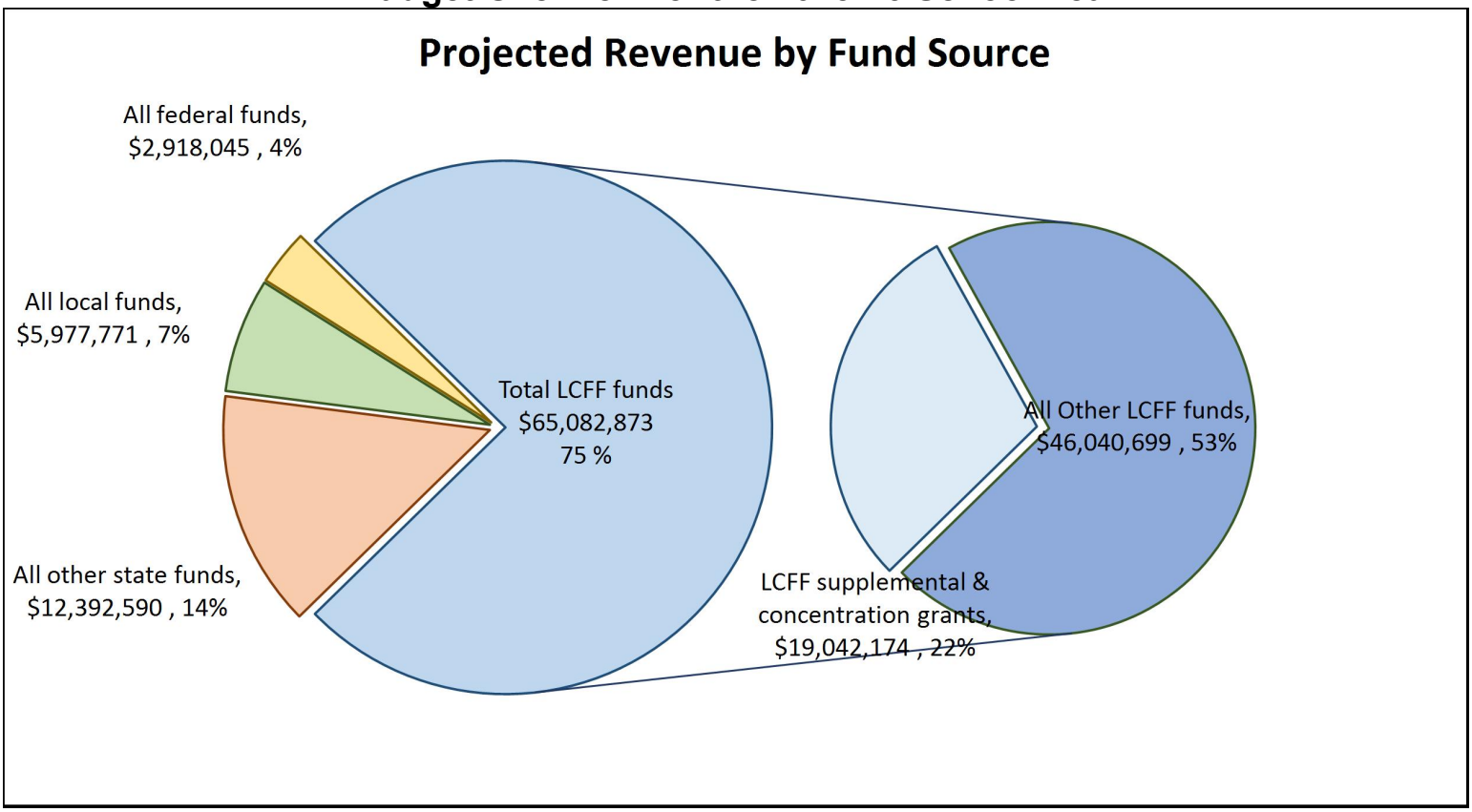
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banning Unified School District
CDS Code: 33-66985-0000000
School Year: 2025-26
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 2025-26 School Year

