addressing Needs: • 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. Implemented District-Wide: • 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. 3. Technology Department Staff Secretary Addressing Needs: • 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
		department, ensuring efficient operations and coordination. • 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. Implemented District-Wide: • 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. 4) Technology Technicians Addressing Needs: • 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
		• 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. Implemented District-Wide: • 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	**Action:** Enhancing Academic Equity and Achievement **Need:**	Staff will provide unduplicated pupils the direct and indirect services listed below: Adding support staff specifically dedicated to addressing the needs of these student groups will:	• 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
	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. 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. 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.	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 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. 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	• 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
	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. 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. 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 **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Kindergarten Instructional Aides **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 -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%). 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.	Staff will provide unduplicated pupils the direct and indirect services listed below: 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: 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	• Teacher reports on the impact of instructional aides in the classroom. • Changes in student engagement and achievement in classes with aides versus those without.

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
	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. **Scope:** Schoolwide	students to reinforce early literacy and numeracy concepts through engaging activities, games, and hands-on learning experiences. 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. 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. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students.	
1.9	**Action:** Recruitment and Retention Initiatives **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	Staff will provide unduplicated pupils the direct and indirect services listed below: 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	• Staff turnover rates and the number of vacancies filled within targeted timelines.

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	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%). 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 is 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. **Scope:** LEA-wide	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.	• 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.
1.10	**Action:** Career Technical Education (CTE) **Need:**	Staff will provide unduplicated pupils the direct and indirect services listed below: 1. Employ CTE Teachers across Various	• Increase in CTE program

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	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. Critical needs related to his data are: 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.	Disciplines Addressing Needs: • 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.	enrollment and completion rates. • Post-program outcomes such as employment in related fields or continued education.

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	6. Comprehensive Educational Experience: Offering a well-rounded education that includes both academic and vocational training. 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. 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 **Scope:** Schoolwide	This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students.	
1.11	**Action:** Student Enrichment and Academic Support Initiative	Staff will provide unduplicated pupils the direct and indirect services listed below. These actions are designed to comprehensively address the needs	• Athletic Program Participation and

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	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 -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%). 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. Through educational partner engagement, the district has determined that there is a need to support this need through: 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	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: • 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. These actions collectively foster a well-rounded educational experience, supporting both academic and personal growth for all students.	Academic Performance of Student-Athletes • 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

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
	management of athletic programs requires administrative support for scheduling, communication, and record-keeping. 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. 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. 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. 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. 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	This action is provided as LEA wide as the majority of the initiatives are provided at all schools.	Satisfaction on surveys • 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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	regular duties and should be recognized for their efforts. 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. **Scope:** LEA-wide		
1.12	**Action:** Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives **Need:** Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. 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	Staff will provide unduplicated pupils the direct and indirect services listed below: 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. 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. 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	• Graduation Rate • AVID Enrollment • CCI Indicators • A-G Completion • Count of students served by wellness initiatives

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	emotional learning for all students, including unduplicated count students. 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. 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. 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.	Career Readiness Counselor to oversee the High School Career Center, providing comprehensive guidance and resources. 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. This action is bein 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.	

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	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. 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. 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. 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		

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	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. 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. 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 **Scope:** LEA-wide		
1.13	**Action:** Optimizing Class Sizes for Enhanced Learning Support	Implementing this initiative district-wide is beneficial for several reasons:	• Average class sizes across the

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	Need: Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. • 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,	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. 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	district and comparison with target class size metrics. • Teacher and student feedback on the impact of class sizes on learning and instruction.

