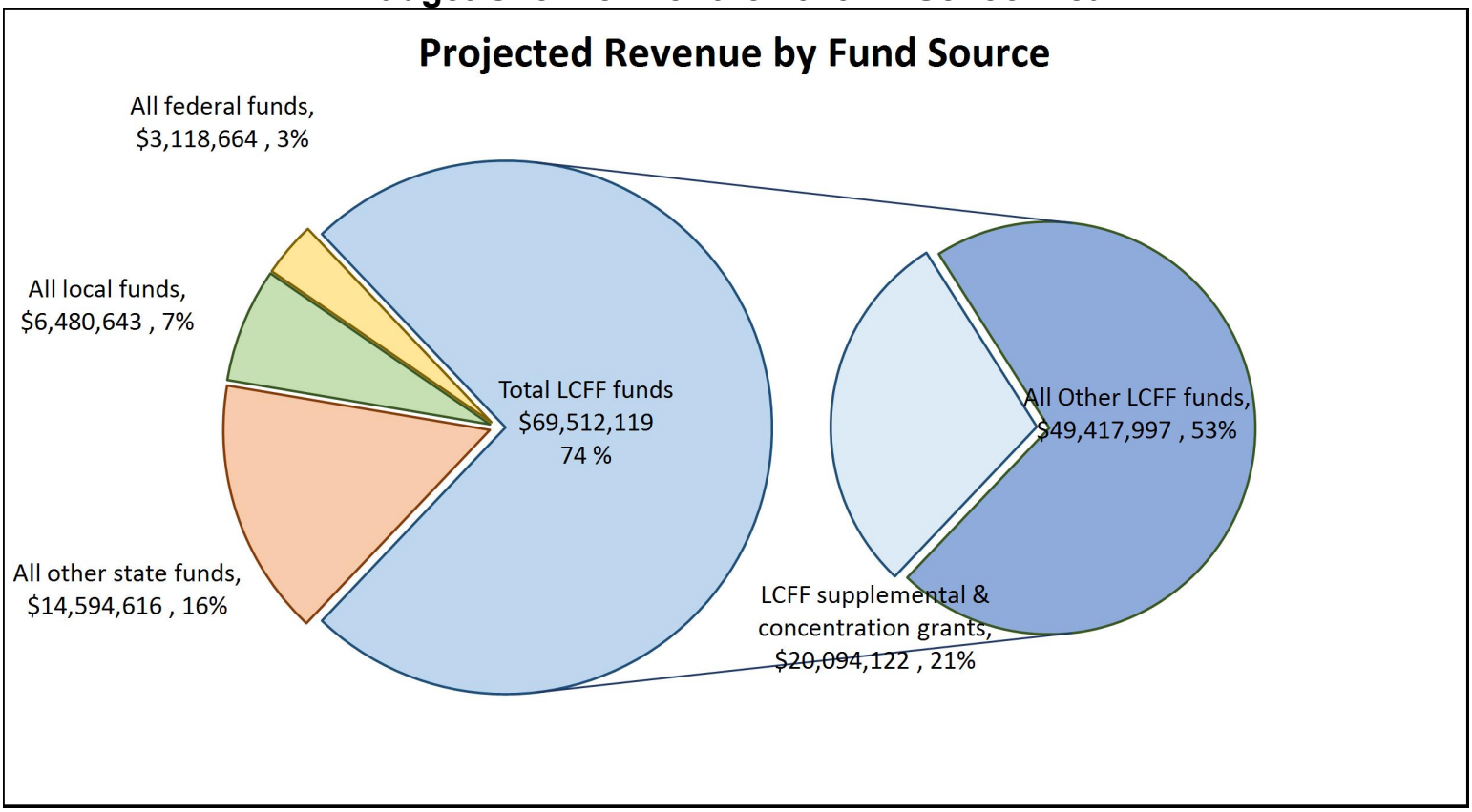
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banning Unified School District
CDS Code: 33-66985-0000000
School Year: 2026-27
LEA contact information:
Dr. Tonia Causey-Bush
Assistant Superintendent, Educational Services
vherrera@banning.k12.ca.us
951-922-0200

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

Budget Overview for the 2026-27 School Year

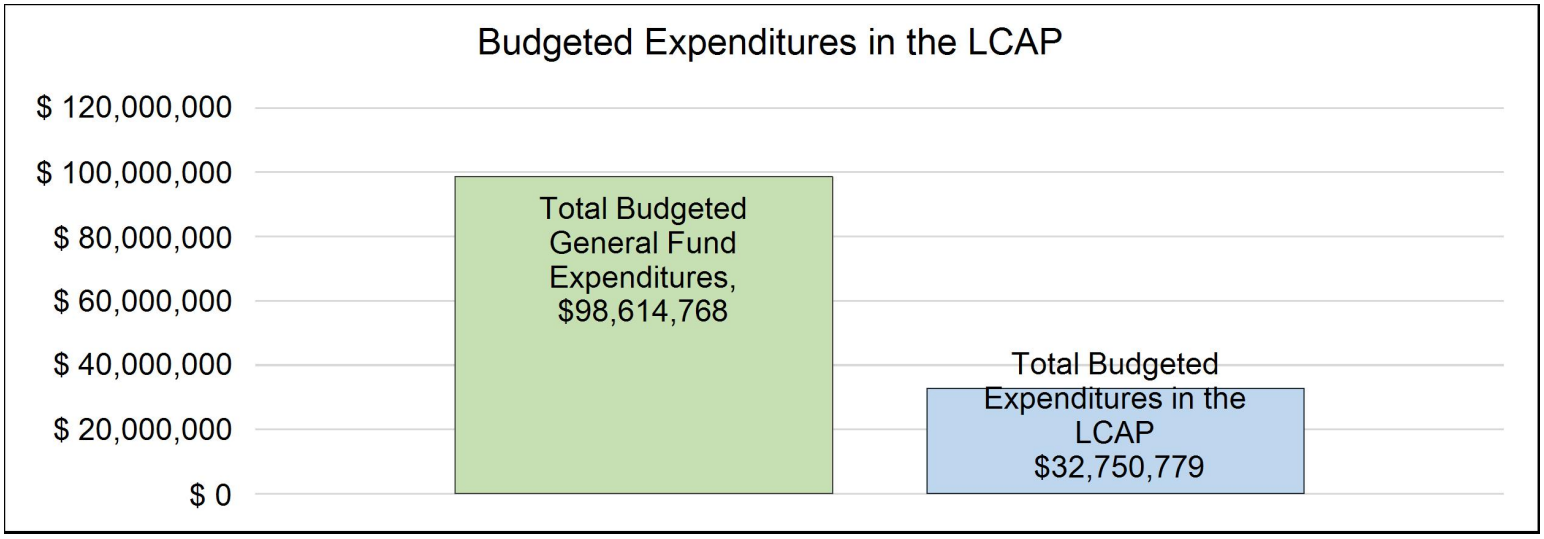


This chart shows the total general purpose revenue Banning Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Banning Unified School District is $93,706,042, of which $69,512,119 is Local Control Funding Formula (LCFF), $14,594,616 is other state funds, $6,480,643 is local funds, and $3,118,664 is federal funds. Of the $69,512,119 in LCFF Funds, $20,094,122 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Banning Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Banning Unified School District plans to spend $98,614,768 for the 2026-27 school year. Of that amount, $32,750,779 is tied to actions/services in the LCAP and $65,863,989 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) represent essential districtwide operational costs and core services necessary to support the overall educational program. These expenditures include administrative and operational costs that are not directly tied to specific LCAP actions, such as salaries and benefits for districtwide administrative personnel, business services, fiscal services, human resources, and other support functions.

A significant portion of these expenditures also supports the maintenance and operation of school facilities, including utilities, custodial services, groundskeeping, repairs, maintenance, insurance, and other costs necessary to keep school sites and district facilities safe, functional, and well-maintained. Transportation costs are also included, such as bus operations, fuel, maintenance, driver salaries, and other student transportation-related expenses.

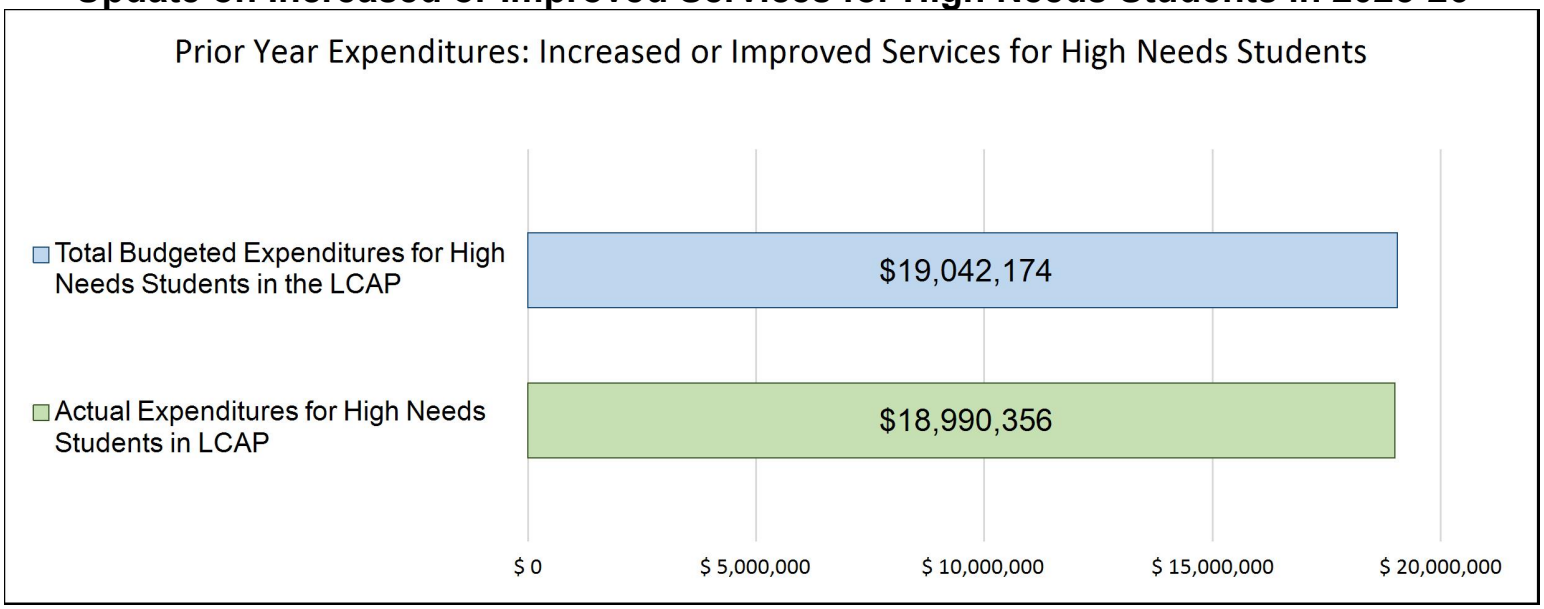
In addition, these expenditures include general supplies, materials, technology infrastructure, software, network support, cybersecurity, legal services, property and liability insurance, and other districtwide services that support the effective operation of the school district. While these costs are not specifically identified as LCAP actions or services, they are necessary to maintain a safe, efficient, and supportive learning environment for students and staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Banning Unified School District is projecting it will receive $20,094,122 based on the enrollment of Foster Youth, English learner, and low-income students. Banning Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Banning Unified School District plans to spend $20,094,122 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Banning Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Banning Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Banning Unified School District's LCAP budgeted $19,042,174 for planned actions to increase or improve services for high needs students. Banning Unified School District actually spent $18,990,356 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $51,818 had the following impact on Banning Unified School District’s ability to increase or improve services for high needs students:

The difference between budgeted and estimated actual expenditures is the result of updated enrollment and Supplemental and Concentration (S&C) funding projections after the adoption of the LCAP. The same level of actions and services for unduplicated pupils were maintained in 2025-26. To align expenditures with revised funding levels, $51,818 of planned expenditures were shifted to an alternative funding source. As a result, all planned services remained in place, the District fully expended its final S&C funding amount, and there is no planned carryover obligation for inclusion in the 2026-27 LCAP.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Banning Unified School District (BUSD), located in Riverside County, serves approximately 4,265 students across a 300-square-mile geographic region that includes the Banning and the communities of Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation.

BUSD serves a student population with significant and complex needs. Approximately 87.7% of students qualify for free meals, and 90.5% are identified as socioeconomically disadvantaged. In addition, 18.6% of students are English Learners, 19.6% are students with disabilities, 0.9% are foster youth, and 5.7% are identified as homeless youth. The District's student population is predominantly Hispanic or Latino (74.6%), followed by White (9.3%), African American (6.6%), Asian (3.5%), Two or More Races (3.2%), American Indian or Alaska Native (1.7%), and less than 1% each Filipino and Pacific Islander.

Student mobility continues to present a significant challenge for the District. BUSD experiences a 15.3% student non-stability rate, which exceeds both the California state rate (8.3%) and the Riverside County rate (10.2%). This equates to approximately 703 students who do not remain enrolled for a full academic year. High rates of poverty, mobility, language acquisition needs, and other risk factors collectively impact student achievement, attendance, graduation outcomes, and college and career readiness.

BUSD operates one preschool/transitional kindergarten school, four elementary schools serving grades K–5, one middle school, one comprehensive high school, one continuation high school, and one independent study school. District operations are organized through three divisions: Academic Services, Human Resources, and Business Services.

To address student needs, the District provides a range of academic, behavioral, and social-emotional supports. At the elementary level, teacher specialists provide targeted intervention and instructional support in English language arts and mathematics for students requiring additional assistance. At the secondary level, instructional coaches in mathematics and English language arts support teachers through professional learning, instructional planning, data analysis, and targeted instructional strategies designed to improve student outcomes.

Schools also provide access to Marriage and Family Therapists (MFTs) and counseling staff who support students' behavioral, academic, and social-emotional needs. These services are intended to strengthen student engagement, improve access to learning, and create supportive learning environments that promote both academic and personal growth.

In addition, BUSD offers a dual immersion program in English and Spanish at Central Elementary School and Nicolet Middle School. The District's special education department provides a full continuum of services designed to meet the diverse instructional and support needs of students with disabilities.

There are two schools in Banning USD that have been identified as Equity Multiplier schools which are New Horizons High School and Banning Independent Study. They were identified due to a high stability rate which negatively impacted their attendance and academic achievement.

Reflections: Annual Performance

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

2024-25 LCAP Annual Performance on the 2023 Dashboard

Reflecting on our school's annual performance involves a comprehensive analysis of the 2023 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 postsecondary 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 student groups 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.

2026–27 LCAP Annual Performance Reflections
The 2026–27 review of 2025 California Dashboard and local data identified both encouraging progress and persistent performance challenges across the District.

Academic Performance:

Districtwide literacy outcomes demonstrated measurable improvement, while Mathematics remained an area requiring urgent attention. ELA performance improved from Very Low to Low, with a +9.1 DFS increase districtwide, indicating that current literacy initiatives are positively impacting student learning outcomes. In contrast, Mathematics performance remained in the Very Low category despite modest growth, signaling the need for stronger instructional systems, intervention strategies, and mathematics acceleration efforts.
Student groups identified in the Red category included:

- English Learners in Mathematics and Chronic Absenteeism
- Long-Term English Learners in Chronic Absenteeism
- Foster Youth in Suspension Rate

- Homeless Youth in ELA
- Socioeconomically Disadvantaged students in Mathematics
- Students with Disabilities in Mathematics and Suspension Rate
- White students in Mathematics and Chronic Absenteeism
- Students identifying as Two or More Races in Mathematics, Suspension Rate, and Chronic Absenteeism

English Language Arts (ELA):

Districtwide ELA performance improved from -70.3 DFS (Very Low) to -61.2 DFS (Low), reflecting a +9.1 DFS increase. Significant concerns remained among Homeless Youth and Students with Disabilities at several school sites.
Notable trends included:

- Banning High improved from Orange to Yellow overall
- Hoffer Elementary improved from Red to Yellow overall.

Several schools continued to report substantial performance gaps:

- Homeless Youth are Red with 84.9 points distance from standard (maintained at +.5 points).
- Banning High has increased growth significantly to Overall Yellow from Overall Orange. Students with Disabilities are Red with -147.1 DFS (decline of 12 points).
- Central Elementary has moved to Overall Orange from Overall Yellow. ELs are Red with -70.1 points DFS (decline of 8 points); and SWD is Red with 110.6 points DFS (decline of 2.5 points).
- Hemmerling Elementary SWD are Red with -83.8 DFS (decline of 7.2 points)
- Hoffer Elementary has moved to Overall Yellow from Overall Red. ELs are Red with -101.6 DFS (decline of .6 points)
- Nicolet Middle has declined to Overall Red from Overall Orange. Homeless Youth are Red with -118.7 DFS (decline of 8.8 points); Hispanic Students are Red with -85.7 DFS (maintaining 1.9 points); and White students are Red with 88.8 DFS (maintaining 2.8 points).

Mathematics:

Districtwide Mathematics performance remained Overall Red despite slight growth from -108.8 DFS to -106.1 DFS. Persistent Red performance was evident among English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, White students, and students identifying as Two or More Races. Several schools continued to report substantial performance gaps, particularly for Students with Disabilities and English Learners:

- English Learners (ELs) are Red with 126.6 DFS (maintained at -2.9 points), Socioeconomically Disadvantaged students are Red with 107.7 DFS (maintained at 2.9 points), SWD are Red with 160.7 DFS (maintained at 1.2 points), White are Red with 97.6 DFS (maintained at -1.4 points), and Multiple Races/Two or More are Red with 102.8 DFS (decreasing by 12.7 points)
- Banning High Students with Disabilities are Red with -221.9 DFS (decreasing significantly at 43.9 points).
- Banning Independent Study School has maintained at the Red level and Socioeconomically Disadvantaged Students are Red with -156.5 DFS (maintained at -..9 points).
- Central Elementary Students with Disabilities have maintained at the Red level -130.1 DFS (decline of 2.3 points)
- Hemmerling Elementary Students with Disabilities have decreased at the Red level -133.3 DFS (decline of 3 points)

- Hoffer Elementary ELs have decreased significantly at the Red level -121.5 DFS (decline of 18.1 points)
- Nicolet Middle has made growth to Overall Orange from Overall Red. Socioeconomically Disadvantaged Students are Red with 137.4 DFS (decline of 1.7 points); Asian students are Red with 115 points below standard (decline of 114.8 points);
- Hispanic Students are Red with 138.3 points below standard (maintaining at 1.4 points); and White Students are Red with -129.1 DFS (decline of 5.6 points).

English Learner Progress Indicator (ELPI):

Districtwide ELPI performance improved from Very Low (32.1%) to Low (40.6%), representing an increase of 8.5 percentage points. Long-Term English Learners (LTELS) increased significantly from Red to Green. However, Central Elementary and Hoffer Elementary remained in the Red category for ELPI performance:

- Central Elementary continues to be Overall Red 34.5% of ELs making progress (maintaining at .9%)
- Hoffer Elementary continues to be Overall Red with 26.7% of ELs making progress (maintaining of .6%).

Graduation Rates:

Districtwide graduation rates declined from Green to Orange despite improvements among English Learners and Long-Term English Learners.
Key findings included:

- Banning High maintained status but declined from Green to Yellow with a graduation rate of 88% and an increase of .5%. English Learners and LTELS increased to Green and there is no student group rated Red
- New Horizons High declined significantly due in part to CALPADS reporting exclusions to Overall Red (63.3%) by 8.7%. Socioeconomically Disadvantaged student group is Red at 53.4% with a decrease to 61.7% and the Hispanic Student group is Red with a decrease of 19.4%.
- Banning Independent Study experienced a notable decline in graduation rate at 82.4% with a decrease of -17.6%.

College and Career Readiness:

Districtwide College and Career readiness improved from 23.3% to 28.7%, while remaining in the Low category overall. Positive trends included:

- Banning High improved from Orange to Yellow overall with 34.7% of students being prepared from the Orange level (28.7%) increasing by 5.9%. No student groups are Red or Orange.
- New Horizons High improved from Red to Orange overall at 4.1%

However, continued focus is needed to expand postsecondary readiness opportunities and career pathway access for targeted student groups.

Student Engagement and School Climate:

Chronic Absenteeism:

Districtwide chronic absenteeism remained at the Very High level at 27%, despite a slight decrease from the prior year:

Student groups in the Red category included: English Learners, Long-Term English Learners, White students and Students identifying as Two or More Races

- Cabazon Elementary is currently in the Red performance level with a 44.1% absenteeism rate.
- Hemmerling Elementary is currently in Red performance level with a 30% absenteeism rate.
- Nicolet is currently in Red performance level with a 29.7% absenteeism rate.

Suspension Rates:

Districtwide suspension rates improved slightly from 5.7% to 5.1%, contributing to overall movement into the Yellow performance level:

Student groups remaining in the Red category included: Foster Youth, Students identifying as Two or More Races and Students with Disabilities

- Hoffer Elementary is currently in Red with a suspension rate of 10.8%
- Hemmerling Elementary is currently in Red with a suspension rate of 5.6%
- Nicolet Middle School has a suspension rate of 7.2%

Overall, Districtwide reductions in suspension rates reflect the positive impact of expanded support systems, restorative approaches, and efforts to strengthen inclusive school environments. Continued implementation and expansion of these practices remain necessary to ensure equitable outcomes for all student groups.

District Successes

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- ELPI growth at Nicolet Middle, Hemmerling Elementary and Banning High:
- Improved Suspension Indicators across multiple schools.
- Strong Chronic Absenteeism performance at elementary sites with substantial improvement across nearly all student groups
- Graduation Rate gains for high school English Learners and Students with Disabilities.
- English Learners improved in ELPI, Suspension, Chronic Absenteeism, Graduation Rate, and CCI.
- Long-Term English Learners showed significant gains in ELPI and ELA.
- Hispanic student groups improved in ELA, Graduation Rate, and Science.
- The suspension indicator improved Districtwide for most student groups.

Challenges

- Math performance remained Very Low for many student groups.
- Students with Disabilities remained Very Low in ELA and Math Districtwide.
- Independent Study indicators remain among the District’s weakest.
- English Learner academic achievement remains below standard despite ELPI gains.
- Foster Youth and Homeless Youth continue to show inconsistent performance due to small subgroup sizes.

- Chronic Absenteeism is a critical challenge across the district, with many sites and groups falling into the Very High category.

Based on the 2025 California Dashboard data, LCAP reflections, and subgroup performance trends across Banning Unified School District, the District's focus areas should center on a small number of high-leverage priorities that address systemic academic gaps, student engagement, and equitable access to support services.
Recommended District Focus Areas

1. Mathematics Achievement and Instructional Coherence: Mathematics is the District's most urgent academic need. Districtwide Math performance remains in the Red/Very Low category, with nearly every major student group significantly below standard, including:

- English Learners
- Students with Disabilities
- Socioeconomically Disadvantaged students
- White students
- Students identifying as Two or More Races
- Several schools, including Banning High School, Nicolet Middle School, and Banning Independent Study School, continue to report substantial performance gaps in Mathematics.

District Priorities

- Develop a districtwide TK–12 mathematics instructional framework
- Strengthen Tier 1 math instruction and lesson design
- Expand intervention systems and acceleration opportunities
- Implement consistent formative assessment and data cycles
- Provide targeted professional learning in mathematics pedagogy and discourse
- Increase coaching support focused specifically on mathematics instruction

2. Students with Disabilities (SWD) Outcomes: Students with Disabilities consistently represent one of the lowest-performing student groups across multiple indicators, including:
ELA

- Mathematics
- Suspension Rate
- College and Career Readiness
- SWD subgroups remain Red at multiple school sites and continue to experience disproportionately high suspension rates and low academic performance.

District Priorities

- Strengthen inclusive instructional practices and co-teaching models
- Increase access to grade-level core instruction and intervention
- Align special education supports with MTSS systems
- Improve progress monitoring and use of IEP goal data
- Expand staff training in Universal Design for Learning (UDL) and differentiated instruction
- Increase transition planning and postsecondary readiness supports

3. Chronic Absenteeism and Student Engagement

- Although some improvement occurred, chronic absenteeism remains elevated districtwide and is particularly concerning for:
- English Learners
- Long-Term English Learners
- White students
- Students identifying as Two or More Races
- Students in alternative education settings
- Cabazon Elementary School, Hemmerling Elementary School, and Nicolet Middle School continue to report Red-level absenteeism performance.

District Priorities

- Strengthen attendance intervention systems and early warning processes
- Expand family outreach and home-school communication
- Increase student connectedness and engagement strategies
- Address barriers related to transportation, health, mobility, and mental health
- Develop school-based attendance teams with regular data review cycles
- Increase mentoring and re-engagement supports for chronically absent students

4. English Learner Academic Achievement: The District demonstrated encouraging ELPI growth, indicating stronger language acquisition outcomes; however, those gains are not yet translating into academic achievement in ELA and Mathematics.

- English Learners and Long-Term English Learners remain in Red performance levels in several academic indicators.

District Priorities

- Strengthen integrated and designated ELD implementation
- Focus on academic language development across content areas
- Increase monitoring and intervention for LTEL students
- Expand professional development on scaffolding and language acquisition strategies
- Align EL supports with literacy and mathematics intervention systems
- Improve access to rigorous coursework and enrichment opportunities

5. Secondary School Readiness and Postsecondary Outcomes: While College and Career Indicator (CCI) performance improved overall, alternative education settings and some student groups continue to struggle with readiness outcomes.

Areas of concern include:

- New Horizons High School
- Banning Independent Study School
- Students with Disabilities
- English Learners
- Homeless Youth
- Recommended Priorities
- Expand Career Technical Education (CTE) pathways
- Increase dual enrollment and work-based learning opportunities

- Improve A–G completion rates
- Strengthen transition counseling and individualized graduation planning
- Expand college and career advising supports
- Increase monitoring of graduation risk indicators

6. Positive School Climate and Behavioral Supports: Although suspension rates improved overall, disproportionality remains evident among:
- Students with Disabilities
- Foster Youth
- Students identifying as Two or More Races
- African American students at some school sites
- District Priorities
- Expand restorative practices and trauma-informed approaches
- Strengthen PBIS implementation districtwide
- Increase behavioral intervention supports and counseling access
- Monitor discipline disproportionality regularly
- Provide staff training on culturally responsive classroom management
- Improve student voice and belonging initiatives

Equity Multiplier Schools

There are two schools in Banning USD that have been identified as Equity Multiplier schools. They were identified due to a high stability rate which negatively impacted their attendance and academic achievement.
- New Horizons High School
- Banning Independent Study.

The District's major focus areas of mathematics, English Language Arts, and chronic absenteeism align with the needs of these two schools. Currently, the District has some remaining LREBG funding. That remaining LREBG funding will be allocated to the following actions.

Learning Recovery Emergency Block Grant (LREBG)
The following actions are funded in whole or in part by LREBG and were selected based on demonstrated student need and identified by the District in a needs assessment. These actions align with the allowable uses of LREBG funding, including accelerating learning and expanding learning supports. Currently, the District has a remaining balance of LREBG funding remaining. That remaining LREBG funding will be allocated to the following actions:
- Goal 1 Action 1: Instructional Coaching Program - This action funds instructional coaches in ELA and math as well as at the elementary level. These coaches work closely with teachers to develop and implement effective instructional strategies to enhance teacher effectiveness and improve student learning. This aligns with the allowable uses of LREBG funds to support learning recovery and acceleration. CAASPP data indicated that ELA and math achievement gaps are at all grade levels and with all unduplicated student groups.
- Goal 1 Action 6: Strengthening Support for English Learners - This action funds Edmentum, a credit recovery program. This program provides high school students with access to credit recovery courses to increase student learning and graduation rates. This action

aligns with allowable uses focused on expanding access to learning opportunities, especially for students impacted by disrupted learning. This need was identified through graduation rate data and the number of students off-track for A-G completion.

- Goal 1 Action 7: Empowering Educators to Enhance English Language Learner Support for ELs and LTELs - This action funds an English Language Specialist who will provide necessary support for teachers and EL and LTEL students in English Language acquisition as well as increase student learning and achievement in ELA and math. This action aligns with allowable uses focused on supporting learning recovery and acceleration. This need was identified through ELPI and EL reclassification rates as well as EL and LTEL student performance on CAASPP ELA and math.
- Goal 1 Action 15: Strategic Collaboration for Data-Driven Student Success - This action funds ELA and math software programs (ESGI, Renaissance MyOn/AR, and iReady). This aligns with the allowable uses of LREBG funds to support learning recovery and acceleration. CAASPP data indicated that ELA and math achievement gaps are at all grade levels and with all unduplicated student groups.

Major Focus Areas

Based on the 2025 District Dashboard, the following four student groups qualify for Year 1 of Technical Assistance:

- English Learners (Priority 4 Mathematics and Priority 5 Chronic Absenteeism)
- Students with Disabilities (Priority 4 Mathematics and Priority 6 Suspension Rate)
- White students (Priority 4 Mathematics and Priority 5 Chronic Absenteeism), and
- Multiple Races/Two or More Races (Priority 4 Mathematics, Priority 5 Chronic Absenteeism and Priority 6 Suspension Rate)

To address ELA and math achievement, the District is utilizing the LREBG to support Instructional Coaches and elementary teacher specialists to assist with instruction and intervention. The District is utilizing LCAP funds to provide kindergarten instructional aides to support early literacy and numeracy acquisition. LCAP funds are provided to allocate time for teachers to collaborate, analyze data, and implement data-driven strategies to inform instruction and increase student achievement. (Goal 1)
To address the needs of English Learners and Long-term English Learners, the District is utilizing LCAP funds to provide bilingual aides, language specialist, language acquisition programs, professional development and targeted counseling to support English language acquisition as well as ELA and math achievement. (Goal 1)
To address attendance and chronic absenteeism, the District is utilizing LCAP funds to provide school connectedness opportunities as well as academic, behavioral, and emotional support through elementary, secondary, and specialized counseling services. In addition, the LCAP provides funds for bilingual clerks, mental health therapists, health staff, additional site staff to connect with families and students to promote healthy living, school engagement and attendance. LCAP funds provide a District outreach specialist to connect with families to increase family communication and involvement. (Goal 1, 2 & 3)
To address the student achievement at New Horizons and Banning Independent Study Schools, Equity Multiplier funds are provided to increase academic achievement and post-secondary success with personalized learning plans. In addition, these funds provide mental health and social-emotional supports to increase attendance and create and more engaging and supportive school environment. (Goal 4)

Reflections: Technical Assistance

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

Banning Unified School District is in Year 1 of Technical Assistance based on the 2025 California School Dashboard with four student groups:

- English Learners (Priorities 4 and 5)
- Students with Disabilities (Priorities 4 and 6)
- White students (Priorities 4 and 5)
- Multiple Races/Two or More Races (Indicators 4 and 5) not meeting Local Control Funding Formula (LCFF) priorities.