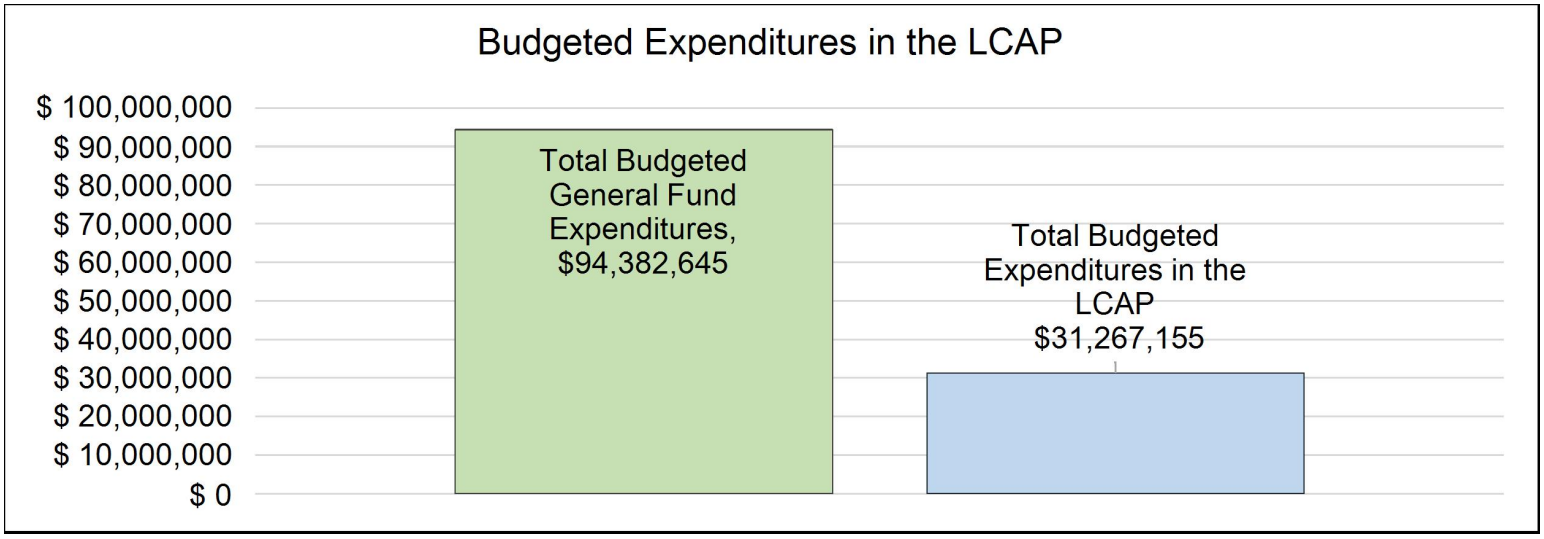


This chart shows the total general purpose revenue Banning Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Banning Unified School District is $86,371,279, of which $65,082,873 is Local Control Funding Formula (LCFF), $12,392,590 is other state funds, $5,977,771 is local funds, and $2,918,045 is federal funds. Of the $65,082,873 in LCFF Funds, $19,042,174 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 2025-26. 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 $94,382,645 for the 2025-26 school year. Of that amount, $31,267,155 is tied to actions/services in the LCAP and $63,115,490 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

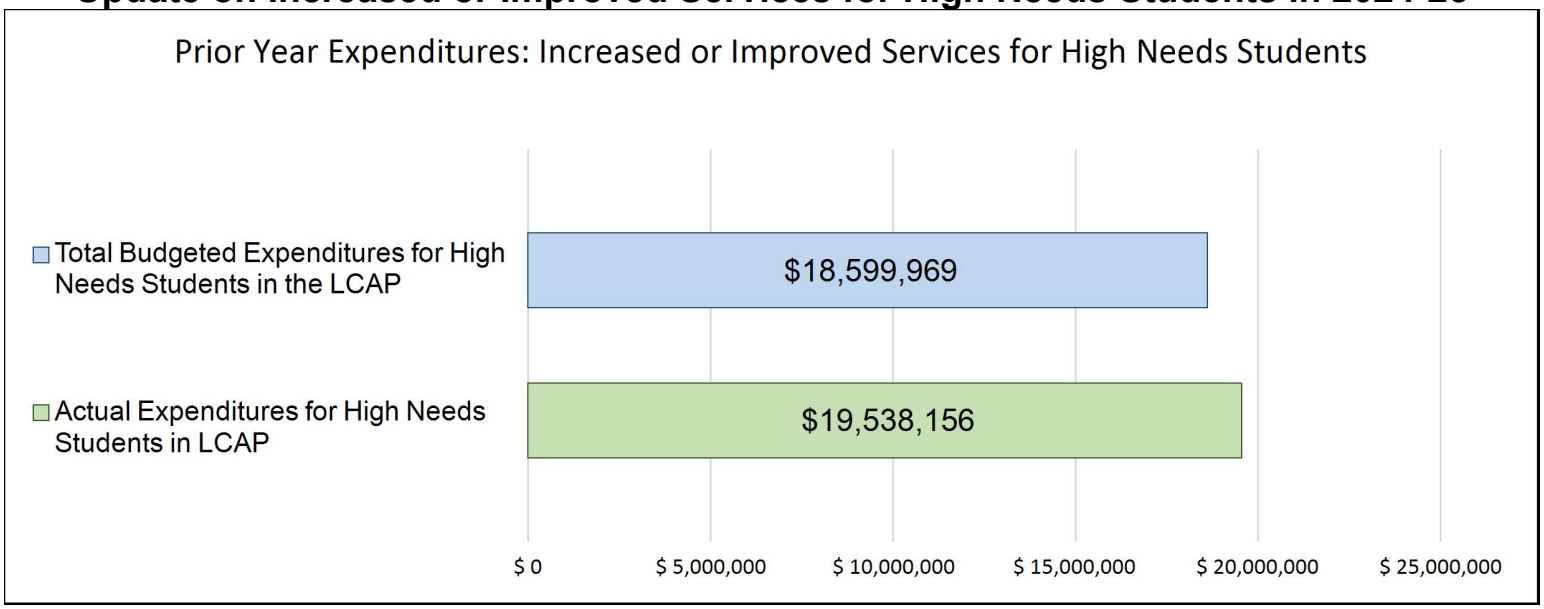
The General Fund Budget Expenditures for the school year encompass a variety of essential operational costs and district-wide necessities that fall outside the scope of the Local Control and Accountability Plan (LCAP). Among these are the administrative costs, which cover the salaries and benefits of district-level administrative personnel, such as superintendents, financial officers, and support staff. Additionally, a significant portion of the budget is allocated to facilities maintenance, ensuring that school buildings and grounds are well-maintained, with necessary repairs, utilities, and custodial services.
Transportation expenses also play a crucial role in the budget, including the costs associated with student transportation services, bus maintenance, fuel, and driver salaries. Non-instructional supplies and services are another critical area, encompassing the purchase of supplies and materials that support the district's overall operation but are not directly tied to instructional programs.
The budget also addresses investments in the district's technology infrastructure, which includes hardware, software, network maintenance, and cybersecurity measures to ensure a robust and secure technological environment.
Lastly, the budget accounts for insurance and legal services, covering the costs of liability insurance, property insurance, and any legal services required by the district. These expenditures are vital for maintaining a safe, functional, and supportive educational environment for both students and staff, ensuring the smooth and effective operation of the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Banning Unified School District is projecting it will receive $19,042,174 based on the enrollment of foster youth, English learner, and low-income students. Banning Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Banning Unified School District plans to spend $19,042,174 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 2024-25



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 2024-25, Banning Unified School District's LCAP budgeted $18,599,969 for planned actions to increase or improve services for high needs students. Banning Unified School District actually spent $19,538,156 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

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.