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	regardless of their background or abilities, have access to quality education and opportunities for success. 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. **Scope:** LEA-wide	students, teachers, and the broader educational community.	
1.14	**Action:** Peer Assistance and Review (PAR) Program **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. 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 -78.1 DFS in	By supporting teachers, with effective classroom management and instructional strategies, unduplicated pupils will have access to high quality first best instruction. This action is provided on an LEA wide basis as the teachers participating in this program are drawn from all sites.	• 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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	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%) In order to ensure unduplicated pupils have equitable access to first best instruction, Banning USD will provide new teacher induction to teachers. 1. Guidance and Support for Teachers: Structured mentorship to offer personalized guidance, support, and feedback for continuous professional growth. 2. Accurate Assessment of Teaching Practices: Regular classroom observations and evaluations to identify areas for improvement and ensure effective instruction. 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. 4. Skill Enhancement and Professional Development: Ongoing professional development opportunities for mentors and teachers to enhance instructional practices and align with educational standards. By addressing these needs, the PAR program aims to enhance teacher effectiveness, which in turn improves student outcomes. The focus		professional development goals as outlined in their growth plans. • 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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	on the unduplicated count ensures that equitable support and resources are provided to all students, promoting an inclusive and high-quality educational environment. **Scope:** LEA-wide		
1.15	**Action:** Strategic Collaboration for Data-Driven Student Success **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%). Though the engagement process, we identified a needs for greater collaboration time. Identifying the need for providing teachers with collaboration time for data analysis, curriculum pacing, and intervention planning can be anchored around several core issues: 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).	Implementing this initiative district-wide is beneficial for several reasons: • 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.	To monitor the effectiveness of teacher collaboration aimed at closing the achievement gap for underserved students, you could consider the following metrics: 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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	Addressing these disparities requires targeted interventions and adjustments to instructional strategies. 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. 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. 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. 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. 6. Resource Allocation: Ensuring that resources are allocated equitably and effectively often requires collaborative planning and review.	• 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. 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.	specific interventions through pre-and post-assessment comparisons to determine their impact on student performance. 4. Attendance and Engagement: Observe changes in student attendance and participation, particularly among targeted groups, as these can be indicators of engagement and interest. 5. Teacher Feedback: Collect and analyze feedback from teachers regarding the usefulness and applicability of the collaboration sessions to their teaching practices. 6. Professional Development Outcomes: Assess the growth in teacher skills and strategies as a result of collaboration, possibly through self-assessments or peer reviews. 7. Equity Audits: Conduct regular audits to assess how equitably resources and opportunities are

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	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. By addressing these needs, schools can enhance educational outcomes for all students, particularly those who are underserved or at risk of underachieving. 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. 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. 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.		distributed among students and identify any persisting gaps. 8. Parent and Student Surveys; Gather feedback from parents and students about their perceptions of improvements in the learning environment and support structures.

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	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. 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. 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,		

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	Hispanic, White, Homeless, English Learner, Socio-economically Disadvantaged; Banning Independent Study: Schoolwide; New Horizons: Schoolwide. 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 **Scope:** LEA-wide		
2.1	**Action:** Student Well Being Initiatives **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. 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. Through educational partner engagement process, root cause analysis, and upon	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.	• 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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	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. **Scope:** LEA-wide		• Suspension data • Chronic Absenteeism Data
2.2	**Action:** Improving Student Attendance. **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. Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and equity gaps exist.	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.	• California Healthy kids Parent Survey Data • Chronic Absenteeism rate

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	Banning USD has 34.7% chronic absenteeism, and California Healthy Kids Parent survey data shows home school communication as an identified need. 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. **Scope:** LEA-wide		
2.3	**Action:** Supplemental School Personnel **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. Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was	Staff will provide unduplicated pupils the direct and indirect services listed below: 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.	• 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
	determined that significant and equity gaps exist. 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. **Scope:** LEA-wide		
2.4	**Action:** Administrative Support **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. Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster;	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.	• 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
	Cabazon Elementary: English Learner; Hoffer Elementary: Homeless. Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and equity gaps exist. 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. **Scope:** LEA-wide		
2.5	**Action:** Safety and School Connectedness **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-	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,	• 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
	economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless. 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. 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. **Scope:** LEA-wide	strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically, behaviorally, and emotionally.	• Chronic Absenteeism Data
2.6	**Action:** Secure, Safe, and Engaging Learning Environment **Need:** Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged;	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	• 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
	Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless. 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. 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. **Scope:** LEA-wide	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.	• Chronic Absenteeism Data
2.7	**Action:** Alternative Learning Center **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.	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.	• 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
	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. 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. **Scope:** LEA-wide		
3.1	**Action:** Parent and Community Involvement **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%). Unduplicated pupils are also represented in the lowest performance groups for Suspension	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.	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
	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. 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. 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. **Scope:** LEA-wide		
3.2	**Action:** Parent and Community Communication **Need:** Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes.	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
	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%). 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. 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. 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. **Scope:**		

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

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	**Action:** Strengthening Support for English Language Learners **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	• 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 personel 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 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		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: Elemetary 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		$0.00	$7,084,497.00	$7,084,497.00				$7,084,497.00	
1	1.17	Direct Technical Assistance	All	No			All Schools		$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		$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 Discovery Center Transitional Kindergarten		$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		$442,871.00	
1	1.8	Kindergarten Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elemetary 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	No	$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	$19,359,884.00	$20,670,134.00	($1,310,250.00)	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	2.2	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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