Banning Unified School District is also in Year 2 of Direct Technical Assistance for English Learners, Students with Disabilities and Multiple/Two or More Races for Red indicators for 3 of 4 consecutive years.

Based on the 2025 District Dashboard, the following student groups are in the lowest category (*indicates groups identified for Year 1 Technical Assistance):

- English Learners are in the red category for Mathematics and Chronic Absenteeism.*
- Long-Term English Learners are in the red category for Chronic Absenteeism.
- Foster Youth are in the red category for Suspension Rate.
- Homeless Youth are in the red category for ELA.
- Socioeconomically Disadvantaged students are in the red category for Mathematics
- Students with Disabilities are in the red category for Mathematics and Suspension Rate.*
- White students are in the red category for Mathematics and Chronic Absenteeism.*
- Multiple Races/Two or More Races students are in the red category for Mathematics and Chronic Absenteeism.*

Equity Multiplier Schools

There are two schools in Banning USD that have been identified as Equity Multiplier schools which are New Horizons High School and Banning Independent Study. They were identified due to a high stability rate which negatively impacted their attendance and academic achievement.

Banning Unified School District continues to receive 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 continued to be 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 continue to receive training to utilize the School Dashboard for SPSA development and to develop strategies to meet the needs of targeted student groups.
- The Riverside County Office of Education continues to support the district’s efforts toward PBIS.
- Elementary and secondary mathematics professional development continues with Irvine Math Project.

- Implemented a Banning USD Learner Profile committee to create a profile that includes skills, competencies as well as grade level progressions and learning model.

Banning Unified School District is focusing on the following areas to promote student learning and achievement:

- 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.
- Discipline committee to support schools and attend to the needs of students.
- Additional staff for school sites to support student mental health.
- Bilingual clerks and Outreach Specialists to foster family and student engagement.

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 school are eligible for Additional Targeted Support and Improvement (ATSI): Hoffer Elementary School for English Learners and White Students

The following school is eligible for Targeted Support and Improvement (TSI): Hemmerling Elementary for Homeless Students

Hoffer will address ATSI in their Single Plan for Student Achievement (SPSA) Plan and Hemmerling will address TSI in their SPSA.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 (05-13-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Hoffer Elementary School (03-18-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Parent Advisory Meeting (02-26-26 and 05-07-26)	During the engagement sessions, staff, parents, and students were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the

Educational Partner(s)	Process for Engagement
	upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Central Elementary School (05-20-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Coombs Alternative Education Students (03-12-26)	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: extracurricular activities, PBIS tickets, availability of CTE courses, ANEW project, progress monitoring, schedule, and campus environment. This data was considered as part of the development of the equity multiplier goal for this school (Goal 4)
Coombs Alternative Education including Banning Independent Study and New Horizons re: Equity Multiplier Goal 4 (03-12-26)	During the engagement sessions, staff, parents, and students were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development of the Equity Multiplier Goal 4 and the Learning Recovery Emergency Block Grant (LREBG) for New Horizons High and Banning Independent Study.
Banning High School Students (04-15-26)	Students were surveyed regarding their school experience and suggestions for improvement. There were 273 students who completed the LCAP survey. Students were invited to comment on what the activities, courses, and support they receive as well as suggestions for improvement. Comments included the addition of more athletics with an emphasis on swimming and water polo, career

Educational Partner(s)	Process for Engagement
	preparation, driver education, social media, as well as mental health and strategies for managing stress.
Florida Street Discovery Center (04-29-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development of the Equity Multiplier Goal 5 and the Learning Recovery Emergency Block Grant (LREBG) for Florida Street Discovery Center.
Cabazon Elementary School (03-25-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Nicolet Middle School (05-06-26)	During the engagement sessions, staff, parents, and students were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Banning High School (04-15-26)	During the engagement sessions, staff, parents, and students were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the school based on that data. Staff and parents identified student groups who were in the greatest need based on the data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and

Educational Partner(s)	Process for Engagement
	after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
DELAC (03-19-26 and 05-14-26)	During the engagement sessions, staff and parents were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for English Learners based on that data. The LCAP survey questions were shared with the staff and parents so they could take the survey during and after the meeting to log their thoughts regarding focus areas for the upcoming year. This data was considered as part of the LCAP development and the Learning Recovery Emergency Block Grant (LREBG).
Principals (5-21-26)	During the engagement sessions, principals were asked to review dashboard data and engaged in conversation regarding thoughts and priorities for the district and schools based on that data. LCAP data and survey results were shared with principals. From that information, principals identified student groups who were in the greatest need as well as focus areas for the upcoming school year. This data and information were considered for LCAP and SPSA development as well as for the Learning Recovery Emergency Block Grant (LREBG).
Banning Teacher Association (6-3-26)	During the engagement sessions BTA staff were asked to review portions of the document and associated data and to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. The bargaining unit provided feedback on specific positions. Key topics included: the provision of aides and the impact on students, the role of intervention teachers, and alternatives to suspension.
California School Employees Association Chapter 147 (5-20-26)	During the engagement sessions CSEA staff were asked to review portions of the document and associated data and to comment on what they felt should be maintained, modified, or abandoned, and what new initiatives should be added. The bargaining unit provided feedback on specific positions. Key topics included: the provision of aides and the impact on students, and the role of intervention teachers, and alternatives to suspension

Educational Partner(s)	Process for Engagement
SELPA Consultation (05-20-26)	During the engagement session SELPA administration, staff and parents were asked to review data, goals and actions. Participants engaged in conversation regarding thoughts, priorities, and additional supports for Students with Disabilities. This feedback was considered as part of the LCAP development.

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 and data 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, partners discussed student dashboard data, progress of student groups, and provided feedback regarding existing actions to improve their effectiveness and indicated which actions were not yielding the desired outcomes and should be modified or discontinued. Additionally, partners proposed new actions that could address student needs or emerging priorities.

Based upon the dashboard data review and student group performance, the following themes emerged regarding the district prioritization of LCAP development that include academic achievement in ELA and math, mental health/counseling services, and continued focus on attendance/chronic absenteeism and student engagement.

In addition to engagement sessions with educational partners, a District Educational Partner Engagement Survey was conducted to receive feedback on Local Control and Accountability Plan (LCAP) services. There were 225 responses to the survey and many free responses to garner authentic feedback regarding the education of Banning USD students. The themes that emerged from the free responses centered on providing students with academic supports include small group and differentiated instruction, early academic interventions, tutoring services, additional classroom aides to assist students who are struggling, and smaller class sizes. The themes that emerged regarding social-emotional supports for students include social emotional learning strategies, counseling and mental health services as well as parent education/involvement opportunities. In addition, themes emerged regarding student engagement that include opportunities for students to participate in sports, leadership, clubs, AVID, CTE pathways, and school activities to build community and family connectedness.

Based on the input from educational partners, the goals remained the same as in the previous year with refined actions.

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 achievement in English and math, and preparing students for college and careers. Additionally, the specific needs of English Learners and Long-Term English Learners were highlighted to ensure their academic and language development needs were met effectively to promote English language proficiency.

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 a strategic alignment of actions to support these areas especially chronic absenteeism.

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 to leveraging the District Outreach Specialist to improve parent engagement 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 High School and Banning Independent Study School in response to the unique needs and challenges faced by unduplicated students, including English Learners and Long-Term English Learners, low-income students, homeless youth, and foster youth. The district recognizes that students in alternative settings often require additional support and resources to achieve academic success and overall well-being. For New Horizons High and Banning Independent Study, the priority is on meeting student needs with respect to the development of personalized learning plans focused on promoting college and career readiness through offering Career Technical Education pathways.

Goal 5 focuses on enhancing educational equity and student success at Florida Street Discovery Center in response to the unique needs and challenges faced by youngest learners, including English learners, low-income students, homeless youth, and foster youth. The district recognizes that youngest learners often require additional support and resources to prepare for kindergarten and school success. Particular attention has been paid to the needs of Florida Street with respect to professional development, early literacy and numeracy programs, and social-emotional learning.

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.

Professional Development for Staff: Building the capacity of staff is essential for implementing effective instructional strategies and supporting student achievement. Providing professional development opportunities focused on culturally responsive practices, standards-based instruction, data analysis, interventions will support school staff in providing quality instruction to improve academic achievement for our identified student groups. In addition, professional development in curriculum, classroom instruction and instructional leadership will

provide administrators with the needed knowledge and skills to support teachers in meeting the diverse needs of their students effectively to promote academic achievement.

This Goal will support the specific needs of student groups not meeting Local Control Funding Formula (LCFF) priorities: Hispanic (Priority 4), American Indian (Priority 4), English Learners (Priority 4), Long-Term English Learners, (Priority 4), Homeless Youth (Priorities 4), Students with Disabilities (Priority 4), and White (Priority 4) for not meeting Local Control Funding Formula (LCFF) priorities.

This Goal will support the schools and students groups who received the lowest performance level in English Language Arts (ELA) on the 2025 Dashboard which are: Districtwide: English Learners; Long-Term English Learners, Hispanic, American Indian, Students with Disabilities; Banning High: English Learners; Nicolet Middle: Long-Term English Learners, Students with Disabilities, and White; Hoffer Elementary: English Learners, Hispanic, Students with Disabilities; Banning Independent Study: Schoolwide, Hispanic, and Socioeconomically Disadvantaged.

This Goal will support the schools and student groups who received the lowest performance level in Math on the 2025 Dashboard which are: Districtwide: English Learners, Long-Term English Learners, Homeless, and White; Nicolet Middle: Long-Term English Learners, English Learners, Homeless, and Asian; Central Elementary: Students with Disabilities; Hemmerling Elementary: Students with Disabilities; Hoffer Elementary: English Learners and Students with Disabilities.

This Goal will support the specialized needs of English Learners who received the lowest performance on the 2025 Dashboard which also included Long-Term English Learners. The following schools received the lowest performance in the English Learner Progress Indicator (ELPI) on the 2024 Dashboard: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary. 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.

This Goal will support the schools and student groups who received the lowest performance level in College and Career Readiness on the 2025 Dashboard which are: Banning High: Hispanic; New Horizon High: Schoolwide, Hispanic, and Socioeconomically Disadvantaged; Banning Independent Study: Schoolwide but does not have a performance color due to its' small size.