The Banning Unified School District is located in Riverside County, California, and serves approximately 4,237 students living in a three-hundred square mile area that encompasses the City of Banning, and the communities of Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation.

Banning is considered a high-poverty district with approximately 87.2% (3696) of the students are Free Meal qualified. The BUSD students are characterized by several risk factors: 92% (3899) of the student population is Socioeconomically Disadvantaged; 17.9% (760) English Learners; 17% (720) Students with Disabilities; 0.9% (39) placed in Foster Care placements; 7% (298) are Homeless Youth. Banning Unified School District is represented by the following ethnic distribution: 74.9% Hispanic or Latino students, 9.2% White, 6.6% African American, 3.2% Two or More Races, 1.7% American Indian or Alaska Native, Asian 3.5% and at 1% or less each from Filipino, and Pacific Islander ethnicities. It is important to note that the District has a 14.8% non-stability rate with is 6% higher than the state rate and 4% higher than the Riverside County rate. This results in approximately 630 of the 4237 students who do not complete a full year of education in Banning Unified School District.

The numbers of students who are Socioeconomically Disadvantaged, English Learners, and are in non-stable environments have a compounding negative impact on the ability for students to make educational progress and achieve grade-level standards as well as promote graduation and college and career readiness in Banning Unified School District.

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

The District offers a variety of supports. All elementary schools are supported by teacher specialist who provide intervention and assistance with instruction to help students who are struggling in English language arts and/or mathematics. At the secondary level, we have two instructional coaches, one in Mathematics and one in English Language Arts, who support teachers with instruction, data analysis, data disaggregation, and with strategies to support students who are struggling. The district offers Alternative to Suspension (ATS) classrooms to assist students with restorative practices to improve behavior which enhance the classroom learning environment. Schools offer services Marriage and Family Therapists (MFT)s to work with students on campus with behavior issues so students can successfully engage in the school and classroom setting. In addition, schools have additional counseling staff who provide academic, behavioral, and emotional support to ensure students have the necessary supports in school to be successful and achieve grade level standards. These additional intervention teachers and counselors provide more opportunities for BUSD's students to improve personally and academically. At Central Elementary and Nicolet Middle School, the District offers the dual immersion language program in English and Spanish. Special education offers a full range of programs.

Additionally, Banning Independent Study and New Horizons High School are Equity Multiplier funding recipients. This is a result of these schools having non-stability rates higher than 25% and socioeconomically disadvantaged student populations greater than 70%.

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 Reflections

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

Academic Performance

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

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

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

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

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

- Hoffer: Red

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

- White: Red
- Banning High: SWD subgroup Red

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

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

This data indicates a need for focused efforts to improve our college and career readiness programs to prepare our students for 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 subgroups at Banning High, as well as the red ratings for New Horizons and Banning Independent Study, there is a clear need to bolster our college and career readiness programs. Enhancing these programs will ensure that our students are better prepared for their futures.

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

The following 2024-25 key initiatives have been included to support the needs of unduplicated pupils

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

2025-26 LCAP Annual Performance Reflections

Reflecting on Banning Unified School District and each of the school's annual performance involves a comprehensive analysis of the California School Dashboard (Dashboard) along with local data. This review helps staff identify strengths, areas for improvement, and strategies for enhancing student learning and success.

Academic Performance

English Language Arts (ELA)

District ELA performance has declined to Overall Red from Overall Orange, due to maintained progress with a slight growth of 2.3 points. ELA performance is currently 70.3 points below standard.

There are significant areas of concern:

- Long-Term English Learners (LTELs) are Red with 146 points below standard (decline of 11.1 points).
- English Learners (ELs) are Red with 93.9 points below standard (maintained at +2.7 points).
- Hispanic is Red with 71.6 points below standard (Maintained at +2.9 points).
- Native American is Red with 117.5 points below standard (decline of 3.2 points).
- Students with Disabilities (SWD) are Red with 125.3 points below standard (maintained at +2 points).

- Banning High has made growth to Overall Orange from Overall Red. ELs are Red with 141 points below standard (decline of 3.1 points).
- Nicolet Middle has made growth to Overall Orange from Overall Red. LTELs are Red with 145.6 points below standard (decline of 11 points); SWD are Red with 163.6 points below standard (decline of 12.2 points); and White with 91.6 points below standard (decline of 11.6 points).
- Hoffer Elementary has moved to Overall Orange from Overall Yellow. ELs are Red with 103 points below standard (decline of 35.9 points); Hispanic is Red with 74.7 points below standard (decline of 8.1 points); and SWD is Red with 105.5 points below standard (decline of 6.6 points).
- Banning Independent Study is Overall Red with 93.5 points below standard (decline of 9.8 points). Hispanic is Red with 91 points below standard (decline of 10 points) and SED is Red with 93.6 points below standard (decline of 9.6 points).