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: All: 24.16% Met or Exceeded	District: All: 25.99% Met or Exceeded	District: All: 27.43% Met or Exceeded	District: All: 32% Met or Exceeded	District: All: +1.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dataquest: Percentage Met or Exceeded Standard	Cabazon Elementary: 44.67% Grade 3: 50.91% Grade 4: 26.66% Grade 5: 54.00% Central Elementary: 28.42% Grade 3: 33.34% Grade 4: 21.49% Grade 5: 29.83% Hemmerling Elementary: 25.24% Grade 3: 26.17% Grade 4: 20.62% Grade 5: 28.57% Hoffer Elementary: 23.18% Grade 3: 22.79% Grade 4: 15.58% Grade 5: 32.81% Nicolet Middle: 18.62% Grade 6: 15.47% Grade 7: 21.93% Grade 8: 18.98%	Cabazon Elementary: 35.25% Grade 3: 33.34% Grade 4: 35.85% Grade 5: 36.17% Central Elementary: 31.76% Grade 3: 32.11% Grade 4: 32.35% Grade 5: 30.77% Hemmerling Elementary: 31.44% Grade 3: 32.94% Grade 4: 33.34% Grade 5: 28.09% Hoffer Elementary: 22.01% Grade 3: 19.04% Grade 4: 23.94% Grade 5: 22.62% Nicolet Middle: 21.03% Grade 6: 22.04% Grade 7: 18.32% Grade 8: 23.10%	Cabazon Elementary: 36.23% Grade 3: 33.33% Grade 4: 32.43% Grade 5: 41.51% Central Elementary: 28.22% Grade 3: 32.23% Grade 4: 24.11% Grade 5: 28.03% Hemmerling Elementary: 36.86% Grade 3: 43.06% Grade 4: 32.97% Grade 5: 35.87% Hoffer Elementary: 28.20% Grade 3: 26.03% Grade 4: 22.81% Grade 5: 35.39% Nicolet Middle: 18.57% Grade 6: 17.78% Grade 7: 22.44% Grade 8: 15.49%	Cabazon Elementary: 41.25% Grade 3: 39.34% Grade 4: 41.85% Grade 5: 42.17% Central Elementary: 37.76% Grade 3: 38.11% Grade 4: 38.35% Grade 5: 36.77% Hemmerling Elementary: 37.44% Grade 3: 38.94% Grade 4: 39.34% Grade 5: 34.09% Hoffer Elementary: 28.01% Grade 3: 25.04% Grade 4: 29.94% Grade 5: 28.62% Nicolet Middle: 27.03% Grade 6: 28.04% Grade 7: 24.32% Grade 8: 29.10%	Cabazon Elementary: +0.98% Grade 3: -.01% Grade 4: -3.42% Grade 5: +5.34% Central Elementary: -3.54% Grade 3: +0.12% Grade 4: -8.24% Grade 5: -2.74% Hemmerling Elementary: +5.42% Grade 3: +10.12% Grade 4: -0.37% Grade 5: +7.78% Hoffer Elementary: +6.19% Grade 3: +6.99% Grade 4: -1.13% Grade 5: 12.77% Nicolet Middle: -2.46% Grade 6: -4.26% Grade 7: +4.12% Grade 8: -7.61%
1.2	CAASPP ELA: School Dashboard Data	District: All: -72.6 DFS English Learner: -96.6 DFS	District: All: -70.3 DFS EL: -93.9 DFS LTEL: -146 DFS	District: All: -61.2 DFS EL: -87.3 DFS LTEL: -115.6 DFS	District: All: -60.3 DFS EL: -83.9 DFS LTEL: -136 DFS	District: All: +9 EL: +6.5 LTEL: +30.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard: Distance from Standard (DFS)	Prior TK Enrollment: -62.1 DFS Banning High All Students: -78.1 DFS Hispanic: -82.3 DFS Students with Disabilities: -180.6 DFS Socio-economically Disadvantaged: -83.5 DFS	SED: -72.4 DFS SWD: - 125.3 DFS Hispanic: -71.6 DFS African American: -81.3 DFS Asian: -50.1 DFS White: -62.6 DFS American Indian: -117.5 DFS Two or More Races: -55.1 DFS Foster Youth: -107.5 DFS Homeless Youth: -85.4 DFS Banning High: All: -67.1 DFS EL: -141 DFS LTEL: -151.2 DFS SED: -72.5 DFS SWD: -135.1 DFS Hispanic: -75.7 DFS African American: -67.5 DFS Asian: NA White: -10.1 DFS American Indian: NA Two or More Races: -87.2 DFS Foster Youth: NA Homeless Youth: -91 DFS	SED: -63 DFS SWD: -120.7 DFS Hispanic: -61.2 DFS African American: -73.4 DFS Asian: -31.7 DFS White: - 60.4 DFS American Indian: -103.2 DFS Two or More Races: -59.9 DFS Foster Youth: -60.2 DFS Homeless Youth: -84.9 DFS Banning High: All: -27.6 DFS EL: -105.6 DFS LTEL: -105.7 DFS SED: -29.8 DFS SWD: -147.1 DFS Hispanic: -21.8 DFS African American: -84.9 DFS Asian: NA White: -73.2 DFS American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: -53 DFS	SED: -62.4 DFS SWD: - 115.3 DFS Hispanic: -61.6 DFS African American: -71.3 DFS Asian: -40.1 DFS White: -52.6 DFS American Indian: -107.5 DFS Two or More Races: -45.1 DFS Foster Youth: -97.5 DFS Homeless Youth: -75.4 DFS Banning High: All: -57.1 DFS EL: -131 DFS LTEL: -141.2 DFS SED: -62.5 DFS SWD: -125.1 DFS Hispanic: -65.7 DFS African American: -57.5 DFS Asian: NA White: -5.1 DFS American Indian: NA Two or More Races: -77.2 DFS Foster Youth: NA Homeless Youth: -81 DFS	SED: +9.5 SWD: +4.6 Hispanic: +10.4 African American: +7.9 Asian: +18.4 White: +2.2 American Indian: +14.3 Two or More Races: -4.8 Foster Youth: +47.4 Homeless Youth: +0.5 Banning High: All: +39.5 EL: +35.4 LTEL: +45.5 SED: +42.7 SWD: -12 Hispanic: +53.8 African American: -17.4 Asian: NA White:-63.1 American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 38 Cabazon Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Cabazon Elementary: All: -53.5 DFS EL: -65.4 DFS SED: -54.1 DFS SWD: -79.8 DFS Hispanic: -58.5 DFS Homeless: -81.1 DFS Central Elementary: All: -46.4 DFS EL: -62.1 DFS SED: -50.1 DFS SWD: -113.2 DFS Hispanic: -45.7 DFS Homeless: -39.8 DFS Hemmerling Elementary: All: -41.5 DFS EL: -62.5 DFS SED: -42.7 DFS SWD: -76.7 DFS Hispanic: -43.3 DFS Homeless: -49.6 DFS Hoffer Elementary: All: -68.8 DFS EL: -103 DFS SED: -65.7 DFS	Cabazon Elementary: All: -42.1 DFS EL: -81.8 DFS SED: -45.8 DFS SWD: -96.1 DFS Hispanic: -45.5 DFS Homeless: -58.4 DFS Central Elementary: All: -50.6 DFS EL: -70.1 DFS SED: -54 DFS SWD: -110.6 DFS Hispanic: -53.3 DFS Homeless: -86.9 DFS Hemmerling Elementary: All: -30.1 DFS EL: -42.9 DFS SED: -32.5 DFS SWD: -83.8 DFS Hispanic: -30.7 DFS Homeless: -53.3 DFS Hoffer Elementary: All: -51 DFS EL: -101.6 DFS SED: -53.2 DFS	Cabazon Elementary: All: -43.5 DFS EL: -55.4 DFS SED: -44.1 DFS SWD: -69.8 DFS Hispanic: -48.5 DFS Homeless: -71.1 DFS Central Elementary: All: -36.4 DFS EL: -52.1 DFS SED: -40.1 DFS SWD: -103.2 DFS Hispanic: -35.7 DFS Homeless: -29.8 DFS Hemmerling Elementary: All: -31.5 DFS EL: -52.5 DFS SED: -32.7 DFS SWD: -66.7 DFS Hispanic: -33.3 DFS Homeless: -39.6 DFS Hoffer Elementary: All: -58.8 DFS EL: -93 DFS SED: -55.7 DFS	All: +11.4 EL: -16.5 SED: +8.3 SWD: -16.2 Hispanic: +13.1 Homeless: 22.7 Central Elementary: All: -4.2 EL: -8 SED: -3.9 SWD: +2.5 Hispanic: -7.6 Homeless: -47.1 Hemmerling Elementary: All: +11.3 EL: +19.7 SED: +10.3 SWD: -7.2 Hispanic: +12.5 Homeless: -3.7 Hoffer Elementary: All: +17.8 EL: +1.4 SED: +12.5 SWD: +53.1 Hispanic: +19.7 Homeless: +58.9 Nicolet Middle: All: +1.7 EL: +11.3 LTEL: +28.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -127.3 DFS Banning Independent Study: -83.7 DFS New Horizons High: -109.2 DFS	SWD: -105.5 DFS Hispanic: -74.7 DFS Homeless: -97.3 DFS Nicolet Middle: All: -87 DFS EL: -105.9 DFS LTEL: -145.6 DFS SED: -89.8 DFS SWD: -163.6 DFS Hispanic: -87.6 DFS African American: -106.6DFS Asian: -47 DFS White: -91.6 DFS American Indian: 153.2 DFS Two or More Races: -75.2 DFS Foster Youth: NA Homeless: -109.9 DFS Banning Independent Study: -93.5 DFS New Horizons High: -140.6 DFS	SWD: -52.4 DFS Hispanic: -55 DFS Homeless: -38.4 DFS Nicolet Middle: All: -85.4 DFS EL: -94.6 DFS LTEL: -117.2 DFS SED: -86.2 DFS SWD: -156.2 DFS Hispanic: -85.7 DFS African American: -85.8 DFS Asian: -47.4DFS White: -88.8 DFS American Indian: -131.6 DFS Two or More Races: -115.4 DFS Foster Youth: NA Homeless: -118.7 DFS Banning Independent Study: -80.4 DFS New Horizons High: NA	SWD: -95.5 DFS Hispanic: -64.7 DFS Homeless: -87.3 DFS Nicolet Middle: All: -77 DFS EL: -95.9 DFS LTEL: -135.6 DFS SED: -79.8 DFS SWD: -153.6 DFS Hispanic: -77.6 DFS African American: -96.6DFS Asian: -42 DFS White: -81.6 DFS American Indian: 143.2 DFS Two or More Races: -65.2 DFS Foster Youth: NA Homeless: -99.9 DFS Banning Independent Study: -83.5 DFS New Horizons High: -130.6 DFS	SED: +3.6 SWD: +7.4 Hispanic: +1.9 African American: +20.8 Asian: -0.3 White: +2.8 American Indian: +21.6 Two or More Races: -40.3 Foster Youth: NA Homeless: -8.8 Banning Independent Study: +13.1 New Horizons: NA
1.3	CAA ELA	District Level 3: 18.52%	District Level 3: 29.17%	District Level 3: 28.57%	District Level 3: 26.02%	District Level 3: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Formative ELA Assessment Data (December-February): i-Ready Elementary and Middle ELA: School and Grade Level Percentage At or Above Grade Level Banning High School, New Horizons High School, and Banning Independent Study Formative Assessments to be Determined in the 2025-26 School Year	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% 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%	District: i-Ready All: 25.6% EL: 11.6% SED: 25.2% SWD: 7.7% Hispanic: 24.7% African American: 30.5% Asian: 27.6% White: 28.6% American Indian: 28.2% Two or More Races: 35.4% Foster Youth: NA Homeless Youth: 21.5% Cabazon Elementary: Grade K: 16.3% Grade 1: 19.0% Grade 2: 14.0% Grade 3: 36.5% Grade 4: 30.8% Grade 5: 26.3% Central Elementary: Grade TK DI: 27.0% Grade K: 33.9% Grade 1: 16.7% Grade 2: 33.8% Grade 3: 46.0%	District: i-Ready All: 27% EL: 14.4% SED: 26.84% SWD: 12.9% Hispanic: 26.2% African American: 30% Asian: 24% White: 27% American Indian: 22% Two or More Races: 33% Foster Youth: 27% Homeless Youth: 27% Cabazon Elementary: Grade K: 33% Grade 1: 20.0% Grade 2: 25.0% Grade 3: 36% Grade 4: 21% Grade 5: 14% Central Elementary: Grade TK DI: 27.0% Grade K: 43% Grade 1: 16% Grade 2: 32% Grade 3: 57%	District: i-Ready All: 31.6% EL: 17.6% SED: 31.2% SWD: 13.7% Hispanic: 30.7% African American: 36.5% Asian: 33.6% White: 34.6% American Indian: 34.2% Two or More Races: 41.4% Foster Youth: NA Homeless Youth: 27.5% Cabazon Elementary: Grade K: 22.3% Grade 1: 25.0% Grade 2: 20.0% Grade 3: 42.5% Grade 4: 36.8% Grade 5: 32.3% Central Elementary: Grade TK DI: 33.0% Grade K: 39.9% Grade 1: 22.7% Grade 2: 39.8% Grade 3: 52.0%	District: i-Ready All: +1.4 EL: +2.8% SED: +1.64% SWD: +5.2% Hispanic: +1.5% African American: -0.5% Asian: -3.6% White: -1.6% American Indian: -6.2% Two or More Races: -2.4% Foster Youth: NA Homeless Youth: +5.5% Cabazon Elementary: Grade K: +16.7% Grade 1: +1% Grade 2: +11% Grade 3: -0.5% Grade 4: -9.8% Grade 5: -12.3% Central Elementary: Grade TK DI: NA Grade K: +9.1% Grade 1: -0.7% Grade 2: -1.8% Grade 3: +11% Grade 4: +2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 4: 25.2% Grade 5: 28.3% Hemmerling Elementary: Grade K: 42.3% Grade 1: 37.1% Grade 2: 38.7% Grade 3: 48.8% Grade 4: 26.8% Grade 5: 29.8% Hoffer Elementary: Grade K: 42.9% Grade 1: 16.3% Grade 2: 22.4% Grade 3: 29.1% Grade 4: 23.2% Grade 5: 19.4% Nicolet Middle: Grade 6: 14.3% Grade 7: 17.4% Grade 8: 21.0% Banning High: Assessment and Baseline Data to be Determined in the 2025-26 school year New Horizons High: Assessment and Baseline Data to be Determined in	Grade 4: 28% Grade 5: 24% Hemmerling Elementary: Grade K: 43% Grade 1: NA Grade 2: 39% Grade 3: 61% Grade 4: 34% Grade 5: 29% Hoffer Elementary: Grade K: 50% Grade 1: 11% Grade 2: 16% Grade 3: 42% Grade 4: 17% Grade 5: 26% Nicolet Middle: Grade 6: 25% Grade 7: 18% Grade 8: 30%	Grade 4: 31.2% Grade 5: 34.3% Hemmerling Elementary: Grade K: 48.3% Grade 1: 43.1% Grade 2: 44.7% Grade 3: 54.8% Grade 4: 32.8% Grade 5: 35.8% Hoffer Elementary: Grade K: 48.9% Grade 1: 22.3% Grade 2: 28.4% Grade 3: 35.1% Grade 4: 29.2% Grade 5: 25.4% Nicolet Middle: Grade 6: 20.3% Grade 7: 23.4% Grade 8: 27.0% Banning High: Grade 9: TBD Grade 10: TBD Grade 11: TBD New Horizons High: Grade 9: TBD Grade 10: TBD Grade 11: TBD	Grade 5: -4.3% Hemmerling Elementary: Grade K: +0.7% Grade 1: NA Grade 2: -0.3% Grade 3: +12.2% Grade 4: +7.2% Grade 5: -0.9% Hoffer Elementary: Grade K: +7.1% Grade 1: -5.3% Grade 2: -6.4% Grade 3: +12.9% Grade 4: -6.2% Grade 5: +6.6% Nicolet Middle: Grade 6: +10.7% Grade 7: +0.6% Grade 8: +9% Banning Independent Study: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2025-26 school year Banning Independent Study: Assessment and Baseline Data to be Determined in the 2025-26 school year		Banning Independent Study: TBD	
1.5	CAASPP Math: District Dashboard Data Dataquest: Percentage Met or Exceeded Standard	District: 12.90% Met or Exceeded Cabazon Elementary: 25.51% Grade 3: 38.89% Grade 4: 22.22% Grade 5: 14.00% Central Elementary: 23.68% Grade 3: 35.55% Grade 4: 23.14% Grade 5: 11.29% Hemmerling Elementary: 18.77% Grade 3: 23.37% Grade 4: 22.68% Grade 5: 10.47% Hoffer Elementary: 13.12%% Grade 3: 16.45% Grade 4: 12.82% Grade 5: 9.38%	District: 13.43% Met or Exceeded Cabazon Elementary: 20.86% Grade 3: 25.64% Grade 4: 32.08% Grade 5: 4.26% Central Elementary: 28.17% Grade 3: 51.38% Grade 4: 21.33% Grade 5: 14.53% Hemmerling Elementary: 19.39% Grade 3: 27.06% Grade 4: 16.66% Grade 5: 14.78% Hoffer Elementary: 12.90%	District: 15.3% Met or Exceeded Cabazon Elementary: 23.36% Grade 3: 35.42% Grade 4: 27.77% Grade 5: 9.43% Central Elementary: 23.16% Grade 3: 39.34% Grade 4: 17.86% Grade 5: 12.78% Hemmerling Elementary: 23.71% Grade 3: 33.80% Grade 4: 19.78% Grade 5: 19.78% Hoffer Elementary: 15.38%	District: 19.43% Met or Exceeded Cabazon Elementary: 26.86% Grade 3: 31.64% Grade 4: 38.08% Grade 5: 10.26% Central Elementary: 34.17% Grade 3: 57.38% Grade 4: 27.33% Grade 5: 20.53% Hemmerling Elementary: 25.39% Grade 3: 33.06% Grade 4: 22.66% Grade 5: 20.78% Hoffer Elementary: 18.90%	District: +1.87% Cabazon Elementary: +2.5% Grade 3: +9.78% Grade 4: -4.31% Grade 5: +5.17% Central Elementary: -5.01% Grade 3: -12.04% Grade 4: -3.47% Grade 5: -1.75% Hemmerling Elementary: +4.32% Grade 3: +6.74% Grade 4: +3.12% Grade 5: +5% Hoffer Elementary: +2.48% Grade 3: +7.64% Grade 4: -2.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nicolet Middle: 6.71% Grade 6: 7.45% Grade 7: 7.64% Grade 8: 4.74%	Grade 3: 12.91% Grade 4: 18.31% Grade 5: 8.33% Nicolet Middle: 6.79% Grade 6: 10.82% Grade 7: 5.44% Grade 8: 4.11%	Grade 3: 20.55% Grade 4: 15.79% Grade 5: 9.23% Nicolet Middle: 8.43% Grade 6: 8.57% Grade 7: 11.53% Grade 8: 5.16%	Grade 3: 18.91% Grade 4: 26.31% Grade 5: 14.33% Nicolet Middle: 12.79% Grade 6: 16.82% Grade 7: 11.44% Grade 8: 10.11%	Grade 5: +0.9% Nicolet Middle: +1.64% Grade 6: -2.25% Grade 7: +6.09% Grade 8: +1.05%
1.6	CAASPP Math: School Dashboard Data CA School Dashboard: Distance from Standard (DFS)	District: All: -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 Banning High: All Students: -150.9 DFS Hispanic: -150.8 DFS Students with Disabilities: -234.7 DFS	District: All: -108.8 DFS EL: -123.8 DFS LTEL: -194.4 DFS SED: -110.6 DFS SWD: -161.8 DFS Hispanic: -109.8 DFS African American: -125.2 DFS Asian: -93 DFS White: -96.2 DFS American Indian: -164.5 DFS Two or More Races: -90.1 DFS Foster Youth: -156.2 DFS Homeless Youth: -127.6 DFS Banning High: All: -132.5 DFS EL: -174.7 DFS LTEL: -184.2 DFS SED: -137.5 DFS SWD: -178 DFS	District: All: -106.1 DFS EL: -126.6 DFS LTEL: -180.3 DFS SED: -107.7 SWD: -160.7 DFS Hispanic: -106.1 DFS African American: -122.2 DFS Asian: -83.1 DFS White: -97.6 DFS American Indian: -155.5 DFS Two or More Races: -102.8 DFS Foster Youth: -109.4 DFS Homeless Youth: -121.2 DFS Banning High: All: -115.3 DFS EL: -167.3 DFS LTEL: -168.5 DFS SED: -118.2 DFS SWD: -221.9 DFS	District: All: -98.8 DFS EL: -113.8 DFS LTEL: -184.4 DFS SED: -100.6 DFS SWD: -151.8 DFS Hispanic: -99.8 DFS African American: -115.2 DFS Asian: -83 DFS White: -86.2 DFS American Indian: -154.5 DFS Two or More Races: -80.1 DFS Foster Youth: -146.2 DFS Homeless Youth: -117.6 DFS Banning High: All: -122.5 DFS EL: -164.7 DFS LTEL: -174.2 DFS SED: -127.5 DFS SWD: -168 DFS	District: All: +3.1 EL: -2.9 LTEL: +14.1 SED: +2.9 SWD: +1.2 Hispanic: +3.6 African American: +3.1 Asian: +9.9 White: -1.4 American Indian: +8.9 Two or More Races: -12.7 Foster Youth: +46.7 Homeless Youth: +6.4 Banning High: All:+17.2 EL: +7.4 LTEL: +15.7 SED: +19.3 SWD: -43.9 Hispanic: +23.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged: -153.5 DFS Central Elementary: Students with Disabilities: -129.5 DFS	Hispanic: -135.2 DFS African American: -146.9 DFS Asian: NA White: -102.1 DFS American Indian: NA Two or More Races: -143 DFS Foster Youth: NA Homeless: -126.2 DFS Cabazon Elementary: All: -64.7 DFS EL: -84.2 DFS SED: -64.9 DFS SWD: -123 DFS Hispanic: -70.5 DFS Homeless: -78.7 DFS Central Elementary: All: -51.7 DFS EL: -49 DFS SED: -56.1 DFS SWD: -127.8 DFS Hispanic: -52.1 DFS Homeless: -56.8 DFS	Hispanic: -111.5 DFS African American: -169.2 DFS Asian: NA White: -145.2 DFS American Indian: NA Two or More Races: NA DFS Foster Youth: NA Homeless: -90.8 DFS Cabazon Elementary: All: - 63 DFS EL: - 107.4 DFS SED: -69.6 DFS SWD: -110.6 DFS Hispanic: -68.5 DFS Homeless: -100.3 DFS Central Elementary: All: -61 DFS EL:-66.4 DFS SED: -64.7 DFS SWD: -130.1 DFS Hispanic: -60.9 DFS Homeless: - 82.5 DFS	Hispanic: -125.2 DFS African American: -136.9 DFS Asian: NA White: -92.1 DFS American Indian: NA Two or More Races: -133 DFS Foster Youth: NA Homeless: -116.2 DFS Cabazon Elementary: All: -54.7 DFS EL: -74.2 DFS SED: -54.9 DFS SWD: -113 DFS Hispanic: -60.5 DFS Homeless: -68.7 DFS Central Elementary: All: -41.7 DFS EL: -39 DFS SED: -46.1 DFS SWD: -117.8 DFS Hispanic: -42.1 DFS Homeless: -46.8 DFS	African American: -22.2 Asian: NA White: -43.1 American Indian: NA Two or More Races: NA Foster Youth: NA Homeless: +23.7 Cabazon Elementary: All: +1.7 EL: -23.2 SED: -4.7 SWD: +12.3 Hispanic: +1.9 Homeless: -21.6 Central Elementary: All: -9.3 EL: -17.4 SED: -8.6 SWD: -2.3 Hispanic: -6.2 Homeless: -25.7 Hemmerling Elementary: All: +6.5 EL: +22.7 SED: +6.6 SWD: -3 Hispanic: +4.7 Homeless: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 High: -68.22 DFS	Hemmerling Elementary: All: -72.9 DFS EL: -89.2 DFS SED: -72.9 DFS SWD: -130.3DFS Hispanic: -72.4 DFS Homeless: -91 DFS Hoffer Elementary: All: -88.5 DFS EL: -103.4 DFS SED: -85.8 DFS SWD: -124.1 DFS Hispanic: -90.7 DFS Homeless: -135.5 DFS Nicolet Middle All: -137.1 DFS EL: -164.6 DFS LTEL: -198.9 SED: -139.1 DFS SWD: -197 DFS Hispanic: -139.7 DFS African American: -151.3 DFS Asian: -100.1 DFS White: -123.5 DFS American Indian: -198.5 DFS Two or More Races: -123.3	Hemmerling Elementary: All: -66.4 DFS EL: -66.6 DFS SED:-66.3 DFS SWD: - 133.3 DFS Hispanic: -67.8 DFS Homeless: - -89.1 DFS Hoffer Elementary: All: -82.4 DFS EL: -121.5 DFS SED: -85.4 DFS SWD: --87.7 DFS Hispanic: -85.3 DFS Homeless: -55.9 DFS Nicolet Middle All: - 136.2 DFS EL: -150.9 DFS LTEL: -180.5 SED: -137.4 DFS SWD: - 193.2 DFS Hispanic: -138.3 DFS African American: -132 DFS Asian: - 115 DFS White: - 129.1 DFS American Indian: -183.6 DFS	Hemmerling Elementary: All: -62.9 DFS EL: -79.2 DFS SED: -62.9 DFS SWD: -120.3DFS Hispanic: -62.4 DFS Homeless: -81 DFS Hoffer Elementary: All: -78.5 DFS EL: -93.4 DFS SED: -75.8 DFS SWD: -114.1 DFS Hispanic: -80.7 DFS Homeless: -125.5 DFS Nicolet Middle All: -127.1 DFS EL: -154.6 DFS LTEL: -188.9 SED: -129.1 DFS SWD: -187 DFS Hispanic: -129.7 DFS African American: -141.3 DFS Asian: -90.1 DFS White: -113.5 DFS American Indian: -188.5 DFS Two or More Races: -113.3	Hoffer Elementary: All: +6.2 EL: -18.1 SED: +0.4 SWD: +36.5 Hispanic: +5.4 Homeless: +79.6 Nicolet Middle: All: +0.9 EL: +13.7 LTEL: +18.4 SED: +1.7 SWD: +3.8 Hispanic: +1.4 African American: +19.4 Asian: -14.8 White: -5.6 American Indian: +14.9 Two or More Races: +2.1 Foster Youth: NA Homeless: +9.2 Banning Independent Study: -0.3 New Horizons High: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: NA Homeless: -176.1 DFS Banning Independent Study: -156.7 DFS New Horizons High: -208.7 DFS	Two or More Races: - 121.3 DFS Foster Youth: NA Homeless: - 166.9 DFS Banning Independent Study: -157 DFS New Horizons High: NA	Foster Youth: NA Homeless: -166.1 DFS Banning Independent Study: -146.7 DFS New Horizons High: -198.7 DFS	
1.7	CAA Math	District Level 3: 3.85%	District Level 3: 12.00% (Met Goal)	District Level 3: 9.52%	District Level 3: 11.35%	District Level 3: -2.48%
1.8	Formative Math Assessment Data (December-February): i-Ready Elementary and Middle Math: School and Grade Level Percentage At or Above Grade Level Banning High School, New Horizons High School, and Banning Independent Study Formative Assessments to be Determined in the 2025-26 School Year	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%	District: i-Ready All: 14.9% EL: 8.7% SED: 14.7% SWD: 3.5% Hispanic: 14.8% African American: 13.5% Asian: 22.8% White: 16.2% American Indian: 2.6% Two or More Races: 19.8% Foster Youth: NA Homeless Youth: 11.9%	District: i-Ready All: 16% EL: 8% SED: 16% SWD: 11% Hispanic: 15% African American: 12% Asian: 25% White: 19% American Indian: 12% Two or More Races: 21% Foster Youth: 16% Homeless Youth: 16%	District: i-Ready All: 20.9% EL: 14.7% SED: 20.7% SWD: 9.5% Hispanic: 20.8% African American: 19.5% Asian: 28.8% White: 22.2% American Indian: 8.6% Two or More Races: 25.8% Foster Youth: NA Homeless Youth: 17.9%	District: i-Ready All: +1.1% EL: -0.7% SED: +1.3% SWD: +7.5% Hispanic: +0.2% African American: -1.5 Asian: +2.2% White: +2.8% American Indian: +9.4% Two or More Races: +1.2% Foster Youth: NA Homeless Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Banning Independent Study (K-8): 37.93% / 8.62%	Cabazon Elementary: Grade K: 4.8% Grade 1: 23.8% Grade 2: 4.7% Grade 3: 25.0% Grade 4: 23.1% Grade 5: 31.6% Central Elementary: Grade TK DI: 12.3% Grade K: 19.0% Grade 1: 12.6% Grade 2: 21.6% Grade 3: 24.0% Grade 4: 21.1% Grade 5: 21.0% Hemmerling Elementary: Grade K: 23.9% Grade 1: 14.3% Grade 2: 20.0% Grade 3: 22.5% Grade 4: 23.7% Grade 5: 22.9% Hoffer Elementary: Grade K: 26.5% Grade 1: 9.1% Grade 2: 9.0% Grade 3: 15.3% Grade 4: 13.0% Grade 5: 15.3%	Cabazon Elementary: Grade K: 14% Grade 1: 7% Grade 2: 21% Grade 3: 15% Grade 4: 26% Grade 5: 17% Central Elementary: Grade TK DI: 12.3% Grade K: 26% Grade 1: 8% Grade 2: 14% Grade 3: 43% Grade 4: 30% Grade 5: 23% Hemmerling Elementary: Grade K: 24% Grade 1: 24% Grade 2: 17% Grade 3: 34% Grade 4: 35% Grade 5: 22% Hoffer Elementary: Grade K: 24% Grade 1: 8% Grade 2: 12% Grade 3: 22% Grade 4: 26% Grade 5: 17%	Cabazon Elementary: Grade K: 10.8% Grade 1: 29.8% Grade 2: 10.7% Grade 3: 31.0% Grade 4: 29.1% Grade 5: 37.6% Central Elementary: Grade TK DI: 18.3% Grade K: 25.0% Grade 1: 18.6% Grade 2: 27.6% Grade 3: 30.0% Grade 4: 27.1% Grade 5: 27.0% Hemmerling Elementary: Grade K: 29.9% Grade 1: 20.3% Grade 2: 26.0% Grade 3: 28.5% Grade 4: 29.7% Grade 5: 28.9% Hoffer Elementary: Grade K: 32.5% Grade 1: 15.1% Grade 2: 15.0% Grade 3: 21.3% Grade 4: 19.0% Grade 5: 21.3%	Cabazon Elementary: Grade K: +9.2% Grade 1: -16.8% Grade 2: +16.3% Grade 3: -10% Grade 4: +2.9% Grade 5: -14.6% Central Elementary: Grade TK DI: NA Grade K: +7% Grade 1: -4.6% Grade 2: -7.6% Grade 3: +19% Grade 4: +8.9% Grade 5: +2% Hemmerling Elementary: Grade K: +0.1% Grade 1: +9.7% Grade 2: -3% Grade 3: +11.5 Grade 4: +11.3% Grade 5: -0.9% Hoffer Elementary: Grade K: -2.5% Grade 1: -1.1% Grade 2: +3% Grade 3: +6.7% Grade 4: +13% Grade 5: +1.7% Nicolet Middle:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Nicolet Middle: Grade 6: 8.9% Grade 7: 6.3% Grade 8: 5.6% Banning High: Assessment and Baseline Data to be Determined in the 2025-26 school year New Horizons High: Assessment and Baseline Data to be Determined in the 2025-26 school year Banning Independent Study: Assessment and Baseline Data to be Determined in the 2025-26 school year	Nicolet Middle: Grade 6: 18% Grade 7: 5% Grade 8: 8%	Nicolet Middle: Grade 6: 14.9% Grade 7: 12.3% Grade 8: 11.6% Banning High: Grade 9: TBD Grade 10: TBD Grade 11: TBD New Horizons High: Grade 9: TBD Grade 10: TBD Grade 11: TBD Banning Independent Study: TBD	Grade 6: +9.1% Grade 7: -1.3% Grade 8: +2.4% Banning Independent Study: NA
1.9	CAST: Difference from standard CA School Dashboard: Distance from Standard (DFS)	District: All Students: -23.3 DFS Native American: -29.02 DFS Two or More Races: -26.6 DFS	District: All: -23.5 DFS EL: -29.3 DFS LTEL: -33.6 DFS SED: -24 DFS SWD: -31.8 DFS	District: All: 45.9 Science Pts EL: 38.6 Science Pts LTEL: 36.7 Science Pts	District: All: -19.5 DFS EL: -25.3 DFS LTEL: -29.6 DFS SED: -20 DFS SWD: -27.8 DFS	District: All: +22.4 Science Pts EL: +9.3 Science Pts LTEL: +3.1 Science Pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: -27.2 DFS Homeless:-28.5 DFS	Hispanic: -24.1 DFS African American: -27.8 DFS Asian: -16.7 DFS White: -20.6 DFS American Indian: -33.3 DFS Two or More Races: -19.1 DFS Foster Youth: -32 DFS Homeless Youth: -24.9 DFS	SED: 45.4 Science Pts SWD: 34.4 Science Pts Hispanic: 45.9 Science Pts African American: 41.7 Science Pts Asian: 51.9 Science Pts White: 45.5 Science pts American Indian: 42.4 Science pts Two or More Races: 45.4 Science pts Foster Youth: NA Homeless Youth: 45.2 Science pts	Hispanic: -20.1 DFS African American: -23.8 DFS Asian: -12.7 DFS White: -16.6 DFS American Indian: -29.3 DFS Two or More Races: -15.1 DFS Foster Youth: -28 DFS Homeless Youth: -20.9 DFS	SED: +21.4 Science Pts SWD: +2.6 Maintained Science Pts Hispanic: +21.8 Science Pts African American: +13.9 Science Pts Asian: +35.2 Science Pts White: +24.9 Science Pts American Indian: +9.1 Science Pts Two or More Races: +26.3 Science Pts Foster Youth: NA Homeless Youth: +20.3 Science Pts
1.10	High School Graduation Rate CA School Dashboard	District: All Students 83.7% White: 61.8% Banning High:	District: All: 86% EL: 75.9% LTEL: 76.6% SED: 86.4% SWD: 82.4% Hispanic: 85.5% African American: 88.2% Asian: 90.9% White: 81% (Met) American Indian: NA Two or More Races: 83.3% Foster Youth: NA	District: All: 83.9% EL: 85.5% LTEL: 85% SED: 84.5% SWD: 70.7% Hispanic: 84.7% African American: 84.6% Asian: % White: 78.1% American Indian: NA Two or More Races: 84.6% Foster Youth: NA	District: All: 90% EL: 79.9% LTEL: 80.6% SED: 90.4% SWD: 86.4% Hispanic: 89.5% African American: 92.2% Asian: 94.9% White: 85% American Indian: NA Two or More Races: 87.3% Foster Youth: NA	District: All: -2.1% EL: +9.6% LTEL: +8.4% SED: -1.9% SWD: -11.7% Hispanic: -0.8% African American: -3.6% Asian: NA White: +19.2% American Indian: NA Two or More Races: +1.3% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 63.0% New Horizons High: All: 70.40% Banning Independent Study: All: 86.70%	Homeless Youth: 76.9% Banning High: All: 87.5% EL: 74% LTEL: 74.4% SED: 88.3% SWD: 78.2% (Met) Hispanic: 86.7% African American: 85.7% Asian: NA White:87.5% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 77.6% New Horizons High: All: 72% Banning Independent Study: All: 100% (Met)	Homeless Youth: 75.3% Banning High: All: 88% EL: 88.3% LTEL: 88.2% SED: 89% SWD: 72% Hispanic: 90.6% African American: 85% Asian: NA White: 76% American Indian: NA Two or More Races: 83.3% Foster Youth: NA Homeless Youth: 76.3% New Horizons High: All: 63.3% Banning Independent Study: All: 82.4%	Homeless Youth: 80.9% Banning High: All: 91.5% EL: 78% LTEL: 78.4% SED: 92.3% SWD: 82.2% Hispanic: 90.7% African American: 89.7% Asian: NA White:91.5% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 81.6% New Horizons High: All: 76% Banning Independent Study: All: 100%	Homeless Youth: -1.6% Banning High: All: +0.5 EL: +11.3% LTEL: +13.8% SED: +0.7% SWD: -6.2% Hispanic: +3.9% African American: -0.7% Asian: NA White: -11.5% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: -1.3% New Horizons High: All: -8.7% Banning Independent Study:
1.11	High School Dropout Rate Dataquest: Four-Year Adjusted Cohort Outcome	District: All Students: 10.2% White: 33.3%	District: All: 11.3% EL: 15.5% LTEL: NA SED: 10.8% SWD: 13.6% Hispanic: 11.8%	District: All: 12.9% EL: 11.6% LTEL: NA SED: 12.5% SWD: 15.5% Hispanic: 12.9%	District: All: 7.3% EL: 11.5% LTEL: NA SED: 6.8% SWD: 9.6% Hispanic: 7.8%	District: All: +1.6% EL: -3.9% LTEL: NA SED: +1.7% SWD: +1.9% Hispanic: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning High: Students with Disabilities: 18.5% New Horizons High: All: 15.4% Banning Independent Study: All: 14.3%	African American: 11.8% Asian: 9.1% White: 10.5% (Met) American Indian: NA Two or More Races: 16.7% Foster Youth: NA Homeless Youth: 17.9% Banning High: All: 10.6% EL: 18.0% LTEL: NA SED: 9.8% SWD: 17.0% Hispanic: 10.8% African American: 14.3% Asian: NA White: 14.3% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 20.7% New Horizons High: All: 20.4% Hispanic: 21.1%	African American: 11.5% Asian: NA White: 15.6% American Indian: NA Two or More Races: 15.4% Foster Youth: NA Homeless Youth: 17.6% Banning High: All: 8.8% EL: 10% LTEL: NA SED: 8% SWD: 14.0% Hispanic: 6.9% African American: 10% Asian: NA White: 16% American Indian: NA Two or More Races: 16.7% Foster Youth: NA Homeless Youth: 13.6% New Horizons High: All: 34.7% Hispanic: 42.9%	African American: 7.8% Asian: 5.1% White: 6.5% American Indian: NA Two or More Races: 12.7% Foster Youth: NA Homeless Youth: 13.9% Banning High: All: 6.6% EL: 14.0% LTEL: NA SED: 5.8% SWD: 13.0% Hispanic: 6.8% African American: 10.3% Asian: NA White: 10.3% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 16.7% New Horizons High: All: 16.4% Hispanic: 17.1%	African American: -.03% Asian: NA White: -+5.1% American Indian: NA Two or More Races: -1.3% Foster Youth: NA Homeless Youth: -0.3% Banning High: All: -1.8% EL: -8% LTEL: NA SED: -1.8% SWD: -3% Hispanic: -3.9% African American: -4.3% Asian: NA White: +1.7% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: -7.1% New Horizons: All: +14.3% Hispanic: +21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Banning Independent Study: All: 0% (Met)	Banning Independent Study: All: 11.8%	Banning Independent Study: All: 0%	Banning Independent Study: All: +11.8%
1.12	Middle School Dropout Rate	Hispanic <1% (5) White 1% (1)	Hispanic <1% (6) White 1% (1)	Hispanic <1% (5) White 1% (4)	Hispanic <1% (2) White 0% (0)	Hispanic <1% (-1) White 1% (+3)
1.14	College and Career Indicator Prepared CA Dashboard	District: All: 26.0% Students with Disabilities: 0.0% Homeless: 6.7% English Learner: 4.3% Banning High: Students with Disabilities: 0.0% English Learner: 5.7%	District: All: 19.6% EL: 6.9% LTEL: 8.5% SED: 19.4% SWD: 4.5% Hispanic: 18.8% African American: 17.6% Asian: 45.5% White: 15.8% American Indian: NA Two or More Races: 8.3% Foster Youth: NA Homeless Youth: 11.5% Banning High: All: 24% EL: 8% LTEL: 10.3% SED: 24.1% SWD: 5.7% Hispanic: 23.2% African American: 21.4% Asian: NA White: 14.3%	District: All: 28.7% EL: 17.4% LTEL: 18.3% SED: 28.3% SWD: 13.8% Hispanic: 29% African American: 23.1% Asian: NA White: 34.4% American Indian: NA Two or More Races: 30.8% Foster Youth: NA Homeless Youth: 21.9% Banning High: All: 34.7% EL: 20% LTEL: 21.6% SED: 34.1% SWD: 14% Hispanic: 34.7% African American: 30% Asian: NA White: 44%	District: All: 25.6% EL: 12.9% LTEL: 8.45% SED: 25.4% SWD: 10.5% Hispanic: 24.8% African American: 23.6% Asian: 51.5% White: 21.8% American Indian: NA Two or More Races: 14.3% Foster Youth: NA Homeless Youth: 17.5% Banning High: All: 30% EL: 14% LTEL: 16.3% SED: 30.1% SWD: 11.7% Hispanic: 29.2% African American: 27.4% Asian: NA White: 20.3%	District: All: 5.4% EL: 7% LTEL: 5.6% SED: 5% SWD: 6.2% Hispanic: 7.1% African American: +5.5% Asian: NA White: 13.3% American Indian: NA Two or More Races: 14.1% Foster Youth: NA Homeless Youth: 7.8% Banning High: All: 5.9% EL: 8% LTEL: 6.2% SED: 5.1% SWD: 4.6% Hispanic: 7.6% African American: Maintained 1.4% Asian: NA White: 22.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Horizon High: All: 1.9% Hispanic: 0.0% Homeless: 0.0% Socio-economically Disadvantaged: 0.0% Banning Independent Study: All: 0.0% Socio-economically Disadvantaged: 0.0%	American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 15.5% New Horizon High: All: 0% SED: 0% Hispanic: 0% Homeless: 0% All Other Student Groups NA due to low numbers Banning Independent Study: All: 13.60% SED: 10.0 % SED: 0.0% Hispanic: 7.1% All Other Student Groups NA due to low numbers	American Indian: NA Two or More Races: 25% Foster Youth: NA Homeless Youth: 27.1% All: 4.1% SED: 4.3% Hispanic: 5.7% Homeless: 0% All Other Student Groups NA due to low numbers All: 5.9% SED: 5.9% Hispanic: NA All Other Student Groups NA due to low numbers	American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 21.5% New Horizon High: All: 6% SED: 6% Hispanic: 6% Homeless: 6% All Other Student Groups NA due to low numbers Banning Independent Study: All: 19.60% SED: 6% Hispanic: 13.1% All Other Student Groups NA due to low numbers	American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 8.2% New Horizon High: All: 4.1% SED: 4.3% Hispanic: 5.7% Homeless: 0% All Other Student Groups NA due to low numbers Banning Independent Study: All: -7.8% SED: 4.1% Hispanic: NA
1.15	CTE Enrollment: % of juniors and seniors are enrolled in one or more CTE Pathways	58%	39.2% (191/487)	39.2% (176/449)	43.2%	0
1.16	CTE: Post Secondary Survey: Graduates working in a related industry	33%	4/30 = 13.3%	19/70 = 27.1%	19.3%	+13.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage: Number of students working in the same industry divided by the number of students who completed that related CTE pathway					
1.17	Percentage of students completing CTE program(s) CA Dashboard	District: All: 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%	District: All: 4.9% EL: 5.2% LTEL: 6.4% SED: 4.7% SWD: 5.9% Hispanic: 5.9% African American: 0% Asian: 0% White: 0% American Indian: NA Two or More Races: 0% Foster Youth: NA Homeless Youth: 2.6% Banning High: All: 6.3% EL: 6.0% LTEL: 7.7% SED: 6.1% SWD: 7.3% Hispanic: 7.4% African American: 0% Asian: NA White: 0%	District: All: 13.5% EL: 13% LTEL: 15% SED: 13.7% SWD: 1.7% Hispanic: 13.7% African American: 11.5% Asian: 0% White: 15.6% American Indian: NA Two or More Races: 23.1% Foster Youth: NA Homeless Youth: 6.8% Banning High: All: 15.3% EL: 15% LTEL: 17.6% SED: 15.5% SWD: 2% Hispanic: 15.3% African American: 15% Asian: NA White: 16%	District: All: 10.9% EL: 11.2% LTEL: NA SED: 10.7% SWD: 11.9% Hispanic: 11.9% African American: 6% Asian: 6% White: 6% American Indian: NA Two or More Races: 6% Foster Youth: NA Homeless Youth: 8.6% Banning High: All: 12.3% EL: 12.0% LTEL: NA SED: 12.1% SWD: 13.3% Hispanic: 13.4% African American: 6% Asian: NA White: 6%	District: All: +8.6% EL: +7.8% LTEL: +8.6% SED: +9% SWD: -4.2% Hispanic: +7.8% African American: +11.5% Asian: NA White: +15.6% American Indian: NA Two or More Races: +23.1% Foster Youth: NA Homeless Youth: +4.2% Banning High: All: +9% EL: +9% LTEL: +9.9% SED: +9.4% SWD: -5.3% Hispanic: +7.9% African American: +15% Asian: NA White: +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Horizon High: All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9% Banning Independent Study: All Students: 0% Socio-economically Disadvantaged: 0%	American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 3.4% New Horizon High: All: 0% Hispanic: 0% Homeless: 0% SED: 0% Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%	American Indian: NA Two or More Races: 25% Foster Youth: NA Homeless Youth: 6.8% New Horizon High: All: 8.2% Hispanic: 8.6% Homeless: 7.7% SED: 8.5% Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%	American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 9.4% New Horizon High: All: 6% Hispanic: 6% Homeless: 6% SED: 6% Banning Independent Study: All: 6% SED: 6% SWD: 6% Hispanic: 6%	American Indian: NA Two or More Races: +25% Foster Youth: NA Homeless Youth: +3.4% New Horizon High: All: +8.2% Hispanic: +8.6% Homeless: +7.7% SED: +8.5% Banning Independent Study: All: 0% SED: 0% SWD: NA Hispanic: NA
1.18	Percentage of students completing UC/CSU Entrance Requirements (A-G) CA Dashboard	District: All: 29.6% Students with Disabilities: 3.3% Homeless: 12.9% English Learner: 14.9%	District: All: 28.0% EL: 20.7% LTEL: 25.5% SED: 28.5% SWD: 7.4% Hispanic: 26.7% African American: 41.2% Asian: 54.5% White: 23.8% American Indian: NA Two or More Races: 16.7% Foster Youth: NA	All: 33.1% EL: 26.1%% LTEL: 25% SED: 32.8% SWD: 15.5% Hispanic: 35.1% African American: 19.2% Asian: NA White: 28.1% American Indian: NA Two or More Races: 30.8% Foster Youth: NA	District: All: 34.0% EL: 26.7% LTEL: 31.5% SED: 34.5% SWD: 13.4% Hispanic: 32.7% African American: 47.2% Asian: 60.5% White: 29.8% American Indian: NA Two or More Races: 22.7% Foster Youth: NA	District: All: -+5.1% EL: +5.4% LTEL: -0.5% SED: +4.3% SWD: +8.1% Hispanic: +8.4% African American: -22% Asian: NA White: +4.3% American Indian: NA Two or More Races: +14.1% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning High: Students with Disabilities: 3.7% English Learner: 20% Banning Independent Study All Students: 6.7% Socio-economically Disadvantaged: 7.1%	Homeless Youth: 21.8% Banning High: All: 35.9% EL: 24.0% LTEL: 30.8% SED: 36.4% SWD: 9.1% Hispanic: 33.5% African American: 50.0% Asian: NA White: 31.3% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 29.3% Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%	Homeless Youth: 27.4% Banning High: All: 40.5% EL: 30% LTEL: 29.4% SED: 40.2% SWD: +18% Hispanic: 43.1% African American: 25% Asian: NA White: 32% American Indian: NA Two or More Races: 25% Foster Youth: NA Homeless Youth: 32.2% Banning Independent Study: All: 11.8% SED: 11.8% SWD: 0% Hispanic: 0%	Homeless Youth: 27.8% Banning High: All: 41.9% EL: 30.0% LTEL: 36.8% SED: 42.4% SWD: 15.1% Hispanic: 39.5% African American: 56.0% Asian: NA White: 37.3% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 35.3% Banning Independent Study: All: 6% SED: 6% SWD: 6% Hispanic: 6%	Homeless Youth: +5.6% Banning High: All: +4.6% EL: +6% LTEL:-1.4% SED: +3.8% SWD: +8.9% Hispanic: +9.6% African American: +25% Asian: NA White: +0.7% American Indian: NA Two or More Races: 25% Foster Youth: NA Homeless Youth: +2.9% Banning Independent Study: All: +5.1% SED: +5.1% SWD: NA Hispanic: NA
1.19	Percentage of students completing UC/CSU Entrance Requirements (A-G) AND CTE program(s) CA Dashboard	District: All: 4.2% Students with Disabilities: 0% Homeless: 1.6% English Learner: 0%	District: All: 1.2% EL: 0% LTEL: 0% SED: 0.9% SWD: 2.9% Hispanic: 1.2%	District All: 5.9% EL: 4.3% LTEL: 15% SED: 6.1% SWD: 0% Hispanic: 5.6%	District: All: 7.2% EL: 6% LTEL: 6% SED: 6.9% SWD: 8.9% Hispanic: 7.2%	District: All: +4.7% EL: +4.3% LTEL: +15% SED: +6.1% SWD: -2.9% Hispanic: +4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning High: Students with Disabilities: 0% English Learner: 0% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%	African American: 0% Asian: 0% White: 0% American Indian: NA Two or More Races: 0% Foster Youth: NA Homeless Youth: 0% Banning High: All: 1.6% EL: 0% LTEL: 0% SED: 1.2% SWD: 3.6% Hispanic: 1.5% African American: 0% Asian: NA White: 0% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 0% Banning Independent Study: All: 0% SED: 0% SWD: 0%	African American:7.7% Asian: 0% White: 6.3% American Indian: NA Two or More Races: 15.4% Foster Youth: NA Homeless Youth: 2.7% Banning High: All: 7.3% EL: 5% LTEL: 5.9% SED: 7.6% SWD: 0% Hispanic: 6.9% African American: 0% Asian: NA White: 8% American Indian: NA Two or More Races: 16.7% Foster Youth: NA Homeless Youth: 3.4% Banning Independent Study: All: 0% SED: 0% SWD: 0%	African American: 6% Asian: 6% White: 6% American Indian: NA Two or More Races: 6% Foster Youth: NA Homeless Youth: 6% Banning High: All: 7.6% EL: 6% LTEL: 6% SED: 7.2% SWD: 9.6% Hispanic: 7.5% African American: 6% Asian: NA White: 6% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: 6% Banning Independent Study: All: 6% SED: 6% SWD: 6%	African American: +7.7% Asian: NA White: +6.3% American Indian: NA Two or More Races: +15.4% Foster Youth: NA Homeless Youth: +2.7% Banning High: All: +5.7% EL: +5% LTEL: +5.9% SED: +6.4 SWD: -3.6% Hispanic: +5.4% African American: NA Asian: NA White: +8% American Indian: NA Two or More Races: +16.7% Foster Youth: NA Homeless Youth: +3.4% Banning Independent Study: All: 0% SED: 0% SWD: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 0%	Hispanic: 0%	Hispanic: 6%	Hispanic: NA
1.20	AP Enrollment Rate (Current Year): Aeries AP Exam Participation Rate (Previous Year): AP Pass Rate (Previous Year): (Percentage of students passing one or more exams with a 3 or better / Number of students attempting AP exams in a single year) College Board	May 2023 District: All Students: 24.8% Students with Disabilities: 25.0% Homeless: 10.0% English Learner: 50.0%	AP Enrollment Rate (24-25): 25.1% (267/1064) AP Exam Participation Rate (23-24): 72.9% (231/317) AP Pass Rate (23-24): 25%	AP Enrollment Rate (25-26): 28.6% (299/1047) AP Exam Participation Rate (24-25): 65.3% (158/242) AP Pass Rate (24-25): 22%	AP Enrollment Rate: 30.1% AP Exam Participation Rate: 79% AP Pass Rate (23-24): 30%	AP Enrollment Rate (25-26): +3.5% AP Exam Participation Rate (24-25): -7.6% AP Pass Rate (24-25): -3%
1.21	Percentage of students meeting EAP	Prepared / Conditionally Prepared ELA District: 7.24% / 16.92% = 24.16% Banning HS: 7.41% / 20.16% = 27.57% Math District: 3.43% / 9.47% = 12.9% Banning High: 1.65% / 7% = 8.65%	Prepared & Conditionally Prepared ELA District: 6.37%/19.62% = 25.99% Banning High: 10.65%/21.29% = 31.94% Math District: 3.47%/9.96% = 13.43%	Prepared & Conditionally Prepared ELA District: 7.87%/19.56% = 42.32% Banning High: 13.36%/34.48% = 47.84% Math District: 4.41%/10.89% = 18.09%	Prepared & Conditionally Prepared ELA District: 32% Banning High: 38% Math District: 20% Banning High: 18.5%	Prepared & Conditionally Prepared ELA District: +16.33% Banning High: +15.9% Math District: +4.66% Banning High: +8.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Banning High: 3.03%/9.47% = 12.5%	Banning High: 7.33%/13.79% = 21.12%		
1.22	AVID Enrollment Aeries	District: 1014 Central Elementary: 502 Hoffer Elementary: 219 Nicolet Middle: All: 97 EL: 1 SWD: 3 Homeless: 4 Banning High: All: 196 EL: 9 SWD: 2 Homeless: 4	District: 1425 Central Elementary: 789 Hoffer Elementary: 372 Nicolet Middle: All: 86 6th: 26 7th: 39 8th: 21 Banning High: All: 178 9th: 84 10th: 45 11th: 30 12th: 19	District: 1276 Central Elementary: 681 Hoffer Elementary: 351 Nicolet Middle: All: 83 6th: 30 7th: 23 8th: 30 Banning High: All: 161 9th: 53 10th: 49 11th: 36 12th: 23	District: 1434 Central Elementary: 622 Hoffer Elementary: 339 Nicolet Middle: All: 180 6th: 60 7th: 60 8th: 60 Banning High: All: 314 9th: 99 10th: 89 11th: 66 12th: 60	District: -149 Central Elementary: -108 Hoffer Elementary: -21 Nicolet Middle: All: -3 Banning High: All: -17
1.23	English Leaner Progress Indicator (CA Dashboard)	District: 51.8% Banning High: EL: 47.6% LTEL: NA Nicolet Middle: EL: 53.3% LTEL: NA Cabazon Elementary: 44.4%	District: EL: 32.1% LTEL: 31% Banning High: EL 26.6% LTEL: 26.1% Nicolet Middle: EL: 36.1% LTEL: 34.5% Cabazon Elementary: 42.4%	District: EL: 40.6% LTEL: 48.8% Banning High: EL 40.8% LTEL: 40.3% Nicolet Middle: EL: 50% LTEL: 62.1% Cabazon Elementary: 27.3%	District: EL: 38.1% LTEL: 37% Banning High: EL 32.6% LTEL: 32.1% Nicolet Middle: EL: 42.1% LTEL: 40.5% Cabazon Elementary: 48.4%	District: EL: +8.5% LTEL: +17.9% Banning High: EL: +14.2% LTEL: +14.1% Nicolet MS: EL: +13.9% LTEL: +27.6% Cabazon Elementary: -15.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Central Elementary: 58.3% Hemmerling Elementary: 61.3% Hoffer Elementary: 33.9% New Horizons High: NA Banning IS: 56.3%	Central Elementary: 33.6% Hemmerling Elementary: 29.5% Hoffer Elementary: 27.3% New Horizons High: NA Banning IS: 47.1%	Central Elementary: 34.5% Hemmerling Elementary: 48.9% Hoffer Elementary: 26.7% New Horizons High: NA Banning IS: 54.5%	Central Elementary: 39.6% Hemmerling Elementary: 35.5% Hoffer Elementary: 33.3% New Horizons High: NA Banning IS: 53.1%	Central Elementary: +0.9% Hemmerling Elementary: +19.4% Hoffer Elementary: -0.6% New Horizons High: NA Banning IS: +7.5%
1.24	EL Reclassification Rate	2022-23 District: 8.85% Cabazon Elementary: 0.00% Central Elementary: 9.00% Hemmerling Elementary: 8.60% Hoffer Elementary: 1.47% Nicolet Middle: 16.90% Banning High: 4.71% Banning Independent Study: 12.50% New Horizons High: 0.00%	2023-24 District: 4.70% Cabazon Elementary: 5.50% Central Elementary: 6.50% Hemmerling Elementary: 2.90% Hoffer Elementary: 5.00% Nicolet Middle: 6.20% Banning High: 2.90% Banning Independent Study: 0.00% New Horizons High: 0.00%	2024-25 District: 6.87% Cabazon Elementary: 8.1% Central Elementary: 2.96% Hemmerling Elementary: 1.64% Hoffer Elementary: 6.67% Nicolet Middle: 7.8% Banning High: 8.57% Banning Independent Study: 18.2% New Horizons High: 0.00%	2025-26 District: 10.70% Cabazon Elementary: 11.50% Central Elementary: 12.50% Hemmerling Elementary: 8.90% Hoffer Elementary: 11.00% Nicolet Middle: 12.20% Banning High: 8.90% Banning Independent Study: 6.00% New Horizons High: 6.00%	2024-25 District: +2.27% Cabazon Elementary: +2.6% Central Elementary: -3.54% Hemmerling Elementary: -1.26% Hoffer Elementary: +1.67% Nicolet Middle: +1.6% Banning High: 5.67% Banning Independent Study: +18.2% New Horizons High: 0.00%
1.25	Implementation of Academic Standards	Instructional Materials English Language Arts – Common Core State	Instructional Materials English Language Arts – Common	Instructional Materials English Language Arts – Common	Instructional Materials English Language Arts – Common	Instructional Materials English Language Arts – Common