Mathematics

District Mathematics performance has declined to Overall Red from Overall Orange, due to maintained progress with a slight growth of 2.8 points. Math performance is currently 108.8 points below standard.

There are significant areas of concern:

- Long-Term English Learners (LTELs) are Red with 194.4 points below standard (decline of 9.1 points).

- English Learners (ELs) are Red with 123.8 points below standard (maintained at +2.6 points).
- Homeless are Red with 127.6 points below standard (maintained at +0.6 points).
- White are Red with 96.2 points below standard (maintained at -1.9 points).

- Nicolet Middle has made growth to Overall Orange from Overall Red. LTELs are Red with 198.9 points below standard (decline of 16 points); ELs are Red with 164.6 points below standard (maintained at +1 point); Homeless is Red with 176.1 points below standard (decline of 8.7 points); and Asian with 100.1 points below standard (decline of 3.5 points).
- Central Elementary is Overall Yellow, but SWD is Red with 127.8 points below standard (maintained at +1.7 points).
- Hemmerling Elementary has moved to Overall Orange from Overall Yellow. SWD is Red with 130.3 points below standard (decline of 10 points).
- Hoffer Elementary has moved to Overall Orange from Overall Yellow. ELs are Red with 103.4 points below standard (decline of 26.8 points) and SWD is Red with 124.1 points below standard (decline of 21.6 points).

English Learner Progress Indicator (ELPI):

District English Learners (EL) progress has declined to Overall Red from Overall Green, due to 32.1% of students making progress with a decline of 19.7%. In addition, LTELs are Overall Red due to 31% of students making progress with a decline of 21.4%.

- Banning High has moved to Overall Red from Overall Green with 26.6% of ELs making progress (decline of 21%). In addition, LTELs are Red due to 26.1% of students making progress with a decline of 22.5%.
- Nicolet Middle has moved to Overall Red from Overall Green with 36.1% of ELs making progress (decline of 17.3%). In addition, LTELs are Red due to 34.5% of students making progress with a decline of 22.5%.
- Central Elementary has moved to Overall Red from Overall Blue with 33.6% of ELs making progress (decline of 24.8%).
- Hemmerling Elementary has moved to Overall Red from Overall Blue with 29.5% of ELs making progress (decline of 31.8%).
- Hoffer Elementary continues to be Overall Red with 27.3% of ELs making progress (decline of 6.6%).

Graduation Rates

Banning USD's graduation rate has made growth to Overall Green from Overall Yellow due to an overall graduation rate of 86% with an increase of 2.3%.

- Banning High has made growth to Overall Green from Overall Orange due to a graduation rate of 87.5% with an increase of 1.3%. There is no student group rated Red.
- New Horizons High continues to be Overall Yellow with a graduation rate of 72% with an increase of 1.6%. There is no student group rated Red.

- Banning Independent Study has no performance color due to its' small size but has a 100% graduation rate with an increase of 13.3%. This is an area of celebration.

College and Career Readiness

District College and Career Readiness is rated Overall Orange from Low due to 19.6% students being prepared (decline of 6.4%). There is no student group rated Red.

- Banning High is Overall Orange from Low due to 24% of students being prepared (decline of 8.5%). Hispanic student group is Red with 23.2% prepared (decline of 9.8%).
- New Horizons High is Overall Red from Very Low due to 0% students being prepared (decline of 1.9%). Hispanic and SED student groups are Red with 0% prepared and maintained with 0% growth.

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

Student Engagement

Chronic Absenteeism

Banning USD continues to be Overall Yellow with 27.8% chronically absent (decline by 6.9%). There is no student group currently rated Red districtwide.

- Banning Independent Study is Overall Blue due to a 1.7% chronic absenteeism rate (decline of 2.8%). There are three student groups rated Blue, Hispanic with 2.1% chronically absent (maintained at 0.1%) and SED with 0% chronically absent (decline of 5.4%).
- Nicolet Middle's Asian student group is Red due to 22.5% chronically absent with an increased absenteeism rate.
- Cabazon Elementary has moved to Overall Red from Overall Yellow with 36.9% chronically absent (increased by 2.9%). In addition, Hispanic (41.2%), SWD (46.3%), SED (37.2%), and EL (25.6%) student groups are Red with increased absenteeism rates.
- Central Elementary has moved to Overall Red from Overall Yellow with 21.6% chronically absent (maintained at 0%). In addition, Hispanic (22.4%), SWD (32.6%), SED (23.1%), EL (17.1%), and White (33.3%) student groups are Red with increased absenteeism rates.
- Hemmerling Elementary's Homeless student group is Red due to 56.1% chronically absent with an increased absenteeism rate.
- Hoffer Elementary's Homeless (55.6%) and White (40.9%) student groups are Red with increased absenteeism rates.

This data suggests the need for continued efforts to address chronic absenteeism rates at the elementary schools with a focus on the above

student groups.

Suspension Rates

District suspension rates have resulted in growth to Overall Yellow from Overall Orange due to a suspension rate of 5.7% with a decline of 2.2%. In addition, there is no student group rated Red districtwide.