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	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 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	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 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	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 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	Core State Standards for English Language Arts: NA Mathematics – Common Core State Standards for Mathematics: NA History-Social Science: NA English Language Development (Aligned to English Language Arts Standards): NA Next Generation Science Standards: NA Policy & Program Support: English Language Arts – Common Core State Standards for English Language Arts: NA Mathematics – Common Core State Standards for Mathematics: NA History-Social Science: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	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 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	(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 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	English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5 Implementation of Standards: 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	English Language Development (Aligned to English Language Arts Standards): NA Next Generation Science Standards: NA Implementation of Standards: Career Technical Education: NA Physical Education Model Content Standards: NA World Language: NA Health Education Content Standards: NA Visual and Performing Arts: NA Engagement of School Leadership: Identifying the professional learning needs of groups of teachers or staff as a whole: NA Providing support for teachers on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards they have not yet mastered: 4/5 Identifying the professional learning needs of individual teachers: 4/5	Identifying the professional learning needs of individual teachers: 4/5	standards they have not yet mastered: 5/5 Identifying the professional learning needs of individual teachers: 5/5	standards they have not yet mastered: NA Identifying the professional learning needs of individual teachers: NA
1.26	Strategic Staffing: Elementary Planning Calendar Middle School Arts Enrollment High School Orchestra Enrollment		Strategic Staffing: Elementary Planning: Calendar of teacher time of 200 minutes monthly Middle School Arts Enrollment: 405 High School Orchestra Enrollment: 44	Strategic Staffing: Elementary Planning: Calendar of teacher time of 200 minutes monthly Middle School Arts Enrollment: 218 High School Orchestra Enrollment: 40	Strategic Staffing: Elementary Planning: 200 minutes monthly Middle School Arts Enrollment: 429 High School Orchestra Enrollment: 52	Strategic Staffing: Elementary Planning: Maintained Middle School Arts Enrollment: -211 High School Orchestra Enrollment: -4
1.27	CTI Teacher Participation and Completion	2023-24 Participation 23 Candidates Completion Rate: 100% of eligible candidates	2024-25 Participation 11 Candidates Completion Rate: 100% of eligible candidates	2025-2026 Participation 25 Candidates Completion Rate: 100% of eligible candidates	2026-27 Candidates will vary based on the needs to new hires 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	December 2024 Program Report: Program alignment to agency expectations: 3.21 of 4	December 2025 Program Report: Program alignment to agency expectations: 3.64 of 4	December 2023 Program Report: Program alignment to agency expectations: 3.5 of 4	Program Report Growth Program alignment to agency expectations: -0.43

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Coach-Candidate Match: 3.82 of 4	Coach-Candidate Match: 3.88 of 4	Coach-Candidate Match: 3.91 of 4	Coach-Candidate Match: 3.9 of 4	Coach-Candidate Match: +0.03
1.29	Student Device Utilization Devices Assigned to Students Hot Spots to be Determined in the 2025-26 school year	2023-2024 School Year Students accessed educational apps, lessons, and materials an average of 2.4 hours per day. Devices (Chromebooks): Grades 3 - 8 Students have a device in the classroom as well as a device at home for assignment completion Grades 9-12 Students have a device assigned to them for assignment completion Hot Spots: Metric To Be Determined in the 2025-26 school year	2024-25 School Year Devices (Chromebooks): Grades 3 - 8 Students have a device in the classroom as well as a device at home for assignment completion Grades 9-12 Students have a device assigned to them for assignment completion Hot Spots: Metric To Be Determined in the 2025-26 school year	2025-2026 School Year Devices (Chromebooks): Grades 3 - 8 Students have a device in the classroom as well as a device at home for assignment completion Grades 9-12 Students have a device assigned to them for assignment completion Hot Spots: NA	2026-27 School Year Devices (Chromebooks): Grades 3 - 8 Maintain - students have a device in the classroom as well as a device at home for assignment completion Grades 9-12 Maintain - students have a device assigned to them for assignment completion Hot Spots: TBD	Devices (Chromebooks): Grades 3 - 8 Maintained Grades 9-12 Maintained Hot Spots: NA
1.30	Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials	100%	100%	100%	100%	Maintain at 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	2024 Dashboard 91.23% Above State Average (Met)	2024 Dashboard 93.6% Above State Average (Met)	Dashboard 93.23% - Above State Average	+2.41%
1.32	Teacher Recruitment and retention: Teacher Retention Rate "Stay" Survey Results	Satisfaction with current position in the district 8.5/10	Satisfaction with current position in the district 8.42/10 (158 responses)	Satisfaction with current position in the district 8.43/10 (209 responses)	Satisfaction with current position in the district 9/10	+.01
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).	2022-23 94.3% of Teaching Full-Time Equivalent Positions were filled by fully credentialed teachers 5.7% of Teaching FTES were either vacant or filled by a teacher who was in the process of becoming fully credentialed	93.6% of Teaching Full-Time Equivalent Positions were filled by fully credentialed teachers 6.4% of Teaching FTES were either vacant or filled by a teacher who was in the process of becoming fully credentialed	96% of Teaching Full Time Equivalent Positions filled by fully credentialed teachers 4% of Teaching FTES were either vacant or filled by a teacher who was in the process of becoming fully credentialed	-0.7% of Teaching Full Time Equivalent Positions filled by fully credentialed teachers -0.7% of Teaching FTES were either vacant or filled by a teacher who was in the process of becoming fully credentialed

Goal Analysis [2025-26]

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.

During the 2025-2026 school year, the district implemented Goal 1 actions with a focus on improving instructional quality, strengthening teacher collaboration, expanding intervention systems, and increasing college and career readiness opportunities. Overall, the majority of actions were implemented as planned, with adjustments made to better align with district needs and student outcomes.

Key actions included structured teacher collaboration time, supported by resident substitutes, allowing teachers to analyze data, align curriculum pacing, and plan targeted interventions. The district also implemented evidence-based instructional programs such as i-Ready, Renaissance, Amira, and myON to support differentiated instruction and accelerate learning for unduplicated students. Additionally, programs such as AVID and expanded college and career readiness supports were implemented to improve student preparedness beyond high school. This year, the district also hired a Dual Immersion Teacher Specialist and a Network Administrator mid-year, which strengthened support for dual language programs, instructional alignment, and technology systems, though the full impact of these positions will be more evident in the following year.
Implementation Successes

The district experienced several successes in implementation:

Increased teacher collaboration resulted in improved alignment of instruction and consistent use of data to inform teaching practices
Expanded use of instructional software supported targeted intervention and contributed to growth in English Language Arts and English Learner progress
California Teacher Induction (CTI) Program was successfully implemented, providing mentoring and professional development to new teachers, strengthening instructional practices and supporting effective first instruction
AVID and college/career initiatives increased awareness and participation in postsecondary pathways
Challenges and Adjustments

While most actions were implemented as planned, the district encountered challenges:

The PAR (Peer Assistance and Review) Program was not implemented, limiting structured coaching and support for improving teacher effectiveness
Mathematics achievement did not improve at the same rate as ELA, indicating a need for stronger alignment and targeted support in math instruction
Graduation rates declined, highlighting the need for increased focus on student engagement, credit recovery, and counseling supports

Overall, the district successfully implemented most planned actions, resulting in measurable progress in ELA, English Learner progress, and college and career readiness. However, ongoing challenges in Mathematics achievement, graduation rates, and persistent subgroup gaps, along with the non-implementation of the PAR Program, indicate the need for continued refinement and strengthening of supports moving forward.

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

The following Actions had a material difference between budgeted expenditures and estimated actual expenditures:
Action 1.1: Includes a material difference because the teacher positions were funded through a different funding source than originally budgeted.

Action 1.2: Includes a material difference because Educational Advancement (EA) stipends were overbudgeted based on an anticipated higher number of participants than were ultimately enrolled.

Action 1.3: Includes a material difference because employee salary placements were higher than originally projected.

Action 1.4: Includes a material difference due to the creation of the Network Administrator position after the budget was adopted, as well as a vacancy that remained open throughout the year and staffing transitions between positions.

Action 1.6: Includes a material difference because the district increased the number of bilingual instructional aides from 4 to 11 positions to better support English Learners and unduplicated students.

Action 1.7: Includes a material difference because the salary associated with this action was moved to a different funding source.

Action 1.8: Includes a material difference because instructional aide and paraeducator hours were increased from 3 hours per day to 6 hours per day to provide additional student support.

Action 1.9: Includes a material difference because estimated actuals decreased because salary and benefit costs were updated based on finalized staffing and position projections. This adjustment reflects lower anticipated costs than originally budgeted, with no reduction to planned services.

Action 1.10: Includes a material difference due to higher-than-anticipated extra duty and substitute costs incurred to support implementation of the action.

Action 1.11: Includes a material difference due to differences Title I revenues increased because the adopted budget was developed using preliminary allocations, and the certified Title I allocation was higher than originally projected. Therefore, site budget allocations were adjusted to reflect the final certified entitlement amount.

Action 1.13: Includes a material difference because additional teacher FTEs were added to reduce class sizes and provide increased support for students.

Action 1.14: Includes a material difference because no expenditures were incurred for the Peer Assistance and Review (PAR) Program during the 2025–26 school year as the program was not implemented.

Action 1.17: Includes a material difference because minimal expenditures were incurred from the Direct Technical Allocation during the 2025–26 school year.

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

The District has made moderate progress toward Goal 1, with some actions demonstrating effectiveness, while others indicate the need for continued refinement.

In English Language Arts, the district demonstrated growth (+9 points), indicating that actions focused on strengthening instruction and student supports are contributing to improved outcomes. Actions including bilingual instructional aides (1.6), instructional aides and paraeducators (1.8), SPSA allocations (1.11), reduced class sizes through additional teachers (1.13), teacher collaboration and intervention systems (1.10), counseling and AVID supports (1.15), and college and career readiness services (1.16) provided targeted academic and social-emotional supports that helped students progress toward grade-level standards. Additionally, the English Learner Progress Indicator (ELPI) increased by 8.5%, suggesting that actions such as bilingual instructional aides (1.6) and targeted interventions supported English Learners in making progress toward English proficiency. While the Peer Assistance and Review (PAR) Program (1.14) was not implemented, other instructional support actions contributed to positive growth in ELA and English Learner outcomes. Also Kindergarten instructional aide support (1.7) helped strengthen early literacy foundations and provided additional small-group and individualized instruction for unduplicated students, supporting long-term academic success.

The College and Career Indicator (CCI) improved by 5.4%, reflecting progress in expanding college and career readiness opportunities through CTE programs (Action 1.16), teacher collaboration and intervention systems (Action 1.10), SPSA-funded academic achievement initiatives (Action 1.11), AVID implementation and expansion (Action 1.12), and counseling and student support services (Action 1.15). These actions increased student access to academic planning, college and career exploration, rigorous coursework, and targeted supports that contribute to postsecondary readiness.

However, Mathematics performance remains an area of concern, with the district in the Red performance level and minimal change, indicating that actions such as teacher collaboration and intervention systems (Action 1.10), SPSA-funded academic achievement initiatives (Action 1.11), AVID implementation and expansion (Action 1.12), counseling and student support services (Action 1.15), and CTE and college and career readiness programs (Action 1.16) have not yet resulted in significant improvement in mathematics outcomes. Additionally, the Graduation Rate declined (-2.1%), demonstrating a need to strengthen counseling, academic guidance, AVID supports, and college and career readiness systems (Actions 1.12, 1.15, and 1.16) to improve student engagement, credit attainment, graduation, and postsecondary readiness.

Despite areas of growth, unduplicated student groups—including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other identified groups—continue to be overrepresented in the lowest performance levels, indicating that achievement gaps persist.

Overall, the district's actions have shown partial effectiveness, particularly in ELA, English Learner progress, and college and career readiness. However, continued focus is needed to:

Improve Mathematics achievement
Increase graduation rates
Accelerate progress for unduplicated student groups

The district will continue to refine and strengthen actions to ensure more consistent and accelerated progress toward meeting the goal.

The district did not implement Action 1.14 (PAR Program) due to teachers not being referred to the program for assistance. This action is not ineffective but was not implemented. The PAR Program benefits, and process will be reviewed with all administrators and teachers so that teachers can opt into the program for additional support to improve their instruction.

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.

The following metric was changes in 2026-27
Metric 1.14

The following actions were changed for the 2026-27 school year.

Action 1.1: A Dual Immersion Teacher Specialist has been added to support the District's TK–12 Dual Immersion Program. An Elementary was moved to a different funding source An opportunity for professional develpment for staff was also added using the LREBG funds.

Action 1.4: The action was modified to add a Network Administrator position to strengthen and manage the District's network infrastructure. To support this change, a Technician position was reduced, resulting in a reorganization of technology support services.

Action 1.5: BARR (Building Assets, Reducing Risks) has been removed from the LCAP for all schools because schools have developed the capacity to continue implementing the strategies and systems learned through the program. The funding from this source was moved to action 2.5.

Action 1.12: AVID has been added to Florida Street Discovery Center, expanding access to college and career readiness supports at the site. This addition will also increase alignment of AVID strategies and expectations across the District from TK–12.

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

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. One DIstrict ELA Instructional Coach and One District 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. Additionally, the District will provide a Dual Immersion Teacher Specialist to support Dual Language programs and promote biliteracy across the district. This position will focus on strengthening instructional practices in both languages, ensuring alignment of curriculum and language development, and supporting teachers in meeting the needs of multilingual learners. This action is principally directed toward improving outcomes for English Learners and contributing to increased access to rigorous, culturally and linguistically responsive instruction. 2. Elementary Intervention Teachers: Recognizing the critical importance of early intervention, the District proposes the addition of Elementary Intervention Teachers to support instruction in grades TK–5. These educators will collaborate closely with classroom teachers to strengthen instructional practices in English Language Arts (ELA), mathematics, and targeted student intervention. By focusing on the foundational years, this support will build teacher capacity to effectively meet the needs of unduplicated students, accelerate learning, and promote sustained academic growth across all elementary sites. 3. Professional Learning Opportunites for Teachers: The District will provide dedicated professional learning time focused on strengthening instructional practices in English Language Arts, mathematics, English Learner supports, and data-driven instruction. These professional learning opportunities will allow teachers to collaborate, analyze student	$2,145,833.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement data, align curriculum and instructional strategies, develop targeted interventions, and refine instructional practices to better meet the needs of unduplicated students. Training will emphasize evidence-based instructional strategies, differentiation, culturally and linguistically responsive teaching practices, and the effective use of assessment data to improve student outcomes. Professional learning time will also support implementation of district initiatives, curriculum adoption, and instructional consistency across schools, ultimately increasing student achievement, progress toward grade-level standards, graduation rates, and college and career readiness. There will be a focus on unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American, and Hispanic students in English Language Arts. In mathematics, there will be a focus on all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American, American Indian, Hispanic, Two or More Races, White, and Homeless students. In addition, teachers will focus on graduation rates for all unduplicated students particularly Students with Disabilities and White students as well as college and career readiness for all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, Homeless, and Hispanic students. This action is supported by the Learning Recovery Emergency Block Grant (LREBG) and is also partially supported by the Literacy Coach and Reading Specialist Grant. By enhancing teacher effectiveness through coaching and targeted support in English Language Arts and mathematics, the District will address learning gaps for all students. The use of instructional coaching is supported by research indicating that coaching has a lasting impact on teachers' professional growth, which in turn benefits students over the long term (Kraft, Blazar, & Hogan, 2018). Additionally, the Review of Educational Research found that coaching has a significant, positive effect on student achievement (Yoon et al., 2007). The LREBG funds allocated to support this action are $1,952,832.00.		

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 Graduation Rate 1.11 High School Dropout Rate 1.14 College and Career Indicator Prepared 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.20 AP Enrollment, Participation and Pass Rates 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
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 New teachers will focus their instruction, assessments, and interventions on unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American, and Hispanic students in English Language Arts. In mathematics, there will be a focus on all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American,	$106,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		American Indian, Hispanic, Two or More Races, White, and Homeless students. In addition, teachers will focus on graduation rates for all unduplicated students particularly Students with Disabilities and White students as well as college and career readiness for all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, Homeless, and Hispanic students. Metrics: 1.27 CTI Teacher Program Participation and Completion 1.28 CTI Teacher Match Quality 1.32 Teacher Recruitment and Retention		
1.3	Enhancing Educational Quality through Strategic Staffing	The District will continue and maintain its commitment to enhancing teacher collaboration time by sustaining Elementary School Physical Education Teacher positions. These roles provide classroom teachers with increased opportunities for data analysis, instructional planning, and targeted interventions. Additionally, the District will continue to support a Middle School Visual and Performing Arts teacher to cultivate artistic expression and creativity, enriching students' educational experiences. At the high school level, the District will maintain the Orchestra Teacher position to promote musical education and ensemble performance, fostering students' musical talents and collaboration skills. These ongoing investments reflect the District's dedication to providing a well-rounded, high-quality education that meets the diverse needs of all students. 1) Elementary School Physical Education Teachers to enhance teacher planning time. 2) Middle School Visual and Performing Arts teachers to cultivate artistic expression and creativity. 3) Orchestra Teacher at the Secondary level to promote musical education and ensemble performance. Metrics:	$845,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.26 Elementary Planning Time from Physical Education Instruction 1.26 Middle School Visual and Performing Arts Course Enrollment 1.26 High School Orchestra Course Enrollment		
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 Technology Officer Provides leadership in aligning technology initiatives with instructional goals, supporting teachers through the implementation of updated hardware and software tailored to the needs of unduplicated students. Focuses on fostering inclusive, equitable, and accessible learning environments. 2) Systems Administrator Maintains and optimizes the District's technology systems and infrastructure to ensure secure, reliable, and efficient access to digital resources and services for all educational partners. 3) Network Administrator Manages the District's local and wide area networks, security systems, and core infrastructure to ensure stable, secure, and high-performing connectivity for instructional and administrative operations. 4) Technology Department Staff Secretary Provides administrative and operational support to the Technology Department, ensuring effective communication, coordination, and organization of departmental activities and services. 5) Technology Technicians Support the maintenance, repair, and deployment of district technology systems and devices, including those supporting the districtwide 2:1 initiative. Focus on enhancing system reliability and increasing access to technology to support student engagement.	$681,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric: 1.29 Student Device Utilization		
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 Educational Services to oversee and coordinate educational programs, ensuring alignment with assessment standards and facilitating targeted interventions for unduplicated students to enhance academic achievement. 2) Director of Instructional Services and support staff are responsible for planning, coordinating, and implementing instructional programs and initiatives to enhance teaching, learning, and achievement. This role involves working closely with teachers, administrators, support staff, students, and parents to ensure instructional practices are effective, innovative, and aligned with district and state standards. The Director of Instructional Services focuses on integrating technology, supporting data analysis, curriculum development, providing professional development, and ensuring all students, with a focus on identified student groups, are making progress towards achieving grade-level standards to promote college and career readiness upon graduation. 3) Coordinator of Data and Assessment to manage assessment data, analyze trends, and identify areas for improvement, with a specific focus on unduplicated students. The coordinator will facilitate data-driven decision-making processes to enhance student learning and achievement. Additionally, the coordinator will facilitate American Indian Education. 4) To enhance local and state assessments and provide targeted support for unduplicated students, the district has extended the calendar of the Coordinator of Data and Assessment by 9 days. This extension allows for	$436,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preparation and administration of assessments, in-depth data analysis, professional development, and increased collaboration with educational partners to ensure the effective implementation of data-driven strategies. Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.14 College and Career Indicator Prepared 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.20 AP Enrollment, Participation and Pass Rates 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
1.6	Strengthening Support for English Learners	Enhance Structured English Immersion and Dual Immersion programs by providing targeted support to English Learner (EL) students through progress monitoring and interventions tailored to their specialized needs. This includes: Secondary Counselors to support student learning and progress, as well as provide college and career guidance for English Learner (EL) students. Language Specialist to provide support for English Learners through professional development, progress monitoring, intervention planning, and collaboration with teachers to improve language acquisition and academic achievement. Bilingual Aides to support classroom instruction, facilitate communication between teachers and English Learner (EL) students, and provide targeted	$715,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assistance to EL students in navigating academic content and language acquisition challenges. Targeted credit recovery opportunities for EL and LTEL students, primarily in grades 9 and 10, to support students in maintaining progress toward graduation and college and career readiness. In addition, bilingual aides and AVID tutors will provide curricular support in middle and high school to promote language acquisition and academic achievement in core classes. Credit recovery software available for EL and LTEL students. Learning Recovery Emergency Block Grant (LREBG) This action is partially supported by the Learning Recovery Emergency Block Grant (LREBG). By providing credit recovery software, English Learners will receive the support necessary to recover credits, increasing graduation rates and college and career readiness. The impact of Courseware digital curriculum was examined in a mixed-methods case study at San Diego Virtual School (SDVS) in Southern California using data from 2018–2022. The study found that successful course completion rates increased by 11% for traditional courses and 30% for credit recovery courses. Additionally, the graduation rate for SDVS reached 90.3% in 2022 (Edmentum Efficacy Research, Edmentum.com). The LREBG funds allocated to support this action total $45,000. Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicator Prepared 1.15 CTE Enrollment 1.16 CTE: Post Secondary Survey: Work in Related CTE Area		

Action #	Title	Description	Total Funds	Contributing
		1.17 CTE Program Completion 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) and CTE Program 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
1.7	Empowering Educators to Enhance English Language Learner Support for ELs and LTELs	Enhance Structured English Immersion and Dual Immersion by offering educators focused professional development to address the instructional needs of newcomers, English Learners, and 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 to include AVID Emerge and AVID Excel for secondary teachers and bilingual aides. 2) Professional Development: Professional Development for PLCs to focus on EL specific strategies. Tailored Writing Workshops designed to benefit LTEL students. 3) Language Acquisition Program: English Language Development Specialist s responsible for providing professional development for teachers and assisting with disaggregation of data and information for targeting EL academic supports. In addition, the Language Specialist assists teachers with identifying cohorts of English Learners who need additional supports which provides push-in supports in general education classes from bilingual aides. In addition, the ELD Specialist assists with state-level compliance documents which includes parent notifications and further enhance support for EL students.	$180,993.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is partially supported by the Learning Recovery Education Block Grant (LREBG). By providing a ELD Specialist, EL students will receive the necessary support to increase English Language acquisition and improve student learning in ELA and math. Studies have found that schools with a greater amount of teacher collaborations have resulted in higher student achievement outcomes in reading and math. Schools that have English Learners can especially benefit from collaborative work between classroom teachers and teachers who specialize in working with EL students (ELD Specialist) (Edutopia, Enhancing Collaboration Between Classroom Teachers and ELL Specialists, Sarah Elia, November 14, 2023). The LREBG funds to support this action are $143,698.00. Metrics: 1.23 English Learner Progress Indicator (ELPI) 1.24 English Learner Reclassification Rate		
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 students. 1) Fund part-time instructional aides to assist students. 2) Sustain funding for instructional aides to assist unduplicated special education students. 3) Provide math, literacy, and English language acquisition support for English Learners and unduplicated students across all content areas, under the guidance of a certificated teacher. Metrics: 1.4 Formative ELA Assessment Data 1.8 Formative Math Assessment Data	$923,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Recruitment and Retention Initiatives	The needs of unduplicated 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. Metrics: 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO) There will be a focus on English Language Arts and mathematics instruction for Students with Disabilities as well as graduation rates and college and career readiness efforts for Students with Disabilities	$811,038.00	Yes
1.10	Career Technical Education (CTE)	Expand Career Technical Education (CTE) offerings to equip unduplicated 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. Metrics: 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.15 CTE Enrollment 1.16 CTE Post-secondary Survey 1.17 Percentage of Students Completing CTE Programs 1.19 Percentage of Students Completing UC/CSU A-G Entrance Requirements and CTE Programs	$499,042.00	Yes
1.11	SPSA Allocations	Provide School Site LCFF allocations tied to School Plans for Student Achievement (SPSA) to offer academic instruction and intervention actions and services to meet the needs of school sites' unduplicated students with a focus on English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless Youth, and students from nonstable environments.	$316,140.00	No