- New Horizon High is Overall Green due to a suspension rate of 0.9% (maintained at 0%). There are two student groups rated Blue, Hispanic has a 0% suspension rate (decline of 1.3%) and SED has a 0% suspension rate (decline of 1%). There is no student group rated Red or Orange.
- Banning Independent Study is Overall Blue due to a 0% suspension rate (maintained at 0%). There are three student groups rated Blue with Hispanic, SED, and SWD having a 0% suspension rate (maintained at 0%).
- Banning High has improved to Overall Yellow from Overall Red due to a suspension rate of 6.9% (decline of 5.8%). There is no student group rated Red.
- Cabazon Elementary has improved to Overall Yellow from Overall Red due to a suspension rate of 4.4% (decline of 0.7%). There is only SWD rated Red due to 10.9% suspended with an increase of 1.6%.
- Hoffer Elementary has moved to Overall Red from Overall Yellow due to a 5.9% suspension rate (increase of 3.7%). In addition, Hispanic (4.8%), African American (10.6%), White (15.2%), SED (5.3%), and SWD (10.9%) student groups are Red with increased suspension rates.
- Nicolet Middle's Homeless (13.4%) and White (13%) student groups are rated Red with slightly increased rates.

The decrease in suspensions districtwide is an improvement due to the implementation of support systems and a more positive and inclusive school environment at most school sites. There still needs to be continued efforts to expand these practices to provide the student groups listed above with the necessary supports to be successful in a positive learning environment to reduce suspensions which will enhance student achievement.

District Successes

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Differentiated Assistance

- The District does not have any student groups meeting Differentiated Assistance eligibility criteria in 2024. All student groups are "Red" in various categories but are not "Red" in two priority areas. This is an area of celebration.

District Graduation Rate

- District graduation rates are an area of celebration with an overall graduation rate of 86% with an increase of 2.3% which resulted in the California School Dashboard rating of Green from Yellow. Socioeconomically Disadvantaged students and Students with Disabilities are rated Green. There is no student group rated Red.

Banning High School Graduation Rate

- Banning High School with a graduation rate of 87.5% with an increase of 1.3% which resulted in their Dashboard rating of Green from Orange. Socioeconomically Disadvantaged students are rated Green which is the vast majority of student population (247 out of 256 students).

New Horizons High School Suspension Rate

- Another area of celebration is the alternative schools' suspension rates. New Horizon High School's suspension rate is 0.9% which was maintained at 0%. This resulted in their Dashboard rating of Green. There are two student groups rated Blue, Hispanic students have a 0% suspension rate with a decline of 1.3% and Socioeconomically Disadvantaged students have a 0% suspension rate with a decline of 1%. There is no student group with a rating of Red or Orange.

Banning Independent Study Suspension Rate

Banning Independent Study Chronic Absenteeism

- Banning Independent Study has two areas to celebrate. The school's Dashboard suspension rating is Blue with 0% suspensions which were maintained at 0%. There are three student groups rated Blue with Hispanic, Socioeconomically Disadvantaged students, and Students with Disabilities have 0% suspensions that were maintained at 0%. In addition, Banning Independent Study Dashboard Chronic Absenteeism rating is Blue with 1.7% chronically absent with a decline of 2.8%. There are two student groups rated Blue, Hispanic students are 2.1% Chronically Absent with a maintained status of 0.1% change, and Socioeconomically Disadvantaged students are 0% Chronically Absent with a decline of 5.4%.

District Major Focus Areas

Mathematics

- District Mathematics performance has declined to Overall Red from Overall Orange, due to student achievement at 108.8 points below standard. The LTELs, ELs, Homeless, and White student groups district performance is Red with all groups well below standard. Nicolet Middle, Hemmerling Elementary, and Hoffer Elementary schools' performance is Overall Orange with the addition of Asian and Students with Disabilities achievement in Red.
- Banning USD’s schools qualify for the Learning Recovery Emergency Block Grant (LREBG) due to receiving low and very low levels of mathematics performance on the California State Dashboard.

English Learners

- District English Learners (EL) progress has declined to Overall Red from Overall Green, due to 32.1% of students making progress with a decline of 19.7%. In addition, LTELs are rated Overall Red due to 31% of students making progress with a decline of 21.4%. In addition, Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary schools' performance is Overall Red due to a decline in EL and LTEL's progress.

English Language Arts

- District ELA performance has declined to Overall Red from Overall Orange, due to student achievement at 70.3 points below standard. The LTELs, ELs, Hispanic, American Indian, and SWD student groups' district performance is Red with all groups well below standard. In addition, Banning High, Nicolet Middle, and Hoffer Elementary schools' performance is Overall Orange with the addition of White and SED students' performance in Red. Banning Independent Study is rated Overall Red with Hispanic and SED students' achievement in Red.
- Banning USD's schools qualify for the Learning Recovery Emergency Block Grant (LREBG) due to receiving low and very low levels of English Language Arts performance on the California State Dashboard.

Chronic Absenteeism

- District Chronic Absenteeism has improved to Overall Yellow due to a decline of chronic absenteeism by 6.9%. Even with targeted efforts, chronic absenteeism is still at 27.8%. All elementary schools have student groups in Red that include Hispanic, SWD, SED, EL, White, and Homeless.
- Banning USD's schools (with the exception of Banning Independent Study) qualify for the Learning Recovery Emergency Block Grant (LREBG) due to receiving high and very high levels of chronic absenteeism on the California State Dashboard.

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 transiency rate which negatively impacted their attendance and academic achievement. The district major focus areas of mathematics, English Language Arts, and chronic absenteeism align with the needs of these two schools. Currently, the District has $3,057,399 of LREBG funding remaining. 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.