Action #	Title	Description	Total Funds	Contributing
		1) Funding for academic supports and programs at all schools This action will provide site specific funds to focus on academic achievement in English Language Arts, mathematics, and English Language acquisition for the school's identified student groups. Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 Graduation Rate 1.11 High School Dropout Rate 1.14 College and Career Indicatory Prepared 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.20 AP Enrollment, Participation and Pass Rates 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	To provide effective counseling and support services that address all students' academic and developmental needs, with a specific focus on unduplicated students. This goal fosters holistic student growth, academic achievement, social-emotional learning, graduation, and college and career readiness. 1. Secondary Counselors to provide academic and behavioral support, prioritizing social and emotional learning for all students, including unduplicated students. 2. TK-12 AVID Program services emphasizing academic achievement, progress towards grade-level standards, graduation, and college and career preparedness for student groups.	$635,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. College and Career Readiness Counselor to oversee the High School College/Career Center, offering comprehensive guidance services and resources to students as they navigate post-secondary education and career options. Counselors will focus on graduation rates for all unduplicated students particularly Students with Disabilities and White students as well as college and career readiness for all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, Homeless, and Hispanic students. Metrics: 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicator Prepared 1.15 CTE Enrollment 1.16 CTE Post-Secondary Survey 1.17 Percentage of Students Completing a CTE Program 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Completing UC/CSU A-G Entrance Requirements and CTE Programs 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
1.13	Optimizing Class Sizes for Enhanced Learning Support	Prioritize Unduplicated Count and Students with Disabilities in Maintaining Optimal Elementary and Middle Class Sizes for Effective Differentiated Instruction and Learning Support. 1) Employ additional teachers beyond union ratios for TK-8.	$2,073,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO)		
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 learning and achievement. 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 students with best first instruction as well as ensuring students are receiving the necessary supports and resources to meet grade-level standards, graduation requirements as well as college and career preparedness. 1. Mentors: Experienced district teacher leaders serve as mentors to provide guidance, support, and feedback to participating teachers. Mentors possess curricular knowledge, exemplary teaching skills, strong communication skills, and a commitment to professional development. 2. Observers/Evaluators: Trained personnel are responsible for conducting regular classroom observations and evaluations. These individuals have expertise in curriculum standards, assessment practices, and instructional methodologies. 3. PAR Committee: A dedicated committee is composed of representatives from various educational partner groups, including teachers and administrators. The committee oversees the implementation of the PAR	$15,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program, ensures alignment with district goals, and makes recommendations for improvement. 4. Professional Development Opportunities: Training sessions and workshops are offered to mentors and participating teachers. Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO)		
1.15	Strategic Collaboration for Data-Driven Student Success	Allocate time for teachers to collaborate on curricular standards, curriculum pacing, data analysis, assessment results, and interventions, to increase student learning and achievement as well as to increase students meeting grade-level standards, graduation requirements, and college and career readiness. 1) Resident Substitutes at Nicolet Middle School and Banning High School to support teacher collaboration. 2) Software programs to support unduplicated students' academic achievement. The software programs are iReady, Renaissance AR, Amira, Read Naturally, Kami,and Renaissance MyOn Teacher collaboration will focus on academic achievement for all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American, and Hispanic	$2,771,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in English Language Arts. In mathematics, there will be a focus on all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, African American, American Indian, Hispanic, Two or More Races, White, and Homeless students. In addition, teachers will focus on graduation rates for all unduplicated students particularly Students with Disabilities and White students as well as college and career readiness for all unduplicated students particularly English Learners, Socio-economically Disadvantaged, Students with Disabilities, Homeless, and Hispanic students. This action is partially supported by the Learning Recovery Education Block Grant (LREBG). By providing targeted support in English Language Arts and mathematics through software programs including Renaissance, ESGI, and iReady, the District will be able to address learning gaps for all students. One of the programs supported by LREBG is Renaissance. Renaissance usage was associated with higher levels of growth in general literacy, especially with struggling readers and English Language Learners, and math achievement (Renaissance Learning, Inc. 2024). Another program is ESGI which provides early intervention. ESGI research states that early intervention is a cornerstone of effective educational practice, particularly in the foundational years (Fuchs & Fuchs, 2006). The implementation of ESGI's continuous progress monitoring allow for the early identification of students who are struggling, facilitating timely interventions. Another program supported by LREBG funds is iReady. Findings from these analyses demonstrate how iReady Personalized Instruction is an effective online supplemental program in Reading and Mathematics. Student using iReady instruction as intended showed greater learning gains than student who did not use iReady instruction. On average, the students with disabilities, English Learners, student who are economically disadvantaged, and students of color who used iReady instruction experienced great learning gains than student in the same populations who did not use iReady (Curriculum Associates, 2020). The LREBG funds to support this action are $315,000.00 Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative EL Assessment Data		

Action #	Title	Description	Total Funds	Contributing
		1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicatory Prepared 1.15 CTE Enrollment 1.16 CTE: Post Secondary Survey: Work in Related CTE Area 1.17 CTE Program Completion 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) and CTE Program 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate		
1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	Prioritize Unduplicated Students 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-3. Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.23 English Learner Progress Indicator	$8,723,254.00	No

Action #	Title	Description	Total Funds	Contributing
		1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO)		
1.17	Direct Technical Assistance	The Banning Unified School District is in the second year of technical assistance based on the 2023 California School Dashboard and will leverage Direct Technical Assistance to develop and implement targeted intervention strategies aimed at addressing the specific needs of six student groups: English Learners (Priority 4), Foster Youth (Priority 4), African American (Priority 4), American Indian (Priority 4), Students with Disabilities (Priority 4), and Homeless Youth (Priority 4) not meeting Local Control Funding Formula (LCFF) priorities. There are no student groups who qualify for differentiated assistance based on the 2024 California School Dashboard, but there are still student groups in "Red" in Priority 4. Through collaboration with the National 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 Revisions: Assist teachers in creating detailed standards matrices to clearly outline learning objectives and benchmarks tailored to the needs of unduplicated pupils. • Assessment Revisions: 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:	$15,069.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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: • Learner Profile: Development of the grade-level definitions of the district-wide learner profiles which lead to graduation and college and career readiness. • 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. • 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	Panorama: Adults Really Care About Children	2022-23 55% of students feel adults really care about them.	2023-24 55% of students feel adults really care about them.	2024-25 60% of students feel adults really care about them.	70% of students will feel adults really care about them.	All: 5%
2.2	Panorama: Learning Environments Supporting/Inviting, connectedness	2022-23 70% of students report port they feel connected to school	2023-24 70% of students report port they feel connected to school	2024-25 72% of students report port they feel connected to school	85% of students report port they feel connected to school	All: 2%
2.3	Suspension Rate (Dashboard)	District: All: 7.9% EL: 6.9% LTEL: n/a SED: 13.3% SWD: 22.2% Hispanic: 6.8% African American: 15.8% Asian: 4.7% White: 7.5% American Indian: 18.3% Two or More Races: 23.1% Foster Youth: 21.5% Homeless Youth: 9.2%	District: All: 5.7% EL: 4.6% LTEL: 8.1% SED: 5.8% SWD: 9.7% Hispanic: 5.3% African American: 11% Asian: 2.5% White: 6.5% American Indian: 12% Two or More Races: 3.2%	District: All: 5.10% EL: 3.60% LTEL: 4.00% SED: 5.30% SWD: 11.30% Hispanic: 4.60% African American: 10.30% Asian: 1.90% White: 6.10% American Indian: 9.10% Two or More Races: 5.40%	District: All: 4.9% EL: 3.5% LTEL: 5% SED: 5% SWD: 9% Hispanic: 3.5% African American: 10% Asian: 1% White: 4% American Indian: 7% Two or More Races: 10% Foster Youth: 14%	District: All: -2.80% EL: -3.30% LTEL: n/a SED: -8.00% SWD: -10.90% Hispanic: -2.20% African American: -5.50% Asian: -2.80% White: -1.40% American Indian: -9.20% Two or More Races: -17.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning High All: 12.7% EL: 10.8% LTEL: n/a SED: 13.3% SWD: 22.2% Hispanic: 11.5% African American: 23.2% Asian: 8.6% White: 10.9% American Indian: 21.6% Two or More Races: 23.1% Foster Youth: 40% Homeless Youth: 12.1% Banning Independent Study All: 0% EL: 0% LTEL: 0% SED: 0% SWD: 0% Hispanic: 0% African American: 0% Asian: 0% White: 0% American Indian: 0% Two or More Races: 0% Foster Youth: 0% Homeless Youth: 0% Cabazon Elementary All: 5.1%	Foster Youth: 13.3% Homeless Youth: 8.3% Banning High All: 6.9% EL: 7.4% LTEL: 8.2% SED: 7.3% SWD: 12.2% Hispanic: 6.8% African American: 10.7% Asian: 5.1% White: 4.7% American Indian: 13.3% Two or More Races: 6.3% Foster Youth: 12.5% Homeless Youth: 10% Banning Independent Study All: 0% EL: 0% LTEL: 0% SED: 0% SWD: 0% Hispanic: 0% African American: 0% Asian: 0% White: 0%	Foster Youth: 17.90% Homeless Youth: 7.60% Banning High All: 3.60% EL: 3.10% LTEL: 3.30% SED: 3.60% SWD: 8.30% Hispanic: 3.10% African American: 7.90% Asian: 2.30% White: 4.20% American Indian: 11.50% Two or More Races: 1.80% Foster Youth: 12.50% Homeless Youth: 6.30% Banning Independent Study All: 0.80% EL: 0.00% LTEL: 0.00% SED: 0.90% SWD: 3.20% Hispanic: 0.00% African American: n/a Asian: n/a White: 8.30%	Homeless Youth: 5% Banning High All: 8% EL: 6% LTEL: 6% SED: 8% SWD: 14% Hispanic: 7% African American: 15% Asian: 3% White: 2% American Indian: 7% Two or More Races: 15% Foster Youth: 27% Homeless Youth: 7% Banning Independent Study All: 0% EL: 0% LTEL: 0% SED: 0% SWD: 0% Hispanic: 0% African American: 0% Asian: 0% White: 0% American Indian: 0%	Foster Youth: -3.60% Homeless Youth: -1.60% Banning High All: -9.10% EL: -7.70% LTEL: n/a SED: -9.70% SWD: -13.90% Hispanic: -8.40% African American: -15.30% Asian: -6.30% White: -6.70% American Indian: -10.10% Two or More Races: -21.30% Foster Youth: -27.50% Homeless Youth: -5.80% Banning Independent Study All: 0.80% EL: 0.00% LTEL: 0.00% SED: 0.90% SWD: 3.20% Hispanic: 0.00% African American: n/a Asian: n/a White: 8.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 4.3% LTEL: n/a SED: 5.2% SWD: 9.3% Hispanic: 2.6% African American: n/a Asian: n/a White: 15.1% American Indian: n/a Two or More Races: 9.1% Foster Youth: n/a Homeless Youth: 13.6% Central Elementary All: .5% EL: 0% LTEL: n/a SED: .4% SWD: 0% Hispanic: .2% African American: 3.8% Asian: 0% White: 0% American Indian: n/a Two or More Races: 4.5% Foster Youth: n/a Homeless Youth: 0% FSDC All: 0% EL: n/a LTEL: n/a SED: n/a SWD: n/a Hispanic: n/a	American Indian: 0% Two or More Races: 0% Foster Youth: 0% Homeless Youth: 0% Cabazon Elementary All: 4.4% EL: 0% LTEL: n/a SED: 3.8% SWD: 10.9% Hispanic: 4.1% African American: n/a Asian: n/a White: 2.2% American Indian: n/a Two or More Races: 7.7% Foster Youth: n/a Homeless Youth: 0% Central Elementary All: 1.2% EL: 1% LTEL: n/a SED: 1.3% SWD: 2.3% Hispanic: .9%	American Indian: 0.00% Two or More Races: 0.00% Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: 3.90% EL: 2.60% LTEL: n/a SED: 4.10% SWD: 5.50% Hispanic: 3.70% African American: n/a Asian: n/a White: 4.40% American Indian: n/a Two or More Races: 0.00% Foster Youth: n/a Homeless Youth: 4.30% Central Elementary All: 2.70% EL: 0.90% LTEL: n/a SED: 3.0% SWD: 12.2% Hispanic: 2.5%	Two or More Races: 0% Foster Youth: 0% Homeless Youth: 0% Cabazon Elementary All: 2% EL: 0% LTEL: n/a SED: 2% SWD: 6% Hispanic: 2% African American: n/a Asian: n/a White: 9% American Indian: n/a Two or More Races: 5% Foster Youth: n/a Homeless Youth: 0% Central Elementary All: .5% EL: 0% LTEL: n/a SED: 0% SWD: 0% Hispanic: 0% African American: 2% Asian: 0%	American Indian: 0.00% Two or More Races: 0.00% Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: -1.20% EL: -1.70% LTEL: n/a SED: -1.10% SWD: -3.80% Hispanic: 1.10% African American: n/a Asian: n/a White: -10.70% American Indian: n/a Two or More Races: -9.10% Foster Youth: n/a Homeless Youth: -9.30% Central Elementary All: 2.20% EL: 0.90% LTEL: n/a SED: 2.60% SWD: 12.20% Hispanic: 2.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 1.8% EL: 1.7% LTEL: n/a SED: 2% SWD: 7.3% Hispanic: 1.4% African American: 2% Asian: 9.1% White: 2.6% American Indian: n/a Two or More Races: 3.4% Foster Youth: 15.4% Homeless Youth: 0% Hoffer Elementary All: 2.3% EL: 2% LTEL: n/a SED: 2.5% SWD: 2.1% Hispanic: 1.1% African American: 6.9% Asian: 0% White: 2.3% American Indian: 0% Two or More Races: 15.8%	African American: 3.9% Asian: 0% White: 2.2% American Indian: n/a Two or More Races: 4.3% Foster Youth: n/a Homeless Youth: 1.5% FSDC All: 1.1% EL: n/a LTEL: n/a SED: n/a SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 2.6% EL: 4.8% LTEL: n/a SED: 2.9%	African American: 5.60% Asian: n/a White: 4.70% American Indian: n/a Two or More Races: 2.90% Foster Youth: n/a Homeless Youth: 4.10% FSDC All: 1.80% EL: n/a LTEL: n/a SED: n/a SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 5.60% EL: 6.30% LTEL: n/a SED: 5.50%	White: 0% American Indian: n/a Two or More Races: 2% Foster Youth: n/a Homeless Youth: 0% FSDC All: 0% EL: n/a LTEL: n/a SED: n/a SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 1% EL: 1% LTEL: n/a SED: 1% SWD: 4% Hispanic: 1%	African American: 1.80% Asian: n/a White: 4.70% American Indian: n/a Two or More Races: -1.60% Foster Youth: n/a Homeless Youth: 4.10% FSDC All: 1.80% EL: n/a LTEL: n/a SED: n/a SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 3.80% EL: 4.60% LTEL: n/a SED: 3.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 5.6% Homeless Youth: 9.3% New Horizons High All: .9% EL: 0% LTEL: n/a SED: 1% SWD: 4% Hispanic: 1.3% African American: 0% Asian: n/a White: 0% American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 4.5 Nicolet All: 16.2% EL: 15.4% LTEL: n/a SED: 16.3% SWD: 22.2% Hispanic: 14% African American: 35.8% Asian: 7.7% White: 12.1% American Indian: 46.2% Two or More Races: 26.5% Foster Youth: 20% Homeless Youth: 13.6%	SWD: 5% Hispanic: 3.1% African American: 4.9% Asian: 0% White: 0% American Indian: n/a Two or More Races: 0% Foster Youth: 13.3% Homeless Youth: 5.2% Hoffer Elementary All: 5.9% EL: 2% LTEL: n/a SED: 5.3% SWD: 10.9% Hispanic: 4.8% African American: 10.6% Asian: 0% White: 15.2% American Indian: n/a Two or More Races: 0% Foster Youth: 9.1% Homeless Youth: 6.8% New Horizons High	SWD: 12.90% Hispanic: 5.70% African American: 12.50% Asian: n/a White: 1.70% American Indian: n/a Two or More Races: 10.70% Foster Youth: n/a Homeless Youth: 6.30% Hoffer Elementary All: 10.80% EL: 9.60% LTEL: n/a SED: 11.00% SWD: 16.40% Hispanic: 10.30% African American: 6.10% Asian: 5.40% White: 17.10% American Indian: n/a Two or More Races: 21.10% Foster Youth: 12.50% Homeless Youth: 20.80% New Horizons High All: 1.80%	African American: 1% Asian: 4% White: 1% American Indian: n/a Two or More Races: 2% Foster Youth: 0% Homeless Youth: 3% Hoffer Elementary All: 2% EL: 1% LTEL: n/a SED: 2% SWD: 2% Hispanic: 1% African American: 4% Asian: 0% White: 2% American Indian: n/a Two or More Races: 7% Foster Youth: 3% Homeless Youth: 5% New Horizons High All: .5% EL: 0% LTEL: 0% SED: 0%	SWD: 5.60% Hispanic: 4.30% African American: 10.50% Asian: n/a White: -0.90% American Indian: n/a Two or More Races: 7.30% Foster Youth: n/a Homeless Youth: 6.30% Hoffer Elementary All: 8.50% EL: 7.60% LTEL: n/a SED: 8.50% SWD: 14.30% Hispanic: 9.20% African American: -0.80% Asian: 5.40% White: 14.80% American Indian: n/a Two or More Races: 5.30% Foster Youth: 6.90% Homeless Youth: 11.50% New Horizons High All: 0.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: .9% EL: 0% LTEL: 0% SED: 0% SWD: 5% Hispanic: 0% African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Nicolet All: 10.8% EL: 9% LTEL: 8.9% SED: 11.1% SWD: 14.6% Hispanic: 9.9% African American: 21.5% Asian: 4.9% White: 13% American Indian: 16.7% Two or More Races: 4.2% Foster Youth: 23.8% Homeless Youth: 13.4%	EL: 0.00% LTEL: 0.00% SED: 2.20% SWD: 0.00% Hispanic: 1.30% African American: 9.10% Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 0.00% Nicolet All: 7.20% EL: 3.90% LTEL: 5.90% SED: 7.60% SWD: 15.00% Hispanic: 6.20% African American: 18.40% Asian: 0.00% White: 7.50% American Indian: 12.50% Two or More Races: 4.30% Foster Youth: 25.00% Homeless Youth: 11.00%	SWD: 2% Hispanic: 1% African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 3% Nicolet All: 8% EL: 7% LTEL: 6% SED: 8% SWD: 10% Hispanic: 7% African American: 24% Asian: 4% White: 7% American Indian: 24% Two or More Races: 17% Foster Youth: 10% Homeless Youth: 8%	EL: 0.00% LTEL: n/a SED: 1.20% SWD: -4.00% Hispanic: 0.00% African American: 9.10% Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: -4.50% Nicolet All: -9.00% EL: -11.50% LTEL: n/a SED: -8.70% SWD: -7.20% Hispanic: -7.80% African American: -17.40% Asian: -7.70% White: -4.60% American Indian: -33.70% Two or More Races: -22.20% Foster Youth: 5.00% Homeless Youth: -2.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Expulsion Rate	District: All: .38% Banning High All: .15% Banning Independent Study All: 0% Cabazon Elementary All: 0% Central Elementary All: 0% FSDC All: 0% Hemmerling Elementary All: .32% Hoffer Elementary All: 0% New Horizons High All: .87% Nicolet All: 1.31%	District (2023-24): All: .50% Banning High All: .24% Banning Independent Study All: 0% Cabazon Elementary All: .34% Central Elementary All: 0% FSDC All: 0% Hemmerling Elementary All: .38% Hoffer Elementary All: .20% New Horizons High All: 0% Nicolet All: 1.61%	District: All: .28% Banning High All: .16% Banning Independent Study All: 0% Cabazon Elementary All: 0% Central Elementary All: 0% FSDC All: 0% Hemmerling Elementary All: 0% Hoffer Elementary All: 0% New Horizons High All: 0% Nicolet All: 1.05%	District: All: .28% Banning High All: .20% Banning Independent Study All: 0% Cabazon Elementary All: 0% Central Elementary All: 0% FSDC All: 0% Hemmerling Elementary All: .38% Hoffer Elementary All: 0% New Horizons High All: .5% Nicolet All: 1%	District: All: -0.09% Banning High All: .01% Banning Independent Study All: 0% Cabazon Elementary All: 0% Central Elementary All: 0% FSDC All: 0% Hemmerling Elementary All: -.32% Hoffer Elementary All: 0% New Horizons High All: -.0.87% Nicolet All: -0.26%
2.5	Chronic Absenteeism (Dashboard)	District: All: 34.7% EL: 26.9%	District: All: 27.8% EL: 20.7%	District: All: 27.00% EL: 23.40%	District: All: 21% EL: 15%	District: All: -7.70% EL: -3.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: n/a SED: 35% SWD: 43.8% Hispanic: 34.2% African American: 42.2% Asian: 13.4% White: 33.7% American Indian: 54% Two or More Races: 47.9% Foster Youth: 51% Homeless Youth: 43.4% Banning High All: 32% EL: n/a LTEL: n/a SED: 32.2% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: 51.6% Homeless Youth: 45.9% Banning Independent Study All: 4.5% EL: n/a LTEL: n/a SED: 5.4% SWD: 0% Hispanic: 2%	LTEL: 23% SED: 28.9% SWD: 35.6% Hispanic: 28.5% African American: 26.4% Asian: 12% White: 26.1% American Indian: 40.4% Two or More Races: 35.7% Foster Youth: 36.7% Homeless Youth: 41.7% Banning High All: 30% EL: n/a LTEL: n/a SED: 30.4% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: 65.5% Homeless Youth: 36.7%	LTEL: 30.30% SED: 27.50% SWD: 32.90% Hispanic: 27.30% African American: 22.40% Asian: 17.30% White: 26.60% American Indian: 31.70% Two or More Races: 36.00% Foster Youth: 21.70% Homeless Youth: 36.20% Banning High All: 29.80% EL: 29.00% LTEL: n/a SED: 30.40% SWD: 41.60% Hispanic: 28.30% African American: 45.20% Asian: 11.60% White: 33.30% American Indian: 39.10% Two or More Races: 37.80% Foster Youth: 60.00% Homeless Youth: 42.40%	LTEL: 14% SED: 25% SWD: 30% Hispanic: 20% African American: 25% Asian: 8% White: 20% American Indian: 31% Two or More Races: 25% Foster Youth: 30% Homeless Youth: 25% Banning High All: 20% EL: n/a LTEL: n/a SED: 20% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: 30% Homeless Youth: 25% Banning Independent Study	LTEL: n/a SED: -7.50% SWD: -10.90% Hispanic: -6.90% African American: -19.80% Asian: 3.90% White: -7.10% American Indian: -22.30% Two or More Races: -11.90% Foster Youth: -29.30% Homeless Youth: -7.20% Banning High All: -2.20% EL: n/a LTEL: n/a SED: -1.80% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: 8.40% Homeless Youth: -3.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: 34% EL: 25% LTEL: n/a SED: 33.9% SWD: 40.8% Hispanic: 37.6% African American: n/a Asian: n/a White: 24.5% American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 18.8% Central Elementary All: 21.6% EL: 13.3% LTEL: n/a SED: 22.6% SWD: 31.4% Hispanic: 20.6% African American: 28.3% Asian: 3.8% White: 30.8% American Indian: n/a Two or More Races: 33.3%	Banning Independent Study All: 1.7% EL: n/a LTEL: n/a SED: 0% SWD: 0% Hispanic: 2.1% African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: 36.9% EL: 25.6% LTEL: n/a SED: 37.2% SWD: 46.3% Hispanic: 41.2% African American: n/a Asian: n/a White: 15.6% American Indian: n/a Two or More Races: 41.7% Foster Youth: n/a	Banning Independent Study All: 2.00% EL: n/a LTEL: n/a SED: 2.30% SWD: 0.00% Hispanic: 2.40% African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: 44.10% EL: 39.50% LTEL: n/a SED: 44.20% SWD: 37.70% Hispanic: 45.80% African American: n/a Asian: n/a White: 37.80% American Indian: n/a Two or More Races: 46.20% Foster Youth: n/a	All: 2% EL: 1% LTEL: 1% SED: 3% SWD: 0% Hispanic: 1% African American: 1% Asian: 1% White: 1% American Indian: 1% Two or More Races: 1% Foster Youth: 1% Homeless Youth: 1% Cabazon Elementary All: 23% EL: 11% LTEL: n/a SED: 25% SWD: 24% Hispanic: 25% African American: n/a Asian: n/a White: 12% American Indian: n/a Two or More Races: 0% Foster Youth: n/a Homeless Youth: 10%	Banning Independent Study All: -2.50% EL: n/a LTEL: n/a SED: -3.10% SWD: 0.00% Hispanic: 0.40% African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Cabazon Elementary All: 10.10% EL: 14.50% LTEL: n/a SED: 10.30% SWD: -3.10% Hispanic: 8.20% African American: n/a Asian: n/a White: 13.30% American Indian: n/a Two or More Races: n/a Foster Youth: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: n/a Homeless Youth: 35.5% FSDC (Data Quest) All: 54.7% EL: n/a LTEL: n/a SED: 56.1% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 37% EL: 37.6% LTEL: n/a SED: 37.6% SWD: 41.2% Hispanic: 36.5% African American: 34.8% Asian: 18.2% White: 36% American Indian: n/a Two or More Races: 57.7% Foster Youth: n/a Homeless Youth: 47.4% Hoffer Elementary All: 40%	Homeless Youth: 25.9% Central Elementary All: 21.6% EL: 17.1% LTEL: n/a SED: 23.1% SWD: 32.6% Hispanic: 22.4% African American: 16% Asian: 3.6% White: 33.3% American Indian: n/a Two or More Races: 18.2% Foster Youth: n/a Homeless Youth: 25.4% FSDC (Data Quest) All: 46.3% EL: n/a LTEL: n/a SED: 47.5% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a	Homeless Youth: 13.60% Central Elementary All: 20.70% EL: 20.70% LTEL: n/a SED: 21.80% SWD: 23.90% Hispanic: 21.00% African American: 26.40% Asian: 4.50% White: 14.00% American Indian: n/a Two or More Races: 27.30% Foster Youth: n/a Homeless Youth: 40.80% FSDC All: 53.20% EL: n/a LTEL: n/a SED: 54.10% SWD: 75.00% Hispanic: 54.50% African American: n/a Asian: n/a White: n/a American Indian: n/a	Central Elementary All: 15% EL: 8% LTEL: n/a SED: 15% SWD: 20% Hispanic: 12% African American: 15% Asian: 2% White: 15% American Indian: n/a Two or More Races: 15% Foster Youth: n/a Homeless Youth: 15% FSDC (Data Quest) All: 37% EL: n/a LTEL: n/a SED: 35% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a	Homeless Youth: -5.20% Central Elementary All: -0.90% EL: 7.40% LTEL: n/a SED: -0.80% SWD: -7.50% Hispanic: 0.40% African American: -1.90% Asian: 0.70% White: -16.80% American Indian: n/a Two or More Races: -6.00% Foster Youth: n/a Homeless Youth: 5.30% FSDC All: -1.50% EL: n/a LTEL: n/a SED: -2.00% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 23.5% LTEL: n/a SED: 39.6% SWD: 37.4% Hispanic: 39.3% African American: 49.1% Asian: 17.6% White: 35.7% American Indian: 46.2 Two or More Races: 85.7 Foster Youth: 53.3% Homeless Youth: 37.8% New Horizons High (Data Quest) All: 84% EL: n/a LTEL: n/a SED: 87.4% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 94.4% Nicolet All: 44.1% EL: 37.9% LTEL: n/a SED: 44.2% SWD: 56.7%	Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 29.5% EL: 30.5% LTEL: n/a SED: 30.8% SWD: 35.1% Hispanic: 31% African American: 25.6% Asian: 0% White: 24.6% American Indian: n/a Two or More Races: 55.6% Foster Youth: 45.5% Homeless Youth: 56.1% Hoffer Elementary All: 32.8% EL: 13.7% LTEL: n/a SED: 34.1% SWD: 36.6% Hispanic: 32.6% African American: 35% Asian: 10.5%	Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 30.00% EL: 23.60% LTEL: n/a SED: 29.90% SWD: 36.70% Hispanic: 30.50% African American: 21.90% Asian: n/a White: 24.10% American Indian: n/a Two or More Races: 56.00% Foster Youth: n/a Homeless Youth: 35.50% Hoffer Elementary All: 20.80% EL: 14.80% LTEL: n/a SED: 20.70% SWD: 28.40% Hispanic: 22.20% African American: 10.00% Asian: 11.10% White: 16.70%	Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: 25% EL: 25% LTEL: n/a SED: 25% SWD: 30% Hispanic: 20% African American: 20% Asian: 10% White: 20% American Indian: n/a Two or More Races: 35% Foster Youth: 0% Homeless Youth: 30% Hoffer Elementary All: 25% EL: 8% LTEL: n/a SED: 25% SWD: 25% Hispanic: 20% African American: 29% Asian: 7% White: 25% American Indian:	Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Hemmerling Elementary All: -7.00% EL: -14.00% LTEL: n/a SED: -7.70% SWD: -4.50% Hispanic: -6.00% African American: -12.90% Asian: n/a White: -11.90% American Indian: n/a Two or More Races: -1.70% Foster Youth: n/a Homeless Youth: -11.90% Hoffer Elementary All: -19.20% EL: -8.70% LTEL: n/a SED: -18.90% SWD: -9.00% Hispanic: -17.10% African American: -39.10% Asian: -6.50% White: -19.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 44% African American: 61% Asian: 15.4% White: 40.7% American Indian: 57.7% Two or More Races: 48.3% Foster Youth: 53.3% Homeless Youth: 54.3%	White: 40.9% American Indian: n/a Two or More Races: n/a Foster Youth: 38.9% Homeless Youth: 55.6% New Horizons High (Data Quest) All: 67.5% EL: n/a LTEL: n/a SED: 69.7% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Nicolet All: 28.6% EL: 23.7% LTEL: 23.8% SED: 29.7% SWD: 36.8% Hispanic: 28.7%	American Indian: n/a Two or More Races: 41.20% Foster Youth: 12.50% Homeless Youth: 25.00% New Horizons High All: 71.60% EL: 66.70% LTEL: n/a SED: 72.30% SWD: 57.90% Hispanic: 72.20% African American: 90.90% Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 66.70% Nicolet All: 29.70% EL: 27.30% LTEL: 31.00% SED: 30.20% SWD: 37.80% Hispanic: 29.60%	Two or More Races: n/a Foster Youth: 25% Homeless Youth: 22% New Horizons High (Data Quest) All: 50% EL: n/a LTEL: n/a SED: 50% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Nicolet All: 35% EL: 20% LTEL:15% SED: 25% SWD: 30% Hispanic: 25% African American: 30% Asian: 10% White: 25%	American Indian: n/a Two or More Races: -44.50% Foster Youth: -40.80% Homeless Youth: -12.80% New Horizons High All: -12.40% EL: n/a LTEL: n/a SED: -15.10% SWD: n/a Hispanic: n/a African American: n/a Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: -27.70% Nicolet All: -14.40% EL: -10.60% LTEL: n/a SED: -14.00% SWD: -18.90% Hispanic: -14.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 31.6% Asian: 22.5% White: 24.8% American Indian: 37.5% Two or More Races: 33.3% Foster Youth: 38.9% Homeless Youth: 44.4%	African American: 26.00% Asian: 34.30% White: 32.70% American Indian: 36.40% Two or More Races: 18.20% Foster Youth: 33.30% Homeless Youth: 45.60%	American Indian: 30% Two or More Races: 25% Foster Youth: 30% Homeless Youth: 30%	African American: -35.00% Asian: 18.90% White: -8.00% American Indian: -21.30% Two or More Races: -30.10% Foster Youth: -20.00% Homeless Youth: -8.70%
2.6	Principal Apportionment Average Daily Attendance (ADA)	District: 91.55% Banning High: 90.0% Banning Independent Study: 94.5% Cabazon Elementary: 91.5% Central Elementary: 92.9% FSDC: 88.5% Hemmerling Elementary: 89.9% Hoffer Elementary: 89.9% New Horizons High: 71.8%	District: 91.1% Banning High: 91.0% Banning Independent Study: 94.7% Cabazon Elementary: 90.6% Central Elementary: 93.2% FSDC: 89.9% Hemmerling Elementary: 92.0% Hoffer Elementary: 90.8%	District: 92.25% Banning High: 93.51% Banning Independent Study: 98.41% Cabazon Elementary: 92.18% Central Elementary: 92.34% FSDC: 88.39% Hemmerling Elementary: 91.40%	District: 96% Banning High: 95% Banning Independent Study: 96% Cabazon Elementary: 96% Central Elementary: 96% FSDC: 95% Hemmerling Elementary: 96% Hoffer Elementary: 95%	District: 0.70% Banning High: 3.49% Banning Independent Study: 3.91% Cabazon Elementary: 0.68% Central Elementary: -0.56% FSDC: -0.11% Hemmerling Elementary: 1.50% Hoffer Elementary: 3.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nicolet: 87.5%	New Horizons High: 76.5% Nicolet: 91.1%	Hoffer Elementary: 93.14% New Horizons High: 74.32% Nicolet: 92.47%	New Horizons High: 85% Nicolet: 95%	New Horizons High: 2.52% Nicolet: 4.97%
2.7	Percentage of Facilities Meeting Good Repair Standard	100%	100%	100%	100%	0%
2.8	Sports Participation	Banning HS: 31.5% Nicolet Middle: 18.5%	Banning HS: 35% Nicolet Middle: 23%	Banning HS: 36% Nicolet Middle: 24%	Banning HS: 73.10% Nicolet Middle: 72.90%	Banning HS: 4.50% Nicolet Middle: 5.50%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district largely implemented all Goal 2 actions as planned to support student engagement, school climate, attendance, and student well-being through a Multi-Tiered System of Supports (MTSS) framework. School sites continued implementing attendance monitoring systems, Student Study Team (SST) processes, restorative practices, social-emotional learning supports, behavior interventions, and family engagement activities. Staff received ongoing professional development related to MTSS, attendance improvement strategies, restorative practices, and positive behavior supports to strengthen site-level implementation.