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/DNA/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

- 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 needs of the youngest children in the district, Equity Multiplier funds are provided to Florida Street Discovery Center for early literacy and numeracy programs, professional development, and to expand social emotional learning as well as positive behavioral strategies to create an engaging and inclusive learning environment. (Goal 5)
- 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 the second year of technical assistance based on the 2023 California School Dashboard with six student groups: English Learners (Priorities 4 and 8), Foster Youth, (Priorities 5 and 6), African American (Priorities 4 and 6), American Indian (Priorities 4 and 6), Students with Disabilities (Priorities 5 and 8), and Two or More Races (Priorities 4 and 6) 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. This is an area of celebration for Banning Unified School District.

Regarding the 2024 District Dashboard, the following student groups are in the lowest category:

- English Learners are in the lowest category for ELPI, ELA, and math.
- Long-Term English Learners are in the lowest category for ELPI, ELA and math.
- Hispanic students are in the lowest category for ELA.
- American Indians are in the lowest category for ELA.
- White students are in the lowest category for math.
- Students with Disabilities are in the lowest category for ELA
- Homeless Youth are in the lowest category for math.

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.

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 specialist 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.

Banning USD with Banning High and New Horizons High are no longer eligible for district-wide comprehensive support and improvement services. Nicolet Middle is longer eligible for Additional Targeted Support and Improvement.

Support for Identified Schools

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

The following schools are receiving Additional Targeted Support and Improvement: Cabazon Elementary School and Hoffer Elementary School. Cabazon and Hoffer Elementary Schools will address ATSI in their Single Plan for Student Achievement (SPSA) Plans.

Monitoring and Evaluating Effectiveness

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

The District is pleased with student progress resulting in no student groups meeting Differentiated Assistance eligibility in 2024. There are still student groups in "red" in categories, but no student group is "red" in two priority areas. This is an area of celebration for the Banning Unified School District.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Hemmerling Elementary School (2-12-25 and 5-7-25)	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 (2-12-25 and 5-21-25)	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 (2-27-25 and 5-1-25)	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 (2-5-25 and 5-14-25)	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 (4-8-25 and 5-7-25)	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 (2-13-25 and 5-7-25)	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 (4/22/25)	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 (3-12-25 and 5-22-25)	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 (3-6-25 and 5-29-25)	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 (2-5-25 and 5-7-25)	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 (2-26-25 and 5-15-25)	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 (3-20-25 and 5-8-25)	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 (4-3-25 and 5-1-25)	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 (3-18-25)	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, and the role of intervention teachers, and alternatives to suspension
California School Employees Association Chapter 147 (3-18-25)	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 (6-18-25)	During the engagement session 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 2024 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 2024 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 2024 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 2024 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: 32% Met or Exceeded	District: All: +1.83%

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: 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: -9.42% Grade 3: -17.57% Grade 4: +9.19% Grade 5: -17.83% Central Elementary: +3.34% Grade 3: -1.23% Grade 4: +10.86% Grade 5: +.94% Hemmerling Elementary: +6.2% Grade 3: +6.77% Grade 4: +12.72% Grade 5: -.48% Hoffer Elementary: -1.17% Grade 3: -3.75% Grade 4: +8.36% Grade 5: -10.19% Nicolet Middle: +2.41% Grade 6: +6.57% Grade 7: -3.61% Grade 8: +4.12%
1.2	CAASPP ELA: School Dashboard Data	District: All: -72.6 DFS	District: All: -70.3 DFS EL: -93.9 DFS		District: All: -60.3 DFS EL: -83.9 DFS	District: All: +2.3 EL: +2.7

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)	English Learner: -96.6 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	LTEL: -146 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		LTEL: -136 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	LTEL: NA SED: NA SWD: NA Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA Banning High: All: +11 EL: NA LTEL: NA SED: +11 SWD: +45.5 Hispanic: +6.6 African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA 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	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		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	All: NA EL: NA SED: NA SWD: NA Hispanic: NA Homeless: NA Central Elementary: All: NA EL: NA SED: NA SWD: +32.5 Hispanic: NA Homeless: NA Hemmerling Elementary: All: NA EL: NA SED: NA SWD: NA Hispanic: NA Homeless: NA Hoffer Elementary: All: NA EL: NA SED: NA SWD: -6.6 Hispanic: NA Homeless: NA Nicolet Middle: All: NA EL: +14.8 LTEL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged: -97.2 DFS Homeless: -127.3 DFS Banning Independent Study: -83.7 DFS New Horizons High: -109.2 DFS	SED: -65.7 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		SED: -55.7 DFS 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: +7.4 SWD: NA Hispanic: +6.3 African American: +29.3 Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless: +17.4 Banning Independent Study: -9.8 New Horizons: -31.4
1.3	CAA ELA	District Level 3: 18.52%	District Level 3: 29.17%		District Level 3: 26.02%	District Level 3: +10.65%

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%		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%	District: i-Ready All: +4.73% EL: -5.3% SED: NA SWD: NA Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA Cabazon Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Central Elementary: Grade TK DI: NA Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 3: 46.0% 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		Grade 3: 52.0% 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 4: NA Grade 5: NA Hemmerling Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Hoffer Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Nicolet Middle: Grade 6: NA Grade 7: NA Grade 8: NA Banning High: Grade 9: NA Grade 10: NA Grade 11: NA New Horizons High: Grade 9: NA Grade 10: NA Grade 11: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			be Determined in 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	Banning Independent Study: NA
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%	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%		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%	District: +.53% Cabazon Elementary: -4.65% Grade 3: -13.25% Grade 4: +9.86% Grade 5: -9.74% Central Elementary: +4.49% Grade 3: +15.83% Grade 4: -1.81% Grade 5: +3.24% Hemmerling Elementary: +.62% Grade 3: +3.69% Grade 4: -6.02% Grade 5: +4.31% Hoffer Elementary: -.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4: 12.82% Grade 5: 9.38% Nicolet Middle: 6.71% Grade 6: 7.45% Grade 7: 7.64% Grade 8: 4.74%	Hoffer Elementary: 12.90% 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%		Hoffer Elementary: 18.90% 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 3: -3.54% Grade 4: +5.49% Grade 5: -1.05% Nicolet Middle: +.08% Grade 6: +3.37% Grade 7: -2.2% Grade 8: -.63%
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	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		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	District: All: +2.8 EL: NA LTEL: NA SED: NA SWD: NA Hispanic: NA African American: +13.1 Asian: NA White: NA American Indian: +5.3 Two or More Races: +36.2 Foster Youth: NA Homeless Youth: NA Banning High: All: +18.3 EL: NA LTEL: NA SED: +16.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -234.7 DFS Socio-economically Disadvantaged: -153.5 DFS Central Elementary: Students with Disabilities: -129.5 DFS	LTEL: -184.2 DFS SED: -137.5 DFS SWD: -178 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		LTEL: -174.2 DFS SED: -127.5 DFS SWD: -168 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	SWD: +56.6 Hispanic: +15.6 African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless: NA Cabazon Elementary: All: NA EL: NA SED: NA SWD: NA Hispanic: NA Homeless: NA Central Elementary: All: NA EL: NA SED: NA SWD: +1.7 Hispanic: NA Homeless: NA Hemmerling Elementary: All: NA EL: NA SED: NA SWD: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: -56.8 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		Homeless: -46.8 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	Hispanic: NA Homeless: NA Hoffer Elementary: All: NA EL: NA SED: NA SWD: NA Hispanic: NA Homeless: NA Nicolet Middle: All: +8.3 EL: +1.3 LTEL: NA SED: +8.9 SWD: NA Hispanic: +6.5 African American: NA Asian: NA White: +23.8 American Indian: NA Two or More Races: NA Foster Youth: NA Homeless: -8.7 Banning Independent Study: -104.23 New Horizons High: -140.48
		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				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			American Indian: -198.5 DFS Two or More Races: -123.3 Foster Youth: NA Homeless: -176.1 DFS Banning Independent Study: -156.7 DFS New Horizons High: -208.7 DFS		American Indian: -188.5 DFS Two or More Races: -113.3 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: 11.35%	District Level 3: 8.15%
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%	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		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	District: i-Ready All: +.45% EL: -5.3% SED: NA SWD: NA Hispanic: NA African American: +.78% Asian: NA White: NA American Indian: -12.92% Two or More Races: +1.91% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nicolet Middle All Students: 34.85% / 10.32% Hispanic: 33.94% / 9.85% White: 45.45% / 11.69% Homeless: 34.72% / 9.72% English Learner: 34.86% / 10.86% Socio-economically Disadvantaged: 34.47% / 10.44% Banning Independent Study (K-8): 37.93% / 8.62%	Homeless Youth: 11.9% 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%		Homeless Youth: 17.9% 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%	Homeless Youth: NA Cabazon Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Central Elementary: Grade TK DI: NA Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Hemmerling Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA Grade 5: NA Hoffer Elementary: Grade K: NA Grade 1: NA Grade 2: NA Grade 3: NA Grade 4: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 4: 13.0% Grade 5: 15.3% 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		Grade 4: 19.0% Grade 5: 21.3% 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 5: NA Nicolet Middle: Grade 6: NA Grade 7: NA Grade 8: NA Banning High: Grade 9: NA Grade 10: NA Grade 11: NA New Horizons High: Grade 9: NA Grade 10: NA Grade 11: NA Banning Independent Study: NA
1.9	CAST: Difference from standard	District: All Students: -23.3 DFS	District: All: -23.5 DFS EL: -29.3 DFS		District: All: -19.5 DFS EL: -25.3 DFS	District: All: +0.1 EL: +2.5

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)	Native American: -29.02 DFS Two or More Races: -26.6 DFS English Learners: -27.2 DFS Homeless:-28.5 DFS	LTEL: -33.6 DFS SED: -24 DFS SWD: -31.8 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		LTEL: -29.6 DFS SED: -20 DFS SWD: -27.8 DFS 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	LTEL: NA SED: NA SWD: NA Hispanic: +0.1 African American: NA Asian: NA White: NA American Indian: +4 Two or More Races: +10 Foster Youth: NA Homeless Youth: +1.9
1.10	High School Graduation Rate CA School Dashboard	District: All Students 83.7% White: 61.8% Banning High: Students with Disabilities: 63.0%	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 Homeless Youth: 76.9%		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 Homeless Youth: 80.9%	District: All: +2.3% EL: NA LTEL: NA SED: NA SWD: NA Hispanic: NA African American: NA Asian: NA White: +19.2% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Horizons High: All: 70.40% Banning Independent Study: All: 86.70%	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)		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%	Banning High: All: NA EL: NA LTEL: NA SED: NA SWD: +15.2% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA New Horizons High: All: +1.6% Banning Independent Study: All: +13.3%
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% African American: 11.8%		District: All: 7.3% EL: 11.5% LTEL: NA SED: 6.8% SWD: 9.6% Hispanic: 7.8% African American: 7.8%	District: All: +1.1% EL: NA LTEL: NA SED: NA SWD: NA Hispanic: NA African American: NA