The district expanded its efforts to identify and support students with attendance and behavioral concerns through regular data reviews, targeted outreach to families, attendance intervention meetings, and collaboration with community-based partners. School sites also continued implementing incentive programs and recognition activities designed to improve attendance and promote positive student behavior. Counseling, mental health, and student support services remained available to address barriers to student engagement and school success.

Implementation successes included strong participation from school sites in MTSS processes, increased use of restorative practices and alternative interventions, continued collaboration with community partners, and improved coordination of attendance supports across schools. The district also strengthened monitoring systems that allowed sites to more quickly identify students in need of intervention.

Challenges included persistent chronic absenteeism among several student groups, staffing shortages that affected the consistency of some interventions and family outreach efforts, and varying levels of implementation capacity across school sites. In addition, addressing the complex factors contributing to student absenteeism, including transportation, family, health, and socioeconomic barriers, required more intensive support than originally anticipated. As a result, the district will continue refining attendance intervention practices, strengthening family engagement efforts, and providing additional support to ensure consistent implementation of Goal 2 actions across all sites.

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

Goal 2.7: There were material differences between budgeted and actual expenditures in the 2025-26 due to shifts in the program. The program was not offered at the elementary schools and the middle school program was funded out of goal 2.3; through the alternative to suspension program.

Goal 2.9: We had a slight material difference in this goal due to the usage of one time grants to support professional development such as restorative practices. Although SPSA allocations were provided at the beginning of the school year, the District was able to cover the costs.

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

Overall, the actions under Goal 2 have been effective in making measurable progress toward creating a safe, supportive, and engaging learning environment. District implementation of a strengthened Multi-Tiered System of Supports (MTSS), expanded student supports, increased staffing, school safety initiatives, and attendance interventions contributed to positive outcomes across the goal's Indicators of Implementation Success.

Action 2.1 (Student Well-Being and School Climate Supports) was effective. Expanded counseling services, mental health supports, restorative practices, and the establishment of Wellness Centers contributed to improved school climate. District metrics showed suspension rates decreased from 7.9% to 5.1%, while expulsion rates decreased from 0.37% to 0.28%, meeting the Year 3 target.

Action 2.2 (Attendance Improvement and Student Engagement) was effective. Attendance monitoring, family outreach, attendance incentives, and targeted interventions resulted in Average Daily Attendance (ADA) increasing from 91.55% to 92.25% and chronic absenteeism declining from 34.7% to 27.0%. Although chronic absenteeism remains above the Year 3 target, the data demonstrates meaningful progress.

Action 2.3 (Supplemental Student Support Personnel) was effective. District registrars, nursing staff, Alternative to Suspension teachers, and intervention specialists expanded access to health services, behavioral interventions, and student supports. These services contributed to improved attendance, reductions in exclusionary discipline, and increased access to interventions for English Learners, foster youth, homeless youth, and socioeconomically disadvantaged students.

Action 2.4 (Administrative Support) was effective. Assistant principals, administrative support staff, and district leadership increased the district's capacity to address attendance concerns, implement restorative practices, support positive student behavior, and improve school climate. These staffing investments supported consistent implementation of MTSS and contributed to improvements in attendance and student behavior.

Action 2.5 (School Safety and Student Connectedness) was effective. Investments in visitor management systems, campus supervision, Associated Student Body (ASB) programs, and school site climate initiatives strengthened campus safety and increased opportunities for student engagement and connectedness. These efforts supported the district's overall improvement in school climate indicators.

Action 2.6 (Safe and Secure Learning Environment) was effective. Campus safety supervisors, facility maintenance efforts, and districtwide safety initiatives improved supervision, campus security, and the overall safety of school environments. These actions supported increased student participation in instructional and expanded learning opportunities while maintaining safe and welcoming campuses.

Action 2.7 (Alternative Learning Center) was less effective than anticipated, particularly at the elementary level. Although the Alternative Learning Center provided an additional intervention option for students requiring behavioral support, district data indicates that utilization and impact on elementary student outcomes were limited. As a result, this action did not significantly contribute to reductions in behavioral incidents or improvements in attendance at the elementary level. The district will continue evaluating this program to better align services with student needs.

Action 2.8 (Extracurricular Programs and Student Enrichment) was effective. Expanded access to athletics, library services, enrichment opportunities, transportation, and student activities increased opportunities for student engagement and school connectedness. These supports complemented the district's attendance and school climate efforts by providing students with meaningful opportunities to participate in school beyond the instructional day.

Action 2.9 (School Site LCFF Allocations) was effective. School sites utilized LCFF supplemental funds through their School Plans for Student Achievement (SPSAs) to address local needs related to attendance, behavior, school climate, and student engagement. Site-based flexibility allowed schools to implement targeted supports for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, students with disabilities, homeless youth, and foster youth, contributing to overall progress toward Goal 2.

Overall, eight of the nine Goal 2 actions were effective in making progress toward the goal as evidenced by improved attendance, reductions in suspension and expulsion rates, strengthened school safety, and increased student engagement. The district identified Action 2.7 as an area requiring refinement and will continue evaluating and modifying the Alternative Learning Center model to better support elementary students while sustaining the successful implementation of the remaining actions.

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.

No changes to Goal 2 metrics and action descriptions were made for the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Well Being Initiatives	The needs of unduplicated students were considered in providing behavioral improvement programs, school connectedness endeavors, and other student well-being initiatives as well as 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 $400.00 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. Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)	$1,258,586.00	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: 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	$672,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Metrics: 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)		
2.3	Supplemental School Personnel	Providing funding to employ supplemental school personnel to increase academic and positive behavior intervention services for unduplicated 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. Metrics:	$1,086,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)		
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. Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard)	$1,331,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)		
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 students. 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) 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. 3) Student Campus Safety: Provide yard duty aides to support positive student behavior and provide supervision during unstructured times. 4) 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. Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate	$951,663.00	Yes
2.6	Secure, Safe, and Engaging Learning Environment	Provide a safe and secure school learning environment for staff and unduplicated students:	$2,272,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Campus Safety: Campus safety supervisors will provide an added safety measure that will allow for unduplicated 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. Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA) 2.7 Percentage of Facilities Meeting Good Repair Standard		
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 students. 1) Instructional Aide: Provide an alternative learning center instructional aide to support the teacher and alternative learning students with individual support and small group instruction. Metrics: 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.7 Percentage of Facilities Meeting Good Repair Standard	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	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 students. 1) High School Assistant Principal to support the 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 and academic transportation to facilitate student participation in extracurricular activities. 8) Athletic trainer plays a crucial role in promoting physical health and well-being, offering tailored support to student-athletes, and addressing their individual needs during the game. 9) Home to School transportation (HTS) Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard)	$2,482,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.6 Principal Apportionment Average Daily Attendance (ADA) 2.8 Sports Participation		
2.9	SPSA Allocations	Provide School Site LCFF allocations tied to School Plans for Student Achievement (SPSA) to support actions and services that focus on building a safe and healthy learning environment to meet the needs of school sites' unduplicated students with a focus on English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless Youth, and students from nonstable environments. Metrics: 2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA) 2.7 Percentage of Facilities Meeting Good Repair Standard 2.8 Sports Participation	$316,140.00	No

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%	2024-25 Favorable responses: Family Efficacy: 82% Barriers to Engagement: 79% Family Support: 80%	2025-26 Favorable responses: Family Efficacy: 83% Barriers to Engagement: 80% Family Support: 80%	Favorable responses: Family Efficacy: 90% Barriers to Engagement: 88% Family Support: 88%	Favorable responses: Family Efficacy: 3% Barriers to Engagement: 2% Family Support: 2%
3.2	Approved Parent Volunteers	71	115	161	100	90
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 - 4 parents average DELAC - 4 parents School Site Councils - 4 ELAC - 4 Special Education Advisory Committees: 4	DPAC - 10 parents' average DELAC - 3 parents' average School Site Councils - 5 parents' average ELAC - 5 parents' average Special Education Advisory Committees: 2	DPAC - 8 parents average DELAC - 8 parents School Site Councils - 6 ELAC - 6 Special Education Advisory Committees: 6	DPAC: -1 DELAC: -1 School Site Councils: 1 ELAC: 0 Special Education Advisory Committees: 0
3.4	Parent workshops per month	Average of 2 per month	Average of 2 per month	Average of 2 per month	4 per month	0
3.5	Districtwide Communication	Average of 4 per week when school is in session	Social Media Posts: 50 (average per month) Website Active Users: 19,000	Social Media Posts: 18 (average per month) Website Active Users: 21,579	Social Media Posts: 60 (average per month) Website Active Users: 20,000	Social Media Posts: n/a Website Active Users: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(average per month) District Podcast Downloads: 130 Average per month)	(average per month) District Podcast Downloads: 110 (Average per month)	(average per month) District Podcast Downloads: 150 Average per month)	District Podcast Downloads: n/a
3.6	Parental Involvement (Dashboard Local Indicator)	The LEA's progress in developing the capacity of staff (i.e. administrators, 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-	The LEA's progress in developing the capacity of staff (i.e. administrators, 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: 4/5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4/5	The LEA's progress in developing the capacity of staff (i.e. administrators, 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: 4/5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4/5	The LEA's progress in developing the capacity of staff (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	The LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 0 Rate the LEA's progress in creating welcoming environments for all families in the community: 1 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		way communication between families and educators using language that is understandable and accessible to families: 4/5 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: 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 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 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	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 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	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: 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	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: 0 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: 0 Rate the LEA's progress in providing families with information and resources to support student learning and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	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: 4/5 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups	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: 4/5 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups	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 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	development in the home: 0 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: 0 Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 1 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups in the school community: 4/5 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 and district levels: 4/5	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,	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,	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 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,	and with decision-making: 0 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 0 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: 0 Rate the LEA's progress in providing opportunities to have families, teachers,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4/5	principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4/5	teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5/5	principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 0

Goal Analysis [2025-26]

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.

All actions under Goal 3 were implemented largely as planned, with some refinements to better meet the needs of families and increase accessibility. The district expanded communication efforts by utilizing multiple platforms, increasing bilingual outreach, and providing more consistent messaging across school sites. While the core actions remained the same, there was a greater emphasis on improving two-way communication and reducing barriers to participation.

One of the district's primary successes in Goal 3 has been the continued growth in parent and community communication. Increased use of digital platforms, expanded outreach by bilingual staff, and more frequent site-level engagement opportunities have resulted in higher participation in school events, workshops, and informational meetings. These efforts have strengthened relationships between families and schools and contributed to a more inclusive and connected school community.

Additionally, the district saw success in aligning family engagement efforts with student support initiatives, such as attendance awareness campaigns and wellness-centered events. This more integrated approach has helped reinforce the connection between family involvement and student outcomes.

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

Goal 3.1 had material differences due to our District joining the Community Engagement Initiative (CEI). CEI provided funds to support this goal that were used instead of using pre-budgeted resources.

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

All Goal 3 actions were implemented with fidelity and were designed to increase meaningful parent and community engagement through expanded outreach, communication, and participation opportunities.

Action 3.2 (Parent and Community Communication) was effective in achieving its intended outcome. The district expanded communication through multiple platforms, increased bilingual outreach efforts, and established more structured communication practices across school sites. Families reported greater access to school and district information. These outcomes demonstrate that the district's communication efforts successfully improved outreach and engagement with families.

Action 3.1 (Parent and Community Involvement) was less effective than anticipated. Although schools continued to provide opportunities for participation through School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and other engagement activities, participation rates in these key parent leadership groups remained relatively stagnant when compared to prior years.

The district attributes the success of Action 3.2 to the coordinated efforts of bilingual clerks, community liaisons, school administrators, and district staff who increased communication frequency and accessibility for families. At the same time, the district recognizes that additional strategies are needed to increase meaningful participation in advisory groups and leadership opportunities. Moving forward, the district will explore targeted outreach, flexible meeting formats, childcare supports, and other engagement strategies to increase parent participation in governance and advisory committees.

Overall, Goal 3 actions contributed to stronger communication and improved family access to information; however, additional efforts are needed to increase active parent involvement in decision-making and leadership structures.

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.

No changes to planned goals, metrics, targets, or actions.

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

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:	$94,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Design at least 3 parent outreach programs incorporating each school's instructional program for delivery to parents and families. 2) Employ a District Outreach Specialist to help cultivate parental relationships with the school district. Metrics: 3.1 Spring Parent Survey (Panorama) 3.2 Approved Parent Volunteers 3.3 Parent attendance at school and district committees including DPAC, DELAC, School site council 3.4 Parent workshops per month 3.6 Parental Involvement (Dashboard Local Indicator)		
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. Metrics: 3.1 Spring Parent Survey (Panorama) 3.3 Parent attendance at school and district committees including DPAC, DELAC, School site council 3.5 District wide social media and mass messaging communications to parents 3.6 Parental Involvement (Dashboard Local Indicator)	$252,594.00	Yes
3.3	SPSA Allocations	Provide School Site LCFF allocations tied to School Plans for Student Achievement (SPSA) to support actions and services that focus on building parent and community engagement to meet the needs of school sites' unduplicated students with a focus on English Learners, Long-Term	$15,328.00	No

Action #	Title	Description	Total Funds	Contributing
		English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless Youth, and students from nonstable environments. Metrics: 3.1 Spring Parent Survey (Panorama) 3.2 Approved Parent Volunteers 3.3 Parent attendance at school and district committees including DPAC, DELAC, School site council 3.4 Parent workshops per month 3.5 District wide social media and mass messaging communications to parents 3.6 Parental Involvement (Dashboard Local Indicator)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, New Horizons High School and Banning Independent Study will enhance educational equity and student success by leveraging Equity Multiplier funds to implement targeted interventions and support strategies designed to improve academic achievement, graduation rates, college and career readiness, and access to appropriately credentialed teachers. These efforts will include expanding Career Technical Education (CTE) pathways, providing professional development for teachers, implementing personalized learning plans, increasing access to academic and social-emotional supports, and fostering supportive and inclusive learning environments. Based on the 2025 California School Dashboard, College and Career Readiness and Graduation Rates remain significant areas of need for both New Horizons High School and Banning Independent Study. For the College and Career Indicator (CCI), New Horizons High School remains in the lowest performance level, with only 4.1% of students prepared, including 4.3% of Socioeconomically Disadvantaged students and 5.7% of Hispanic students meeting college and career readiness criteria. Banning Independent Study improved from 13.6% to 19.6% prepared, but continues to have a low percentage of students meeting readiness measures. Graduation outcomes also demonstrate a need for continued support. At New Horizons High School, the graduation rate for All Students is 63.3%, Socioeconomically Disadvantaged students is 61.7%, and Hispanic students is 54.3%, all significantly below the district graduation rate of 83.9%. These outcomes indicate a need for additional interventions focused on credit attainment, attendance, student engagement, and academic success. Academic achievement remains a challenge as well. At Banning Independent Study, mathematics performance remains in the lowest performance level, with All Students performing at -157 DFS, Socioeconomically Disadvantaged students at -156.5 DFS, and Hispanic students at -151.8 DFS. Additionally, Banning Independent Study continues to perform below standard in English Language Arts (-80.4 DFS), highlighting the need for targeted instructional support and intervention. Teacher assignment data further demonstrates an equity need. While 93.6% of the District's teaching Full-Time Equivalent (FTE) positions are filled by fully credentialed teachers, only 77.6% of teachers at Banning Independent Study and 51.1% of teachers at New Horizons High School hold clear credentials. These data indicate a need to strengthen recruitment, retention, professional learning, and support systems to ensure students have equitable access to highly qualified educators.	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	To address these needs, Equity Multiplier funds will be used to provide personalized learning opportunities, expand college and career readiness programs, increase access to mental health and social-emotional supports, strengthen instructional practices through professional learning, and create supportive learning environments that promote student success. These actions are intended to improve academic outcomes, increase graduation rates, expand college and career readiness, and ensure students are prepared for postsecondary education, careers, and lifelong success.	

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 High School and Banning Independent Study School. In response to the unique needs and challenges faced by unduplicated students, including English learners, low-income students, homeless and foster youth. The district recognizes that these students often require additional support and resources to achieve academic success and overall well-being. Due to low performance on the California School Dashboard, local data and educational partner consultations, College and Career Readiness and Graduation Rates are the greatest areas of need.

By leveraging the Equity Multiplier funds and supports, Banning USD is focused on the significant disparities in academic performance, preparation for post-secondary opportunities, and social-emotional development. This 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 learning and achievement. 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 the implementation of CTE courses and pathways, professional development for teachers, fostering a supportive and inclusive learning environment, personalized learning plans, and regular progress monitoring and assessment, the district aims to create a comprehensive support system for New Horizons High and Banning Independent Study students. These efforts will help close achievement gaps and prepare students for graduation and post-secondary opportunities.

In summary, Banning Unified School District developed this focus goal to strategically and effectively enhance the educational experiences and outcomes for its students to prepare them for college and/or career opportunities.

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: All: -70.3 DFS Banning Independent Study: -93.5 DFS New Horizons High: -140.6 DFS	District:-61.2 DFS Banning Independent Study: -80.4 DFS New Horizons High: NA	District: All: -60.3 DFS Banning Independent Study: -83.5 DFS New Horizons High: -130.6 DFS	District: +9 Banning Independent Study: +13.1 New Horizons: -19.3 DFS
4.2	Teacher Assignment Monitoring Data (TAMO) as reported on the first Wednesday of October.	District: 93.6% of Teaching Full-Time Equivalent Positions were filled by fully credentialed teachers Banning Independent Study: 77.6% Clear New Horizons: 51.1% Clear	New Goal	District: 93.6% of Teaching Full-Time Equivalent Positions were filled by fully credentialed teachers Banning Independent Study: 77.6% Clear New Horizons: 51.1% Clear	Banning Independent Study: 80% Clear New Horizons: 60% Clear	New Goal
4.3	CAASPP Math: Dashboard Data	District: -111.6 DFS Banning Independent Study: -52.47 DFS New Horizons: -68.22 DFS	District: All: -108.8 DFS Banning Independent Study: -156.7 DFS New Horizons High: -208.7 DFS	All: -106.1 DFS Banning Independent Study: -157 DFS New Horizons High: NA	District: All: -98.8 DFS Banning Independent Study: -146.7 DFS New Horizons High: -198.7 DFS	District: All: +3.1 Banning Independent Study: -0.3 New Horizons High: - 54.2 DFS
4.5	Credits Earned	First Semester 2023-24 New Horizons High: 29.4 Credits	First Semester 2024-25	First Semester 2025-2026	2026-27 New Horizons High: 40.2 Credits	First Semester 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	New Horizons High: Average Credits Earned Frist Semester Banning Independent Study: Percentage of Students Earning 25 or more credits for First Semester	Banning Independent Study: 75.4%	New Horizons High: 36.2 Credits Banning Independent Study: 51.8%	New Horizons High: 1175 Credits Banning Independent Study:77.4 %	Banning Independent Study: 61.8%	New Horizons High: +1338.8 Credits Banning Independent Study: +25.6%
4.6	Graduation Rate	District: 83.70% New Horizons: 70.40% Banning Independent Study: 86.70%	District: All: 86% New Horizons High: All: 72% SED: 71.4% Hispanic: 73.7% Homeless: 64.3% Banning Independent Study: All: 100% (Met) SED: 100% SWD: 100% Hispanic: 100%	District: All: 83.9% New Horizons High: All: 63.3% Banning Independent Study: All: 82.4%	District: All: 90% New Horizons High: All: 76% SED: 75.4% Hispanic: 77.7% Homeless: 68.3% Banning Independent Study: All: 100% SED: 100% SWD: 100% Hispanic: 100%	District: All: -2.1% New Horizons High: All: -8.7% Banning Independent Study: All: -17.6%
4.7	Dropout Rate	District: 10.20% New Horizons: 15.4% Banning Independent Study: 14.3%	District: All: 11.3% New Horizons High: All: 20.4% Hispanic: 21.1%	District: All: 12.9% New Horizons High: All: 34.7% Hispanic: 42.9%	District: All: 7.3% New Horizons High: All: 16.4%	District: All: +1.6% New Horizons: All: +14.3% Hispanic: +21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Banning Independent Study: All: 0% (Met)	Banning Independent Study: All: 11.8%	Banning Independent Study: All: 0%	Banning Independent Study: All: +11.8%
4.8	College and Career Indicator Prepared	District: 26.0% New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9% Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%	District: All: 19.6% New Horizon High: All: 0% SED: 0% Hispanic: 0% Homeless: 0% All Other Student Groups NA due to low numbers Banning Independent Study: All: 13.60% SED: 0% Hispanic: 7.1% All Other Student Groups NA due to low numbers	District: All: 28.7% All: 4.1% SED: 4.3% Hispanic: 5.7% Homeless: 0% All Other Student Groups NA due to low numbers All: 5.9% SED: 5.9% Hispanic: NA	District: All: 25.6% New Horizon High: All: 6% SED: 6% Hispanic: 6% Homeless: 6% All Other Student Groups NA due to low numbers Banning Independent Study: All: 19.60% SED: 6% Hispanic: 13.1% All Other Student Groups NA due to low numbers	District: All: 5.4% New Horizon High: All: 4.1% SED: 4.3% Hispanic: 5.7% Homeless: 0% All Other Student Groups NA due to low numbers Banning Independent Study: All: -7.8% SED: 4.1% Hispanic: NA
4.9	Percentage of students completing CTE pathway(s)	District: 11.7% New Horizon High All Students: 1.9% Hispanic: 0% Homeless: 0% Socio-economically Disadvantaged: 1.9% Banning Independent Study	District: All: 4.9% New Horizon High: All: 0% Hispanic: 0% Homeless: 0% SED: 0% Banning Independent Study:	District: All: 13.5% New Horizon High: All: 8.2% Hispanic: 8.6% Homeless: 7.7% SED: 8.5% Banning Independent Study:	District: All: 10.9% New Horizon High: All: 6% Hispanic: 6% Homeless: 6% SED: 6% Banning Independent Study:	District: All: +8.6% New Horizon High: All: +8.2% Hispanic: +8.6% Homeless: +7.7% SED: +8.5% Banning Independent Study:

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%	All: 0% SED: 0% SWD: 0% Hispanic: 0%	All: 0% SED: 0% SWD: 0% Hispanic: 0%	All: 6% SED: 6% SWD: 6% Hispanic: 6%	All: 0% SED: 0% SWD: NA Hispanic: NA

Goal Analysis [2025-26]

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.

Goal 4 actions was partially implemented as planned to support students at New Horizons High School and Banning Independent Study School through the use of Equity Multiplier funds. The district focused on providing personalized learning opportunities, expanding career and technical education pathways, increasing access to social-emotional and mental health supports, and fostering a supportive learning environment designed to improve student outcomes and postsecondary readiness. This is a phased in approach and we will continue to have more expenditures in the coming years as we expand the CTE pathway of Barbering.

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.

There is one material difference between budgeted and actual expenditures in the 2025-26 LCAP
Action 4.1 as a result of lower-than-expected expenditures for personalized learning plans and the site reserving funds to establish a CTE Barbering pathway

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

The actions included in Goal 4 have been partially effective in improving outcomes for students at New Horizons High School and Banning Independent Study School. The implementation of personalized learning plans, expanded college and career readiness opportunities, increased access to counseling and social-emotional supports, and the expansion of Career Technical Education (CTE) pathways have contributed to positive outcomes in several areas. New Horizons continue to work towards the new Barbering Pathway.

The College and Career Indicator (CCI) improved from 26.0% to 28.7% prepared (+5.4%), demonstrating increased student readiness for postsecondary education and careers. Additionally, the percentage of students completing CTE pathways increased from 11.7% to 13.5%, indicating that expanded career pathway opportunities are helping students gain valuable workforce and technical skills.

Credit attainment also improved. At New Horizons High School, students earned an average of 36.2 credits during the first semester, exceeding the baseline of 29.4 credits. At Banning Independent Study, 77.4% of students earned 25 or more credits during the first semester, demonstrating that personalized learning plans and targeted supports are helping students remain on track toward graduation.

Despite these successes, challenges remain. The district's Graduation Rate declined to 83.9%, and the Dropout Rate increased to 12.9%, indicating that additional interventions are needed to improve student engagement, attendance, credit completion, and persistence through graduation. Academic performance also continues to be an area of concern, as students at New Horizons High School and Banning Independent Study continue to perform below standards in English Language Arts and Mathematics.

Overall, the actions have been effective in improving college and career readiness, CTE participation, and credit attainment, but continued efforts are needed to increase graduation rates, reduce dropout rates, and improve academic achievement for students served through the Equity Multiplier program.

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.

After reviewing implementation and outcomes from the previous year, Goal 4, its target outcomes, and actions will remain unchanged for the coming year. The district will continue implementing the existing actions and services as they remain aligned to identified needs and educational partner feedback.

One change was made to the metrics. Metric 4.2, Teacher Assignment Monitoring Outcome (TAMO) Data, was added to monitor teacher assignments as reported on the First Wednesday in October. This metric will provide additional information regarding teacher assignments and support the district's efforts to ensure students have access to appropriately credentialed and assigned teachers.

The district will continue to monitor progress toward Goal 4 and use data to evaluate the effectiveness of its actions and services.

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

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 High and Banning Independent Study Schools by leveraging the Equity Multiplier. This will involve providing targeted support, resources, and interventions that address their students' unique needs, ensuring they receive a high-quality education and opportunities for academic and personal growth as well as preparation for college and career. The following actions and services aim to close achievement gaps and prepare	$91,226.00	No

Action #	Title	Description	Total Funds	Contributing
		these 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. Career and Technical Education (CTE) Pathways: Expand CTE offerings to provide unduplicated students with career pathways and associated skills to enhance their future employment and educational opportunities. 3. Mental Health and Social-Emotional Support: Increase access to mental health services and social-emotional learning programs to address the holistic needs of students. 4. Supportive School Environment: Implement professional development for staff as well as programs and initiatives that foster an inclusive and supportive school culture.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027 the goal is to improve educational equity and student success at Florida Street Discovery Center by leveraging the remaining Equity Multiplier funds (Florida Street no longer qualifies for Equity Multiplier funds) to implement targeted literacy and numeracy strategies to promote learning and achievement for students entering kindergarten and the comprehensive school system. Implement targeted strategies to improve academic outcomes, social-emotional well-being, and overall school climate for unduplicated students. This will be achieved through professional development for teachers, expanding early literacy and numeracy programs, integrating a comprehensive SEL curriculum, fostering an engaging and inclusive learning environment, enhancing learning through play-based activities, and regular progress monitoring and assessment. While Florida Street does not generate California School Dashboard Indicators, local data and educational partner consultations indicate that early numeracy and literacy, as well as school engagement are priority areas. Florida Street has a 2023-24 Teaching Assignment Monitoring Outcomes Clear Credential rate of 60.0%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Banning Unified School District developed the focused goal to enhance educational equity and student success at Florida Street Discovery Center School. In response to the unique needs and challenges faced by unduplicated students, including English learners, low-income students, homeless and foster youth. The district recognizes that these youngest learners often require additional support and resources to achieve future academic success and overall well-being throughout their years of schooling. 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.

By leveraging the remaining Equity Multiplier funds, Banning USD aims to address significant disparities in academic performance, social-emotional development, and school climate through early learning opportunities. Florida Street Discovery Center no longer qualifies for Equity Multiplier funds.

Through educational partner consultation, supports for increased attendance and early numeracy and literacy strategies are a focus. To better support these young learners, baseline data for social-emotional learning and TK common assessments measuring literacy and numeracy was gathered during the 2024-25 school year. The focus goal is designed to implement targeted instructional strategies that are specific, measurable, and time-bound, ensuring a data-driven approach to improving student readiness for kindergarten and beyond. 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 engaging school environment, the district aims to create a holistic program for our youngest learners. These efforts will help create kindergarten readiness, reduce absenteeism, and prepare students for future academic and personal success.

Florida Street will measure progress and effectiveness of this goal using a combination of three metrics, chronic absenteeism (Dataquest), Common Assessments, and SEL screeners. This will allow staff to determine effectiveness of instructional strategies to develop early interventions to increase proficiency in numeracy and literacy and preparedness for kindergarten and beyond.

In summary, Banning Unified School District developed this focus goal to strategically and effectively enhance the educational experiences of kindergarten students to increase school readiness for its most vulnerable and youngest learners to ensure they are prepared to thrive academically, social-emotionally, and behaviorally.

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: 46.3%	Florida Street: 53.2%	Florida Street: 37.2%	Florida Street: +6.9%
5.2	Formative Assessment ESGI TK Trimester 2 - Percentage Correct	Baseline data will be gathered in Fall of 2024 and reported as part of the annual update. Year 1 outcomes will be based on Spring 2025 results.	Academic Measures: Literacy Name Writing: 79.2% Phonemic Awareness T2: 63.5% Capital Letters: 54.6% Lowercase Letters: 47.8% Letter Sounds: 56.7% (Only 1 Class)	Academic Measures: Literacy Name Writing: 75% Phonemic Awareness T2: 69% Capital Letters: 72% Lowercase Letters: 88% Letter Sounds: 72% (Only 1 Class)	Academic Measures: Literacy Name Writing: 81.2% Phonemic Awareness T2: 65.5% Capital Letters: 56.6% Lowercase Letters: 49.8% Letter Sounds: 58.7% (Only 1 Class)	Academic Measures: Literacy Name Writing: -4.2% Phonemic Awareness T2: +5.5% Capital Letters: +17.4% Lowercase Letters: +40.2% Letter Sounds: +17.4% Numeracy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Numeracy Numbers 0-10: 79.2% Addition/Subtraction: 79.2% (Only 1 Class)	Numeracy Numbers 0-10: 94% Addition/Subtraction: 94.2% (Only 1 Class)	Numeracy Numbers 0-10: 81.2% Addition/Subtraction: 81.2% (Only 1 Class)	Numbers 0-10: +14.8% Addition/Subtraction: +15%
5.3	SEL Screener Results ESGI Trimester 2	Baseline data will be gathered in Fall of 2024 and reported as part of the annual update. Year 1 outcomes will be based on Spring 2025 results.	Social Emotional Learning Measures: Total Score 23/36 = 63.9% Describing Own Feelings - Level 2 Exhibits Impulse Control/Self-Regulation - Level 3 Separates from Parents without Stress - Level 4 Interacts Well with Peers - Level 2 Interacts Well with Adults - Level 3 Engages in Cooperative Play with Peers - Level 2 Emotional Understanding/Empathy - Level 3 Takes Initiative in Learning - Level 2	Social Emotional Learning Measures: Total Score 28/36 = 77.78% Describing Own Feelings - Level 3 Exhibits Impulse Control/Self-Regulation - Level 3 Separates from Parents without Stress - Level 4 Interacts Well with Peers - Level 3 Interacts Well with Adults - Level 3 Engages in Cooperative Play with Peers - Level 3 Emotional Understanding/Empathy - Level 3 Takes Initiative in Learning - Level 3	Social Emotional Learning Measures: 31/36 = 86.1% Describing Own Feelings - Level 3 Exhibits Impulse Control/Self-Regulation - Level 4 Separates from Parents without Stress - Level 4 Interacts Well with Peers - Level 3 Interacts Well with Adults - Level 4 Engages in Cooperative Play with Peers - Level 3 Emotional Understanding/Empathy - Level 4 Takes Initiative in Learning - Level 3	Social Emotional Learning Measures: +13.88% Describing Own Feelings: Maintained Exhibits Impulse Control/Self-Regulation: +1 Level Separates from Parents without Stress: Maintained Interacts Well with Peers: +1 Level Interacts Well with Adults: Maintained Engages in Cooperative Play with Peers: +1 Level Emotional Understanding/Empathy: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Task Completion/Perseverance - Level 2	Task Completion/Perseverance - Level 3	Task Completion/Perseverance - Level 3	Takes Initiative in Learning: +1 Level Task Completion/ Perseverance: +1 Level
5.4	Teaching Assignment Monitoring Outcomes Clear Credential rate	Clear Credential rate of 60%	New Goal	Clear Credential rate of 60%	Clear Credential rate of 70.0%	New Goal

Goal Analysis [2025-26]

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.

This action was fully implemented as planned using expiring funds,resulting in lower expenditures from this funding source.

The district's most notable success was a decrease in chronic absenteeism, which was attributed to increased student engagement, family involvement, and efforts to create a positive and supportive school climate.

Student performance data demonstrated growth in several early literacy, numeracy, and social-emotional learning measures. In literacy, students increased Phonemic Awareness by 5.5%, Capital Letter recognition by 17.4%, Lowercase Letter recognition by 40.2%, and Letter Sounds by 17.4%. While Name Writing decreased by 4.2%, overall literacy data indicates growth in foundational reading skills. In numeracy, students increased Number Recognition (0–10) by 14.8% and Addition/Subtraction skills by 15%, demonstrating growth in foundational mathematical concepts.

Students also demonstrated growth in Social-Emotional Learning (SEL), with an overall increase of 13.88%. Students improved by one developmental level in Impulse Control/Self-Regulation, Interacting Well with Peers, Engaging in Cooperative Play with Peers, Taking Initiative in Learning, and Task Completion/Perseverance. Students maintained performance in Describing Their Feelings, Separating from Parents Without Stress, Interacting Well with Adults, and Emotional Understanding/Empathy, indicating continued development of critical social-emotional competencies.

Professional development opportunities supported teachers in implementing developmentally appropriate instructional practices and individualized learning strategies. Early literacy and numeracy programs provided students with engaging, hands-on learning experiences that strengthened foundational academic skills. The district also expanded Social-Emotional Learning (SEL) supports and continued implementation of Positive Behavioral Interventions and Supports (PBIS), helping students develop self-regulation, social skills, and positive

school behaviors. Family engagement efforts and regular communication strengthened partnerships between home and school, further supporting student attendance and participation.

Overall, improvements in attendance, literacy, numeracy, and social-emotional development demonstrate positive progress toward preparing students for kindergarten and long-term academic success, supporting the goals of the Equity Multiplier program at Florida Street Discovery Center.

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.

Action 5.1 -This action includes a material difference because expiring funds were used first, resulting in lower expenditures from the budgeted funding source than originally anticipated.

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

This action has been implemented with fidelity and has been effective in increasing kindergarten readiness and school preparedness for the district's youngest and most vulnerable learners.

The district's Goal 5 actions have demonstrated positive results through continued investments in teacher professional development, early literacy and numeracy programs, social-emotional learning supports, and the creation of a safe, supportive, and inclusive learning environment. These efforts contributed to a decrease in chronic absenteeism, increased student engagement, and growth in key academic and social-emotional indicators.

Students demonstrated gains in foundational literacy skills, including Phonemic Awareness (+5.5%), Capital Letter Recognition (+17.4%), Lowercase Letter Recognition (+40.2%), and Letter Sounds (+17.4%). Numeracy outcomes also improved, with gains in Number Recognition (+14.8%) and Addition/Subtraction (+15%).

In addition, students demonstrated an overall 13.88% increase in Social-Emotional Learning (SEL), including growth in self-regulation, peer interactions, cooperative play, initiative in learning, and task completion/perseverance. Students maintained positive performance levels in emotional understanding, describing feelings, interacting with adults, and separating from parents without stress.

Overall, the data indicate that the actions implemented under Goal 5 have been effective in supporting student readiness for kindergarten and establishing a strong foundation for future academic and social-emotional success.

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.

One change was made to the metrics for the coming year.:
Metric 5.4, Teacher Assignment Monitoring Outcome (TAMO) Data, was added to monitor teacher assignments as reported on the First Wednesday in October. This metric will provide additional information regarding teacher assignment and credentialing data to ensure students have access to appropriately assigned and credentialed teachers. All other metrics, target outcomes, and actions remain

unchanged, as the current actions continue to support student readiness, academic growth, and social-emotional development at Florida Street Discovery Center.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Enhance Early Learning Opportunities for Transitional Kindergarten Students	Improve educational outcomes and promote equity for students at Florida Street Discovery Center by leveraging Equity Multiplier funds to provide targeted supports, resources, and interventions that address the unique developmental and learning needs of young learners. The focus of this action is to prepare students for kindergarten and future academic success through developmentally appropriate instruction, early literacy and numeracy opportunities, social-emotional learning supports, and an engaging, inclusive learning environment. This action includes: Professional Development for Teachers Provide ongoing professional development in early childhood pedagogy, differentiated instruction, and individualized learning plans to ensure instruction is aligned to each student's developmental needs. Early Literacy and Numeracy Programs Expand access to high-quality literacy and numeracy programs that build foundational reading and mathematics skills through engaging, hands-on learning experiences and interactive instructional materials. Social-Emotional Learning (SEL) Supports Implement a comprehensive SEL program and provide access to counseling and student support services to strengthen self-regulation, empathy, social skills, and school readiness. Supportive and Inclusive Learning Environment Foster a positive school climate through the implementation of Positive Behavioral Interventions and Supports (PBIS), family engagement activities, regular communication with families, and staff training focused on cultural responsiveness and inclusive practices.	$27,368.00	No

Action #	Title	Description	Total Funds	Contributing
		These efforts are designed to reduce achievement gaps at the earliest stages of learning and ensure all students are prepared for success in kindergarten and beyond.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,094,122	$2,619,914

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
41.331%	0.000%	$0.00	41.331%

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 students, analysis of the most recent California School Dashboard (2025) and local data indicates that many newly hired teachers are serving classrooms with a higher concentration of unduplicated pupils.	This action directly supports unduplicated students, especially, English Learners, by increasing the instructional 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 students will have access to high quality first best instruction. Based on the 2025 California Dashboard, many unduplicated students continue to struggle	Metric 1.27 CTI Teacher Program Participation and Completion -Track CTI participation and completion to assess the program's impact on job satisfaction and commitment to teaching. Metric 1.28 CTI Teacher Match Quality - Track CTI

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
	Educational partner feedback, including student surveys and parent input, consistently identifies the need for ongoing teacher training and instructional support to improve student outcomes. High-quality first instruction is essential to improving academic achievement. Current data indicates that fewer than half of students are meeting or exceeding standards in English Language Arts, and fewer than one-third are meeting or exceeding standards in Mathematics, with unduplicated student groups performing at significantly lower rates than the overall student population. English Learners, Long-Term English Learners, Students with Disabilities, and other historically underserved groups demonstrate the greatest need for targeted, high-quality instruction. At the site level, schools including Banning High School, Nicolet Middle School, Central Elementary, Hoffer Elementary, Hemmerling Elementary, and Banning Independent Study show consistent patterns in which unduplicated student groups perform below their peers, reinforcing the need for strong, consistent instructional practices across classrooms. College and Career readiness data further reflects this need, with approximately 19–20% of graduates meeting preparedness indicators, and lower rates among English Learners, Homeless students, and Students with Disabilities. Banning Independent Study reflects even lower outcomes, with	academically and are not yet meeting grade-level standards in English Language Arts and Mathematics. In addition, college and career readiness and graduation data show that more support is needed to ensure students are prepared for life after high school. The California Teacher Induction (CTI) Program helps address this need by providing new teachers with ongoing mentoring, coaching, and professional development during their first two years. This support helps teachers strengthen their instructional practices, use data effectively, and better meet the needs of unduplicated students. District mentors and county-level training ensure teachers are equipped to provide strong, standards-aligned instruction and targeted support in every classroom. This action is provided LEA-wide because new teachers are placed across all school sites, and ensuring consistent, high-quality teaching benefits all students, especially those who need the most support.	program alignment to district expectations as well as coach and candidate match. Metric 1.32 Teacher Recruitment and Retention - "Stay" survey results indicate new teachers are being retained in Banning USD.

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
	approximately 13–14% of students meeting readiness indicators. Given that many new and early-career teachers are placed in classrooms serving high concentrations of unduplicated students, it is critical to provide structured, sustained support to ensure effective instruction from the outset. To address this need, Banning Unified School District will implement and strengthen its California Teacher Induction (CTI) program. The CTI program will provide job-embedded coaching, mentoring, and professional learning aligned to district instructional priorities, including English Language Arts, Mathematics, and support for English Learners. Through the CTI program, new teachers will receive individualized support to: Strengthen standards-based instruction in ELA and Mathematics Implement effective strategies for English Learners and Long-Term English Learners Utilize data to inform instruction and intervention Create inclusive learning environments that support Students with Disabilities and other unduplicated groups By investing in the development of new teachers through CTI, the District will build instructional capacity across all sites, ensuring that unduplicated students have equitable access to high-quality, first best instruction. This targeted support is expected to improve student outcomes across Dashboard indicators, including academic achievement and college and career readiness.		

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
	Scope: LEA-wide		
1.3	**Action:** Enhancing Educational Quality through Strategic Staffing **Need:** The district has determined that there is a need to provide unduplicated students with access to a wider curriculum. Through educational partner engagement, it was further determined that this service should be provided by specialists in order to create opportunities to enhance teacher planning time and allow classroom teachers more opportunities for professional development, data analysis, and intervention strategies. Elementary School Physical Education Teachers: • Increased Teacher Planning Time: Unduplicated students, including those who are socioeconomically disadvantaged, English learners, and homeless youth, will benefit from enhanced instructional strategies and individualized support developed during increased teacher planning time. • Physical Health and Well-being: Regular physical education helps address the physical health needs of unduplicated students, many of	Staff will provide unduplicated students the direct and indirect services listed below: Elementary School Physical Education Teachers: • Addressing the Need: By providing additional Physical Education teachers, this action provides classroom teachers with time for planning, data analysis, and professional development. This allows them to create more effective, differentiated instructional programs and targeted services 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 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	1.26 Calendar of teacher planning time from physical education instruction. 1.26 Enrollment numbers in middle school visual and performing arts courses. 1.26 Enrollment numbers in high school orchestra courses.

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
	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, which is particularly beneficial for students at risk of disengagement from traditional academic subjects. Orchestra Teacher at the Secondary 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.	engage in the arts, which boost their confidence, cultural identity, and engagement in school. • Districtwide Provision: Providing this action 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 Secondary Level: • Addressing the Need: An orchestra teacher helps meet the musical education needs of unduplicated students who might not have access to music programs outside of school. Participation in orchestra develops their musical skills, discipline, and teamwork, which contribute to 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 services districtwide ensures that the benefits reach a broad range of students while addressing the specific needs of unduplicated students. This comprehensive approach fosters an	

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
	Scope: LEA-wide	inclusive and engaging educational environment where all students can thrive.	
1.4	**Action:** Technology Support Staff **Need:** Through educational partner engagement and analysis of the 2025 California Dashboard, the district identified that unduplicated pupils continue to be overrepresented in the lowest performance levels across multiple state indicators. English Language Arts (ELA): The district is in the Yellow performance level, performing 61.2 points below standard (+9 points). Despite growth, English Learners, Long-Term English Learners, Hispanic students, American Indian students, and Students with Disabilities remain in the lowest performance levels. At the site level, Banning High School, Nicolet Middle School, Central Elementary, Hoffer Elementary, and Banning Independent Study have one or more student groups performing at the lowest level. Mathematics: The district is in the Red performance level, performing 106.1 points below standard, with minimal change. Student groups including English Learners, Long-Term English Learners, African American students, American Indian students, Homeless students,	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 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	Metric 1.29 - Student Device Utilization

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and students of Two or More Races continue to perform at the lowest levels. School-level data shows Nicolet Middle School and Banning High School with multiple student groups in the lowest level, while Central and Hemmerling Elementary continue to have Students with Disabilities in the lowest level. College and Career Indicator (CCI): The district is in the Yellow performance level, with 28.7% of students prepared (+5.4%). However, unduplicated student groups—including English Learners, Homeless Youth, and Students with Disabilities—continue to have the lowest rates of preparedness. Site-level data shows Banning High School, New Horizon High School, and Banning Independent Study with student groups performing at the lowest levels. Educational Partner Feedback: Educational partner input indicates that approximately 60% of students identify access to technology as an important or very important support for their academic success, highlighting the need for consistent access to devices, digital tools, and technology-integrated instruction. Summary of Need While the district has demonstrated growth in ELA (+9 points), CCI (+5.4%), and English Learner Progress (+8.5%), significant achievement gaps persist, particularly in	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. 2. System Administrator 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. 3. Network Administrator Addressing Needs: Manages the District's local and wide area networks, security systems, and core infrastructure to ensure stable, secure, and high-performing connectivity for instructional and administrative operations. Both Implemented District-Wide:	

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
	Mathematics (Red status) and among unduplicated student groups. These data demonstrate a clear need to strengthen instructional systems, targeted interventions, data-driven decision-making, and equitable access to resources, including technology, to improve outcomes and close achievement gaps for all students. Identified Needs Based on both Dashboard data and educational partner feedback, the district identified the following needs: 1.Equitable Access to Technology. Ensure all students, particularly unduplicated pupils, have access to devices and digital learning tools necessary to engage in standards-aligned instruction. 2.Strategic Integration of Technology in Instruction. Provide coordinated planning, professional development, and implementation of technology to support high-quality first instruction and intervention. 3. Targeted Support for Unduplicated Student Groups.Utilize technology-enhanced curriculum and platforms to support English Learners, Students with Disabilities, and other identified student groups performing below standard. 4. Reliable Infrastructure and Systems. Maintain and improve technological infrastructure to ensure consistent access to instructional resources and assessment platforms.	• 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 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.	

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
	5. Capacity Building for Staff. Provide ongoing professional learning for teachers and staff to effectively integrate technology to support student achievement and close performance gaps. 6.Dedicated Oversight and Coordination. Ensure appropriate staffing and leadership to plan, implement, and monitor technology initiatives aligned to district goals and student needs. **Scope:** LEA-wide	• 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. -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	

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
		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:** Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist. Support staff have been added to address student groups of African Americans, American Indians, English Learners, Foster Youth, Homeless Youth, students of multiple races, students of disadvantaged economic backgrounds, and students with disabilities to ensure these students have inclusive educational opportunities to promote learning and achievement. This action will support the schools and student groups who received the lowest performance level in 2023 Dashboard Indicators. In English Language Arts, English Learners are in the lowest performance group for 2023. In addition, Banning High (All student groups, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic), Nicolet Middle Socio-economically Disadvantaged, English Learners, Homeless, African American, and Hispanic), Hoffer Elementary (Students with Disabilities), Central Elementary (Students	Staff will provide unduplicated students the direct and indirect services listed below: Adding support staff specifically dedicated to addressing the needs of these student groups will: 1.Improve Access to Resources: These support staff members will ensure that resources are allocated appropriately to support the unique needs of African Americans, American Indians, English Learners, Foster Youth, Homeless 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 academically 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 achievement for our identified student groups.	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 Graduation Rate 1.11 High School Dropout Rate 1.14 College and Career Indicator Prepared 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.20 AP Enrollment, Participation and Pass Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math for 2023, the following student groups are in the lowest performance group for 2023 including African American, American Indian, and Two or More Races. In addition, Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), and Cabazon Elementary, Hemmerling Elementary and Hoffer Elementary have no student groups in the lowest performance group. College and Career preparation for 2023 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's English Learners and Students with Disabilities are in the lowest performance group. New Horizons High has Hispanic and Socio-economically Disadvantaged students as well as All student groups are in the lowest performance group. Banning Independent Study does not have a performance color, but only 13.6% of students are prepared. Additionally, this action will support the schools and student groups who received the	This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students by facilitating strategic and data-driven services to promote student learning and achievement for all students. The 2025 Dashboard data confirms that unduplicated student groups continue to be overrepresented in the lowest performance levels across ELA, Math, CCI, and ELPI, with college and career readiness remaining below 20% for the district overall and significantly lower for key student groups. These findings demonstrate a clear and urgent need to: Strengthen instructional leadership Improve alignment of curriculum, instruction, and assessment Expand data-driven decision-making practices Provide targeted support systems for unduplicated students These actions are necessary to ensure that all students graduate prepared for college, career, and life beyond high school.	1.23 English Learner Progress Indicator 1.24 EL Reclassification 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
	lowest performance level in ELPI on the 2023 Dashboard including Hoffer Elementary English Learners. **Scope:** LEA-wide		
1.8	**Action:** Kindergarten Instructional Aides **Need:** Through educational partner engagement and analysis of the 2025 California Dashboard, the district has identified significant and persistent achievement gaps among unduplicated pupil groups. Student group data indicates that English Learners, students of Two or More Races, Socioeconomically Disadvantaged students, Students with Disabilities, and White students are in the Red performance level. Additionally, African American, American Indian, Foster Youth, Hispanic, Homeless, and Long-Term English Learners are in the Orange performance level, with no student groups performing in the Green or Blue levels. In English Language Arts, the district is in the Yellow performance level, performing 61.2 points below standard (+9 points). In Mathematics, the district is in the Red performance level, performing 106.1 points below standard, with minimal change. Multiple sites—including Banning High School, Nicolet Middle School, Central Elementary,	Staff will provide unduplicated students the direct and indirect services listed below: Providing instructional aides in kindergarten at all elementary schools and at Florida Street Discovery Center is essential to ensure youngest learners receive the support needed to succeed academically and socially. The needs of youngest learners will be addressed through the following: 1. Individualized Support: Kindergarten learners new to school require additional support to adjust to the school environment, develop foundational skills, and build confidence. Part-time instructional aides provide valuable one-on-one and small-group support to help these learners master essential concepts and reach important developmental milestones. 2. Differentiated Instruction: Every child learns differently and at individual rates. Part-time instructional aides work closely with teachers to provide differentiated instruction that meet the diverse needs of young learners. Whether a student needs extra help with literacy, numeracy, and social skills, or behavioral management, instructional aides offer personalized support to ensure all students succeed academically and socially in a positive learning environment.	Metrics: 1.4 Formative ELA Assessment Data 1.8 Formative Math Assessment 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
	Hemmerling Elementary, Hoffer Elementary, New Horizon High School, and Banning Independent Study—have student groups in the lowest performance levels. Data trends also indicate that students who begin their education with strong early learning foundations—particularly those who participated in Transitional Kindergarten (TK) or demonstrated early success on local assessments—experience greater long-term academic success. Based on these findings, there is a critical need to strengthen early intervention and targeted support in kindergarten classrooms, particularly for unduplicated students. The 2025 Dashboard confirms that unduplicated student groups continue to perform in the lowest performance levels, with no groups in the highest performance bands. Strengthening early learning through instructional aide support in kindergarten is essential to building foundational skills, closing achievement gaps, and improving long-term student outcomes. By providing part-time instructional aides in kindergarten, identified student groups will receive the individualized support needed to thrive academically, socially, and emotionally during these critical early years of their education. **Scope:**	3. Promotion of Early Literacy and Numeracy: Early instruction and intervention are key to promoting literacy and numeracy skills in young children. Part-time instructional aides will work with small groups of students to reinforce early literacy and numeracy concepts through engaging activities, games, and hands-on learning experiences. 4. Support for English Learners: For English Language Learners (ELs) in primary grades, additional support is often necessary to help these learners develop English language skills to promote academic success and positive self-image. Part-time instructional aides provide language support, facilitate small group language instruction, and help ELs 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 extra support in managing their emotions, resolving conflicts, and interacting positively with their peers. Part-time instructional aides will help young learners by reinforcing positive behavior and teaching social skills, so they become an integral part of their classroom community and school. 6.Enhance student support by funding instructional aides in kindergarten general education classrooms to provide targeted small group and one-on-one instruction for unduplicated students	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Sustain funding for instructional aides supporting unduplicated special education students, ensuring access to individualized support 7.Provide targeted math, literacy, and English language development support for English Learners and unduplicated students across all content areas, under the guidance of a certificated teacher This is provided as a district-wide service, while principally directed at the needs of unduplicated students, benefits all students.	
1.9	**Action:** Recruitment and Retention Initiatives **Need:** Through educational partner engagement and data analysis, the district has identified significant and persistent achievement gaps among unduplicated student groups. Based on the 2025 California Dashboard, the district is in the Yellow performance level in English Language Arts (61.2 points below standard, +9 points) and Red in Mathematics (106.1 points below standard). Student group data indicates that English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other unduplicated groups continue to perform in the lowest performance levels, with no groups in the highest performance bands. School-level data shows that Banning High School, Nicolet Middle School, Central	Staff will provide unduplicated students the direct and indirect services listed below: This action will address the identified student groups' needs by ensuring all schools within Banning USD have access to highly qualified and effective teachers. Implementing this initiative district-wide provides opportunities for identified student groups to benefit from positive and engaging learning environments that promote student learning and achievement. In addition, highly effective teachers promote positive social and behavioral growth in their classrooms and at school. Additionally, a district-wide approach will ensure consistency and continuity in teaching quality across all schools. Recruitment and retention of high-quality teachers to ensure students receive effective, standards-aligned instruction Building staff capacity to implement evidence-based instructional strategies	Metrics: 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO).

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
	Elementary, Hemmerling Elementary, Hoffer Elementary, New Horizon High School, and Banning Independent Study have one or more student groups in the lowest performance level. Additionally, Hoffer Elementary School qualify for Additional Targeted Support and Improvement (ATSI) due to continued low performance in ELA and Mathematics. The College and Career Indicator (CCI) shows the district at 28.7% prepared (+5.4%), indicating that a majority of students—particularly English Learners, Homeless students, and Students with Disabilities—are not meeting readiness benchmarks. The English Learner Progress Indicator (ELPI) shows improvement (40.6% making progress, +8.5%), yet multiple sites—including Banning High, Nicolet Middle, Central, Hemmerling, and Hoffer—remain in the lowest performance level. The data demonstrate a critical need to improve instructional quality and consistency across the district, particularly for unduplicated students and students with disabilities. The 2025 Dashboard confirms that unduplicated student groups continue to be overrepresented in the lowest performance levels across multiple indicators. Strengthening the recruitment and retention of high-quality teachers is essential to improving instructional outcomes, closing achievement gaps, and ensuring all students are prepared for college and career.	Providing stable, highly qualified educators in classrooms serving the highest-need student groups Summary	

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
	The district conducts a "stay" survey in which staff were asked to discuss their reasons for working in our district and provides an opportunity for proactive staff discussions instead of waiting for exit interviews. The "stay" survey indicated that compensation is a key factor in job satisfaction and retention. This was echoed at several school site engagement meetings, and in student surveys which spoke to the impact of highly qualified teachers. Through the consideration of this data, it was determined that this action results in greater retention of highly qualified staff who positively impact student engagement and academic achievement. The district's goal is to increase student learning and achievement, as evidenced by the CA Dashboard and local measures. By recruiting and retaining highly effective teachers, the district expects to experience significant academic growth in all schools and student groups as evidenced by the California School Dashboard Indicators. **Scope:** LEA-wide		
1.10	**Action:** Career Technical Education (CTE) **Need:** Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist.	Employ CTE Teachers across various disciplines to address the following areas. Addressing Needs: • Technical Expertise and Employability Skills: Many unduplicated students (e.g., low-income students, English learners, homeless youth) lack access to programs that develop technical and employability	Metrics: 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.15 CTE Enrollment 1.16 CTE Post-secondary Survey

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
	College and Career preparation has shown improvement based on the 2025 California Dashboard, with the district now in the Yellow performance level and 28.7% of graduates prepared (+5.4%). While this reflects growth, a majority of students—particularly English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities—continue to demonstrate gaps in readiness. At the site level, Banning High School continues to have student groups performing below standard, including Hispanic students, English Learners, and Students with Disabilities. New Horizon High School shows continued low performance across All Students, Hispanic students, and Socioeconomically Disadvantaged students. Banning Independent Study continues to have low rates of preparedness and does not meet Dashboard thresholds for a performance color. Critical needs related to this 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, attendance, and reducing dropout rates through practical, engaging, hands-on learning.	skills. Employing CTE teachers in fields such as Theater, Technical Theater, Digital Film, Automotive, Construction, and Public Service 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 increase student engagement and motivation. • College and Career Readiness: • 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 after graduation. This action is provided as a district-wide service that is principally directed at the needs of unduplicated students but benefits all students.	1.17 Percentage of Students Completing CTE Programs 1.19 Percentage of Students Completing UC/CSU A-G Entrance Requirements and CTE Programs

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	3.Technical Skills Development: Providing students with specific technical skills relevant to various industries. 4. Equity and Access: Ensuring unduplicated students have access to quality CTE programs. 5. Industry-Relevant Education: Aligning secondary education with current industry demands will enhance post-secondary employability rates. 6. Comprehensive Educational Experience: Offering a well-rounded education that includes both academic and vocational training. Implementing CTE programs at the secondary level addresses the preparation of 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 career technical education that equips them for life beyond high school. This action will support College and Career Readiness efforts district-wide. **Scope:** Schoolwide		

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1.12	**Action:** Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives **Need:** Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist. This action will support the schools and student groups who received the lowest performance level on the 2023 Dashboard Indicators. On the 2023 Dashboard High School Graduation rate, Banning Unified had White Students in the lowest performance group and Banning High School had Student with Disabilities in the lowest performance group. Even with growth, there still needs to be a focus on ensuring all students graduate from high school as well as being prepared for college and career. **Scope:** LEA-wide	Staff will provide unduplicated pupils the direct and indirect services listed below: 1. Comprehensive Counseling Support: Students require access to comprehensive counseling services to address their academic, behavioral, and social-emotional needs. Unduplicated students, including low-income students, English learners, homeless youth, and foster youth, often face additional challenges that necessitate targeted support. Employing counselors to provide academic and behavioral support, prioritizing social and emotional learning for unduplicated students which promotes student learning and achievement. 2. College Readiness and Academic Success: Students from diverse backgrounds need programs that prepare them for college and ensure their future success. This is particularly important for unduplicated students who may not have access to college readiness resources at home. AVID (Advancement Via Individual Determination) Program support across grades K-12, emphasizes academic learning and achievement for students from diverse backgrounds that promotes college and career readiness upon graduation. 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 students who might lack support systems and access to these resources.	Metrics: 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicator Prepared 1.15 CTE Enrollment 1.16 CTE Post-Secondary Survey 1.17 Percentage of Students Completing a CTE Program 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Completing UC/CSU A-G Entrance Requirements and CTE Programs 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification 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
		Employing a College and Career Readiness Counselor to oversee the High School Colleg/Career Center, offering comprehensive guidance and resources to students as they prepare for post-secondary education and career options. By addressing these identified needs through targeted actions and services, the school district can ensure that all student groups receive the necessary support and counseling services to promote holistic student growth, academic achievement, and social-emotional development to ensure students graduate from high school and are prepared college and career opportunities. This action is provided on a district-wide basis due to comprehensive counseling services and the AVID program are offered at all sites and all grade levels. Though based at the high school, the college and career counselors support district-wide initiatives which impact college and career readiness at all grade levels. To address these needs, the district will strengthen counseling and support systems by: Providing secondary counselors to support students academically, behaviorally, and socially Expanding TK–12 AVID programs to build college and career readiness skills Adding a College and Career Readiness Counselor to support postsecondary planning, financial aid awareness, and career exploration Counseling efforts will focus onImproving graduation rates, especially for Students with	

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		Disabilities and White students, Increasing college and career readiness, especially for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless students, and Hispanic students	
1.13	**Action:** Optimizing Class Sizes for Enhanced Learning Support **Need:** Through educational partner engagement and analysis of the 2025 California Dashboard, it was determined that significant and persistent achievement gaps continue to exist among unduplicated student groups. The district is in the Yellow performance level in English Language Arts (61.2 points below standard, +9 points) and Red in Mathematics (106.1 points below standard). Student group data shows that English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other unduplicated groups remain overrepresented in the lowest performance levels, with no student groups performing in the Green or Blue levels. School-level data indicates that Banning High School, Nicolet Middle School, Central Elementary, Hemmerling Elementary, Hoffer Elementary, New Horizon High School, and Banning Independent Study have one or more student groups performing below standard.	Based on the 2025 California Dashboard, unduplicated pupils—including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities—continue to perform in the lowest levels in English Language Arts and Mathematics, indicating a need for more targeted and differentiated instruction. Reducing class sizes through the addition of elementary teachers beyond contractual ratios (TK–5) directly addresses this need by allowing teachers to provide more individualized instruction, small group support, and timely interventions. This increased attention is especially critical for unduplicated students, who require additional academic and instructional support to meet grade-level standards. Smaller class sizes also enable teachers to closely monitor student progress, adjust instruction based on data, and implement effective strategies to support learning, particularly in Mathematics where performance is lowest. This action is provided on an LEA-wide basis to ensure that all unduplicated students across the district have equitable access to high-quality instruction and support, regardless of school site.	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative EL Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO).

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	Additionally, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement (ATSI) due to continued low performance in ELA and Mathematics. While the English Learner Progress Indicator (ELPI) shows improvement (40.6% making progress, +8.5%), multiple sites remain in the lowest performance level. The data demonstrate that unduplicated pupils require Increased access to differentiated instruction aligned to their academic needs, More individualized and small group support to address learning gaps, Ongoing progress monitoring and timely interventions to support growth toward grade-level standards and Additional targeted support in Mathematics, where performance remains lowest. The 2025 Dashboard data confirms that maintaining optimal class sizes is essential to improving outcomes for unduplicated students. By reducing class sizes and strengthening instructional support, the district will enhance student learning, close achievement gaps, and increase progress toward grade-level standards. **Scope:** LEA-wide	Implementing this action district-wide is beneficial for several reasons: 1. Consistency in Educational Quality: Ensures uniform implementation of curriculum standards across all schools. 2. Equitable Access to Resources: Provides academic and behavioral supports for unduplicated students especially students with disabilities in every school. 3. Holistic Student Support: Offers comprehensive supports to enhance academic and social-emotional learning 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: Improves academic achievement 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 students and students	

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		with disabilities, receive the high-quality education and the necessary supports to thrive academically and personally. This comprehensive approach promotes equity as well as improved student engagement and academic achievement across the entire district, benefiting students, teachers, and the broader educational community.	
1.14	**Action:** Peer Assistance and Review (PAR) Program **Need:** Analysis of the 2025 California Dashboard indicates that unduplicated student groups continue to experience persistent achievement gaps across multiple indicators, demonstrating the need to strengthen teacher effectiveness and first instruction. The district is in the Yellow performance level in English Language Arts (61.2 points below standard, +9 points) and Red in Mathematics (106.1 points below standard). Student group data shows that English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other unduplicated groups are overrepresented in the lowest performance levels, with no student groups performing in the Green or Blue levels. The College and Career Indicator (CCI) shows 28.7% of students prepared (+5.4%), and the English Learner Progress Indicator (ELPI) shows 40.6% making progress (+8.5%). Despite growth, gaps persist for English Learners, Long-Term English Learners, Homeless students, Hispanic students, and Students with Disabilities, indicating that many	By supporting teachers, with effective classroom management and instructional strategies, unduplicated students have access to high-quality first best instruction. Analysis of the 2025 California Dashboard shows that unduplicated student groups continue to experience achievement gaps across multiple indicators. The district is in the Yellow performance level in ELA (61.2 points below standard) and Red in Mathematics (106.1 points below standard), with unduplicated students overrepresented in the lowest performance levels. Additionally, CCI (28.7% prepared) and ELPI (40.6% making progress) indicate that many students are not meeting readiness benchmarks. The data highlight the need to strengthen instructional quality and consistency across classrooms. The Peer Assistance and Review (PAR) Program addresses this need by providing coaching, mentorship, and evaluation to improve teacher effectiveness, support data-driven instruction, and ensure implementation of standards-aligned, high-quality teaching practices. This action is provided on an LEA-wide basis to ensure all students—particularly unduplicated	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO)

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	students are not meeting grade-level standards or readiness benchmarks. School-level data further reflects that Banning High School, Nicolet Middle School, Central Elementary, Hemmerling Elementary, Hoffer Elementary, New Horizon High School, and Banning Independent Study have student groups performing in the lowest levels across indicators. The data demonstrate a critical need to improve instructional quality and consistency across classrooms, particularly for unduplicated pupils. Students who are not meeting standards require strong, standards-aligned first instruction, effective differentiation, and targeted support. The Peer Assistance and Review (PAR) Program addresses this need by: Strengthening teacher effectiveness through coaching, mentorship, and evaluation Ensuring consistent implementation of standards-based, high-quality instruction Supporting teachers in using data to inform instruction and intervention Improving classroom practices to better meet the needs of English Learners, Students with Disabilities, and other unduplicated groups The 2025 Dashboard data confirms that unduplicated students continue to experience gaps in academic achievement and readiness. Strengthening teacher capacity through the PAR Program is essential to ensuring effective first instruction, improved student outcomes,	pupils benefit from strong first instruction, leading to improved academic outcomes, graduation rates, and college and career readiness.	

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	and progress toward grade-level standards, graduation, and college and career readiness. In order to ensure unduplicated students, have equitable access to first best instruction, Banning USD will provide Peer Assistance and Review (PAR) opportunities for identified teachers. 1. Guidance and Support for Teachers: Structured mentorship offers training and 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 to promote academic achievement in meeting grade-level standards. 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 curricular standards. By addressing these needs, the PAR program aims to enhance teacher effectiveness, which in turn improves student achievement. The		

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	focus of this action is on the unduplicated students to ensure they have access to engaging learning environments and high-quality instruction with the necessary supports to promote student learning and achievement which benefits all students. **Scope:** LEA-wide		
1.15	**Action:** Strategic Collaboration for Data-Driven Student Success **Need:** Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist. Analysis of the 2025 California Dashboard indicates that unduplicated student groups continue to demonstrate persistent achievement gaps across multiple indicators. The district is in the Yellow performance level in English Language Arts (61.2 points below standard, +9 points) and Red in Mathematics (106.1 points below standard). Student groups including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, American Indian, Homeless, and students of Two or More Races are overrepresented in the lowest performance levels. Additionally, the College and Career Indicator (CCI) shows 28.7% of students prepared	Implementing this action district-wide is beneficial for several reasons: • Consistency: Ensuring all teachers, regardless of school, have opportunities for collaboration which fosters a consistent implementation of curriculum standards especially essential standards, assessments, data analysis, and interventions which promote equitable learning for all students across the district. This consistency is critical for improved student academic achievement as well as meeting grade-level standards, graduation requirements, and college and career preparedness. • Scalability of Best Practices: District-wide implementation allows successful strategies and programs developed in one school to be scaled and adapted across all schools, maximizing the impact of best practices. • Comprehensive Impact: Addressing educational disparities and needs at a	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicatory Prepared 1.15 CTE Enrollment

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	(+5.4%), and the Graduation Rate is 83.9% (-2.1%), indicating a need to strengthen systems that support student progress toward graduation and postsecondary readiness. The data demonstrate a critical need to strengthen teacher collaboration, data analysis, and targeted intervention systems to improve outcomes for unduplicated students. This action is partially supported by the Learning Recovery Emergency Block Grant (LREBG) in the amount of $315,000. Renaissance supports literacy growth, particularly for struggling readers and English Learners (Renaissance Learning, 2024) ESGI enables early identification and intervention through continuous progress monitoring (Fuchs & Fuchs, 2006) i-Ready Personalized Instruction has been shown to produce greater learning gains, particularly for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students (Curriculum Associates, 2020) The 2025 Dashboard data confirms the need for intentional collaboration, data-driven instruction, and targeted interventions. By providing time, staffing support, and research-based tools, the district will strengthen instructional practices and accelerate achievement for unduplicated students. Identifying the need for providing teachers with time for collaboration on curricular standards,	district level ensures there is a systematic implementation of curriculum and essential standards across all schools ensuring all students have access to high-quality instruction that promotes student learning and achievement. • Community Engagement: A district-wide approach strengthens community trust and support of Banning USD schools by demonstrating a commitment to equity and excellence in education, thereby boosting overall community support of all local schools. This action addresses these needs by providing structured collaboration time, supported by resident substitutes, allowing teachers to analyze data, align instruction, and plan targeted interventions without disrupting classroom learning. The use of evidence-based programs (i-Ready, Renaissance, Amira, and myON) further supports differentiated instruction and accelerates learning for unduplicated students. This action is provided on an LEA-wide basis to ensure consistent implementation of effective instructional practices across all sites, benefiting unduplicated pupils by improving academic achievement, supporting progress toward graduation, and increasing college and career readiness outcomes. This action not only addresses the specific educational needs of unduplicated students but also promotes a culture of academic success and a focus on teacher professionalism in the community.	1.16 CTE: Post Secondary Survey: Work in Related CTE Area 1.17 CTE Program Completion 1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) and CTE Program 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate

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	curriculum pacing, data analysis, assessment results, and interventions, to increase student learning and achievement as well as to increase students meeting grade-level standards, graduation requirements, and college and career readiness can be anchored around several core issues: 1. Closing the Achievement Gap: There are observable disparities in academic performance between student groups. Addressing these disparities requires the focus on essential standards, use of formative assessments, 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 learning needs. 3. Curriculum Consistency: Inconsistencies in curriculum implementation, pacing and delivery across different classrooms lead to unequal learning opportunities. Collaboration helps ensure all teachers are implementing essential curricular standards and assessments to promote student learning and achievement. 4. Effective Interventions: There is a need to design and implement interventions for students who are falling behind and in danger of not meeting grade-level standards. Collaborative planning allows for the sharing of		

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	best practices and resources, enhancing the effectiveness of these interventions. 5. Professional Development: Teachers need ongoing professional development to stay abreast of educational best practices and learn new strategies for engaging students and improving student achievement to promote student learning and achievement. 6. Resource Allocation: Ensuring curricular resources are available for all teachers to utilize in their instruction requires collaborative planning and review. 7. Engagement and Retention: Implementation of engaging instructional strategies promote student learning and achievement of grade-level standards. Collaborative efforts need to be focused on the development of instructional strategies to promote student engagement and learning. By addressing these needs, schools will increase student engagement and academic achievement for identified student groups. **Scope:** LEA-wide		
2.1	**Action:** Student Well Being Initiatives **Need:**	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	2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments

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
	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 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	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.	Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)

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
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. Banning USD has 34.7% chronic absenteeism, and Panorama 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	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. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students by improving the attendance of all learners.	2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)

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
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 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	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. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, benefits all students by improving the attendance of all learners and enhancing safety.	2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)
2.4	**Action:** Administrative Support	Staff will provide unduplicated pupils the direct and indirect services. The implementation of these actions district-wide will significantly enhance	2.1 Panorama: Adults Really Care About Children

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
	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 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.	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.	2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)

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
	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-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.	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, strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically, behaviorally, and emotionally.	2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion 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
	Scope: LEA-wide		
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; 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 Panorama 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	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 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.	2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA) 2.7 Percentage of Facilities Meeting Good Repair Standard

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
2.8	**Action:** Student Enrichment and Academic Support Initiative **Need:** Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and persistent achievement gaps exist. For example unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. English Learners are -96.6 DFS in ELA. In math, SED, Homeless and ELS are red at some secondary schools (BHS: SED, NMS: HOM, EL, SED). College and Career preparation also lags behind the district: Homeless - 6.7% and EL 4.3%). Through the engagement process we identified a need for increased afterschool programs for secondary students. Students who participate in these programs take advantage of greater access library, greater participation in tutoring, safe and quiet home work spaces and forge strong school connections. 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.	Staff will provide unduplicated pupils the direct and indirect services listed below. These actions are designed to comprehensively address the needs 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.	2.1 Panorama: Adults Really Care About Children 2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA) 2.8 Sports Participation

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
	2. High School Athletic Clerk to Assist with Clerical Tasks Related to Athletics: Efficient 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	This action is provided as LEA wide as the majority of the initiatives are provided at all schools.	

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
	Contributions to Student Enrichment Programs: Educators who lead enrichment programs often go above and beyond their 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		
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 on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged;	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. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, these services will improve home school communication and connectedness for all students.	3.1 Spring Parent Survey (Panorama) 3.2 Approved Parent Volunteers 3.3 Parent attendance at school and district committees including DPAC, DELAC, School site council 3.4 Parent workshops per month 3.6 Parental Involvement (Dashboard Local Indicator)

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: 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. 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	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. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, these services will improve home school communication and connectedness for all students.	3.1 Spring Parent Survey (Panorama) 3.3 Parent attendance at school and district committees including DPAC, DELAC, School site council 3.5 District wide social media and mass messaging communications to parents

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
	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:** LEA-wide		3.6 Parental Involvement (Dashboard Local Indicator)

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 Learners **Need:** The district has identified English Learner progress and reclassification as a major focus area for the 2025–26 school year based on analysis of the most recent California Dashboard data and educational partner input. The 2025 California Dashboard indicates that the district's overall English Learner Progress Indicator (ELPI) is in the Yellow performance level, with 40.6% of English Learners making progress toward English proficiency, reflecting an increase of 8.5 percentage points from the previous year. While this increase demonstrates positive growth, performance remains below desired levels, and a significant percentage of English Learners are not yet making sufficient progress toward proficiency, particularly when considering reclassification rates and long-term English Learner outcomes. Additionally, Long-Term English Learner data indicates minimal representation in higher performance levels, with the majority of students not yet reaching Green or Blue performance bands, further emphasizing the need for targeted supports.	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 English language proficiency, which will promote academic achievement in English and mathematics, improve English Learner reclassification rates, and increase English Learner Progress on the Dashboard. This action will ultimately increase graduation rates and college and career readiness. Support staff plays a crucial role in implementing evidence-based strategies, monitoring student progress, and facilitating data-driven decision-making processes to address the specific language and literacy needs of the English Learners districtwide. Strengthen Designated and Integrated ELD instruction across all sites Increase reclassification rates, particularly for Long-Term English Learners Provide targeted professional development focused on language acquisition strategies Utilize data systems to monitor English Learner progress and adjust instruction Implement targeted intervention systems aligned to both language development and academic content	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded 1.2 CAASPP ELA Distance From Standard 1.4 Formative ELA Assessment Data 1.5 CAASPP Math Percentage Met or Exceeded 1.6 CAASPP Math Distance From Standard 1.8 Formative Math Assessment Data 1.9 CAST Distance From Standard 1.10 High School Graduation Rate 1.11 High School Dropout Rate 1.12 Middle School Dropout Rate 1.14 College and Career Indicator Prepared 1.15 CTE Enrollment 1.16 CTE: Post Secondary Survey: Work in Related CTE Area 1.17 CTE Program Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Arts (ELA) – English Learners Based on multi-year Dashboard trends (2023–2025), English Learners and Long-Term English Learners continue to perform in the lowest performance level in ELA, demonstrating a significant distance from meeting grade-level standards. Although the district has demonstrated growth in English Learner progress (+8.5%), the data indicates that: Only 40.6% of English Learners are making progress, leaving a majority not on track toward proficiency Multiple sites remain in the lowest performance level Long-Term English Learners are not progressing into higher performance bands English Learners continue to perform in the lowest levels in ELA and Math **Scope:** Limited to Unduplicated Student Group(s)	Research findings lead us to recommend that decision-makers: • focus on the language and literacy needs of their EL students, • ensure that schools use the most effective instructional strategies and curricula and take into account the specific language needs of ELs regardless of the instructional model selected for implementation. Although instructional programs for teaching ELs may focus alternately on native language and English-only use, effective strategies have much in common: • a focus on oral language development, such as opportunities to practice English in the classroom, building on students' background knowledge, • cooperative learning, • explicit instruction in the elements of English literacy, • differentiated instruction, • the use of graphic organizers as a comprehension strategy, and • a focus on academic language. Decision-makers should look both at the language of instruction (i.e., bilingual or English-only), and at an instructional program's specific elements to ensure that ELs receive the optimal instruction to facilitate their English language and literacy development as well as their academic success. (Instructional Models and Strategies for Teaching English Language Learners, Ani C. Moughamian, Mabel O. Rivera, David J. Francis, Center on Instruction at RMC Research Corporation, 2009).	1.18 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) 1.19 Percentage of Students Meeting UC/CSU Entrance Requirements (A-G) and CTE Program 1.20 AP Enrollment, Participation and Pass Rates 1.21 Percentage of Students Meeting EAP 1.22 AVID Enrollment 1.23 English Learner Progress Indicator 1.24 EL Reclassification Rate

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

1.3 Enhancing Educational Quality through Strategic Staffing
Elementary physical education teachers are provided all schools to provide opportunities for data analysis and planning to include interventions focused on achievement of unduplicated students. In addition to the elementary PE teachers, middle school visual and performing arts teachers and a high school orchestra teacher is provided to cultivate artistic expression and creativity enriching unduplicated students' school experience.

1.6 English Learner (EL) Program Support
The EL program support will provide additional services for designated English Learners districtwide to increase and improve English language proficiency as well as overall academic achievement with a focus on English Language Arts and Mathematics.
This action provides Bilingual Aides to support classroom instruction, facilitate communication between teachers and English Learner (EL) students, and provide targeted assistance to EL students in navigating academic content and language acquisition challenges.

1.10 Career Technical Education
This action is focused on offering unduplicated students with the CTE courses to promote technical expertise and employability skills to prepare students for college and career pathways.

1.15 Strategic Collaboration for Data-Driven Student Success
This action provides resident substitute teachers for teachers with additional time for collaboration on curricular standards, curriculum pacing, data analysis, assessment results, and interventions to increase unduplicated students learning and achievement as well as to increase students meeting grade-level standards, graduation requirements, and college and career readiness.

Goal 2: Cultivate a Safe and Healthy Learning Environment

2.1 Student Well Being Initiatives
This action provides Mental Health Therapists who 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.

2.2 Improving Student Attendance
This action provides bilingual clerks to engage with the community and families to promote student attendance, home-to-school connections, and parent involvement.

2.3 Supplemental School Personnel
This action will provide site staff to support student attendance and health to increase academic and positive behavior intervention services for unduplicated students.

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.

The following support is provided in this action:
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.

2.5 Safety and School Connectedness
This action will provide middle and high school activities teachers will be provided to enhance school environments and increase student connectedness of unduplicated students.

2.7 Alternative Learning Center
Provide an instructional aide to support academic achievement for at-promise unduplicated students with significant behavioral issues to improve performance on General Education objectives.

2.8 Student Enrichment and Academic Support Initiative
Provides athletic trainer to promote student well-being and access to athletics. This action supports unduplicated students' participation in athletics.

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	18.5.:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	19.8:1

2026-27 Total Planned 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	48,617,822	20,094,122	41.331%	0.000%	41.331%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,817,376.00	$3,164,334.00	$0.00	$769,069.00	$32,750,779.00	$29,537,445.00	$3,213,334.00

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	$2,145,833.00	$0.00		$2,145,833.00			$2,145,833.00	
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	$35,600.00	$71,000.00	$106,600.00				$106,600.00	
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	$845,368.00	$0.00	$845,368.00				$845,368.00	
1	1.4	Technology Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$678,129.00	$3,520.00	$681,649.00				$681,649.00	
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	$436,922.00	$0.00	$436,922.00				$436,922.00	
1	1.6	Strengthening Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$665,798.00	$50,000.00	$665,798.00	$45,000.00		$5,000.00	$715,798.00	
1	1.7	Empowering Educators to Enhance English Language Learner Support for ELs and LTELs	Students with Disabilities Long-Term English Language Learners (LTELs)	No			All Schools	Ongoing	$175,993.00	$5,000.00		$156,482.00		$24,511.00	$180,993.00	
1	1.8	Kindergarten Instructional Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elemetary Sites Transitional Kindergart	Ongoing	$918,392.00	$5,000.00	$918,392.00			$5,000.00	$923,392.00	

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
							en - Grade 1									
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	$811,038.00	$0.00	$811,038.00				$811,038.00	
1	1.10	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	Ongoing	$499,042.00	$0.00	$499,042.00				$499,042.00	
1	1.11	SPSA Allocations	All African Americans, American Indians, English Learners, Foster Youth, Homeless Youth, students of multiple races, students of disadvantaged economic backgrounds, students with disabilities, and students from nonstable home environments	No			All Schools	Ongoing	$0.00	$316,140.00				$316,140.00	$316,140.00	
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	$588,056.00	$47,900.00	$588,056.00			$47,900.00	$635,956.00	
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	$2,073,252.00	$0.00	$2,073,252.00				$2,073,252.00	
1	1.14	Peer Assistance and Review (PAR) Program	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$12,558.00	$3,000.00	$15,558.00				$15,558.00	

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			Low Income										
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	$2,321,687.00	$450,000.00	$2,321,687.00	$450,000.00			$2,771,687.00	
1	1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	All	No			All Schools	Ongoing	$8,723,254.00	$0.00	$8,723,254.00				$8,723,254.00	
1	1.17	Direct Technical Assistance	All	No			All Schools	Ongoing	$15,069.00	$0.00		$15,069.00			$15,069.00	
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	$1,109,536.00	$149,050.00	$1,109,536.00	$110,000.00		$39,050.00	$1,258,586.00	
2	2.2	Improving Student Attendance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$672,470.00	$0.00	$672,470.00				$672,470.00	
2	2.3	Supplemental School Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,086,695.00	$0.00	$1,086,695.00				$1,086,695.00	
2	2.4	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,331,974.00	$0.00	$1,331,974.00				$1,331,974.00	
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	$522,163.00	$429,500.00	$951,663.00				$951,663.00	
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	$2,234,815.00	$37,720.00	$2,272,535.00				$2,272,535.00	
2	2.7	Alternative Learning Center	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Student Enrichment and Academic Support Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,326,307.00	$1,155,862.00	$2,358,813.00	$123,356.00			$2,482,169.00	
2	2.9	SPSA Allocations	All	No			All Schools	Ongoing	$0.00	$316,140.00				$316,140.00	$316,140.00	
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	$91,480.00	$3,000.00	$94,480.00				$94,480.00	

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
3	3.2	Parent and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$216,014.00	$36,580.00	$252,594.00				$252,594.00	
3	3.3	SPSA Allocations	All	No			All Schools	Ongoing	$0.00	$15,328.00				$15,328.00	$15,328.00	
4	4.1	Enhance Support and Opportunities for Alternative Education Students	All	No			Specific Schools: New Horizons and Banning Independent Study Schools Grades 9-12	Ongoing	$0.00	$91,226.00		$91,226.00			$91,226.00	
5	5.1	Enhance Early Learning Opportunities for Transitional Kindergarten Students	All	No			Specific Schools: Florida Street Discovery Center Transitional Kindergarten	Ongoing	$0.00	$27,368.00		$27,368.00			$27,368.00	

2026-27 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
48,617,822	20,094,122	41.331%	0.000%	41.331%	$20,094,122.00	0.000%	41.331 %	**Total:**	$20,094,122.00
								LEA-wide Total:	$18,010,890.00
								Limited Total:	$665,798.00
								Schoolwide Total:	$1,417,434.00

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	$106,600.00	
1	1.3	Enhancing Educational Quality through Strategic Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$845,368.00	
1	1.4	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,649.00	
1	1.5	Enhancing Academic Equity and Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,922.00	
1	1.6	Strengthening Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$665,798.00	
1	1.8	Kindergarten Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elemetary Sites Transitional Kindergarten - Grade 1	$918,392.00	

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	$811,038.00	
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	$499,042.00	
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	$588,056.00	
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,073,252.00	
1	1.14	Peer Assistance and Review (PAR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,558.00	
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,321,687.00	
2	2.1	Student Well Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,109,536.00	
2	2.2	Improving Student Attendance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$672,470.00	
2	2.3	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,086,695.00	
2	2.4	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,331,974.00	
2	2.5	Safety and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$951,663.00	

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	2.6	Secure, Safe, and Engaging Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,272,535.00	
2	2.8	Student Enrichment and Academic Support Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,358,813.00	
3	3.1	Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,480.00	
3	3.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,594.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$31,267,155.00	$29,748,193.24

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 Coaching Program	No	$1,952,832.00	$692,822.53
1	**1.2**	New Teacher Coaching: California Teacher Induction (CTI) Program	Yes	$111,541.00	$83,088.32
1	**1.3**	Enhancing Educational Quality through Strategic Staffing	Yes	$772,803.00	$781,879.79
1	**1.4**	Technology Support Staff	Yes	$792,503.00	$627,295.00
1	**1.5**	Enhancing Academic Equity and Achievement	Yes	$449,664.00	$436,149.67
1	**1.6**	Strengthening Support for English Learners	Yes	$498,994.00	$570,872.26
1	**1.7**	Empowering Educators to Enhance English Language Learner Support for ELs and LTELs	No	$168,151.00	0
1	**1.8**	Kindergarten Instructional Aides	Yes	$863,258.00	$896,534.99
1	**1.9**	Recruitment and Retention Initiatives	Yes	$1,536,652.00	$826,008.89
1	**1.10**	Career Technical Education (CTE)	Yes	$477,670.00	$528,059.62
1	**1.11**	SPSA Allocations	No	$324,020.00	$399,999.64

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	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	Yes	$669,596.00	$599,485.48
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	$1,298,756.00	$2,232,327.00
1	1.14	Peer Assistance and Review (PAR) Program	Yes	$15,504.00	0
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	$2,525,214.00	$2,291,210.40
1	1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	No	$8,614,602.00	$8,807,634
1	1.17	Direct Technical Assistance	No	$31,262.00	$10,140.70
2	2.1	Student Well Being Initiatives	Yes	$1,079,622.00	$1,055,385.01
2	2.2	Improving Student Attendance.	Yes	$616,489.00	$585,978.43
2	2.3	Supplemental School Personnel	Yes	$1,033,424.00	$1,029,218.85
2	2.4	Administrative Support	Yes	$1,313,191.00	$1,237,830.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Safety and School Connectedness	Yes	$913,151.00	$950,613.44
2	**2.6**	Secure, Safe, and Engaging Learning Environment	Yes	$2,076,334.00	$1,892,277.20
2	**2.7**	Alternative Learning Center	Yes	$38,769.00	0
2	**2.8**	Student Enrichment and Academic Support Initiative	Yes	$2,307,069.00	$2,458,260.57
2	**2.9**	SPSA Allocations	No	$324,020.00	$399,999.64
3	**3.1**	Parent and Community Involvement	Yes	$86,109.00	$75,577.82
3	**3.2**	Parent and Community Communication	Yes	$243,325.00	$249,957.55
3	**3.3**	SPSA Allocations	No	$14,036.00	$14,818.00
4	**4.1**	Enhance Support and Opportunities for Alternative Education Students	No	$91,226.00	$5,504.15
5	**5.1**	Enhance Early Learning Opportunities for Transitional Kindergarten Students	No	$27,368.00	$9,263.39

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,990,356	$19,042,174.00	$18,990,356.01	$51,817.99	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	1.2	New Teacher Coaching: California Teacher Induction (CTI) Program	Yes	$111,541.00	$83,088.32		
1	1.3	Enhancing Educational Quality through Strategic Staffing	Yes	$772,803.00	$781,879.79		
1	1.4	Technology Support Staff	Yes	$792,503.00	$627,295		
1	1.5	Enhancing Academic Equity and Achievement	Yes	$449,664.00	$436,149.67		
1	1.6	Strengthening Support for English Learners	Yes	$452,394.00	$562,618.08		
1	1.8	Kindergarten Instructional Aides	Yes	$858,258.00	$880,134.99		
1	1.9	Recruitment and Retention Initiatives	Yes	$1,536,652.00	$579,657.89		
1	1.10	Career Technical Education (CTE)	Yes	$477,670.00	$528,059.62		
1	1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	Yes	$639,296.00	$599,485.48		
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	$1,298,756.00	$2,232,327		
1	1.14	Peer Assistance and Review (PAR) Program	Yes	$15,504.00	0		

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	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	$2,191,814.00	$2,291,210.40		
2	2.1	Student Well Being Initiatives	Yes	$934,972.00	$908,735.01		
2	2.2	Improving Student Attendance.	Yes	$616,489.00	$585,978.43		
2	2.3	Supplemental School Personnel	Yes	$1,033,424.00	$1,029,218.85		
2	2.4	Administrative Support	Yes	$1,313,191.00	$1,237,830.90		
2	2.5	Safety and School Connectedness	Yes	$913,151.00	$950,613.44		
2	2.6	Secure, Safe, and Engaging Learning Environment	Yes	$2,076,334.00	$1,892,277.20		
2	2.7	Alternative Learning Center	Yes	$38,769.00	0		
2	2.8	Student Enrichment and Academic Support Initiative	Yes	$2,189,555.00	$2,458,260.57		
3	3.1	Parent and Community Involvement	Yes	$86,109.00	$75,577.82		
3	3.2	Parent and Community Communication	Yes	$243,325.00	$249,957.55		

2025-26 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)
$46,044,763	$18,990,356	0	41.243%	$18,990,356.01	0.000%	41.243%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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