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%	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%		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% Banning Independent Study:	Asian: NA White: -22.8% American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA Banning High: All: NA EL: NA LTEL: NA SED: NA SWD: -1.5% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA New Horizons: All: +5.0% Hispanic: NA Banning Independent Study: All: -14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Banning Independent Study: All: 0% (Met)		All: 0%	
1.12	Middle School Dropout Rate	Hispanic <1% (5) White 1% (1)	Hispanic <1% (6) White 1% (1)		Hispanic <1% (2) White 0% (0)	Hispanic <1% (+1) White 1% (+0)
1.13						
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%		District: All: 25.6% EL: 12.9% LTEL: 8145% 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%	District: All: -6.4% EL: +2.6% LTEL: NA SED: NA SWD: +4.5% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: N Foster Youth: NA Homeless Youth: +4.9% Banning High: All: NA EL: +2.3% LTEL: NA SED: NA SWD: +5.7% Hispanic: NA

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%	African American: 21.4% Asian: NA White: 14.3% 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		African American: 27.4% Asian: NA White: 20.3% 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	African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA New Horizon High: All: -1.9%% SED: +0% Hispanic: +0% Homeless: +0% All Other Student Groups NA due to low numbers Banning Independent Study: All: +13.6% SED: +0% Hispanic: NA All Other Student Groups NA due to low numbers
1.15	CTE Enrollment: % of juniors and seniors are enrolled in one or more CTE Pathways	58%	39.2% (191/487)		43.2%	-18.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	CTE: Post Secondary Survey: Graduates working in a related industry Percentage: Number of students working in the same industry divided by the number of students who completed that related CTE pathway	33%	4/30 = 13.3%		19.3%	-19.7%
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%		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%	District: All: -6.8% EL: +0.9% LTEL: NA SED: NA SWD: -2.3% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: -2.2% Banning High: All: NA EL: +0.3% LTEL: NA SED: NA SWD: -2.0%

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%	Hispanic: 7.4% African American: 0% Asian: NA White: 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%		Hispanic: 13.4% African American: 6% Asian: NA White: 6% 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%	Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA New Horizon High: All: -1.9% Hispanic: 0% Homeless: 0% SED: -1.9% 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%		District: All: 34.0% EL: 26.7% LTEL: 31.5% SED: 34.5% SWD: 13.4% Hispanic: 32.7%	District: All: -1.6% EL: +5.8% LTEL: NA SED: NA SWD: +4.1% Hispanic: 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%	African American: 41.2% Asian: 54.5% White: 23.8% American Indian: NA Two or More Races: 16.7% Foster Youth: NA 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%		African American: 47.2% Asian: 60.5% White: 29.8% American Indian: NA Two or More Races: 22.7% Foster Youth: NA 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%	African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: +8.9% Banning High: All: NA EL: +4.0% LTEL: NA SED: NA SWD: +5.4% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: NA Banning Independent Study: All: -6.7% SED: -7.1% SWD: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 0%		Hispanic: 6%	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% Banning High: Students with Disabilities: 0% English Learner: 0% Banning Independent Study All Students: 0%	District: All: 1.2% EL: 0% LTEL: 0% SED: 0.9% SWD: 2.9% Hispanic: 1.2% 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		District: All: 7.2% EL: 6% LTEL: 6% SED: 6.9% SWD: 8.9% Hispanic: 7.2% 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	District: All: -3.0% EL: 0% LTEL: NA SED: NA SWD: +2.9% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA Homeless Youth: -1.6% Banning High: All: NA EL: 0% LTEL: NA SED: NA SWD: +3.6% Hispanic: NA African American: NA Asian: NA White: NA American Indian: NA Two or More Races: NA Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically Disadvantaged: 0%	Homeless Youth: 0% Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%		Homeless Youth: 6% Banning Independent Study: All: 6% SED: 6% SWD: 6% Hispanic: 6%	Homeless Youth: NA Banning Independent Study: All: 0% SED: 0% SWD: NA 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: 30.1% AP Exam Participation Rate: 79% AP Pass Rate (23-24): 30%	AP Pass Rate: +0.2%
1.21	Percentage of students meeting EAP	Prepared / Conditionally Prepared ELA District: 7.24% / 16.92% = 24.16%	Prepared & Conditionally Prepared ELA District:		Prepared & Conditionally Prepared ELA District: 32%	Prepared & Conditionally Prepared ELA District: +1.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning HS: 7.41% / 20.16% = 27.57% Math District: 3.43% / 9.47% = 12.9% Banning High: 1.65% / 7% = 8.65%	6.37%/19.62% = 25.99% Banning High: 10.65%/21.29% = 31.94% Math District: 3.47%/9.96% = 13.43% Banning High: 3.03%/9.47% = 12.5%		Banning High: 38% Math District: 20% Banning High: 18.5%	Banning High: +4.37% Math District: +0.53% Banning High: +3.85%
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: 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: +411 Central Elementary: +281 Hoffer Elementary: +158 Nicolet Middle: All: -11 Banning High: All: -18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	English Leaner Progress Indicator (CA Dashboard)	District: 51.8% Banning High: EL: 47.6% LTEL: NA Nicolet Middle: EL: 53.3% LTEL: NA Cabazon Elementary: 44.4% Central Elementary: 58.3% Hemmerling Elementary: 61.3% Hoffer Elementary: 33.9% New Horizons High: NA Banning IS: 56.3%	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% Central Elementary: 33.6% Hemmerling Elementary: 29.5% Hoffer Elementary: 27.3% New Horizons High: NA Banning IS: 47.1%		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% Central Elementary: 39.6% Hemmerling Elementary: 35.5% Hoffer Elementary: 33.3% New Horizons High: NA Banning IS: 53.1%	District: EL: -19.7% LTEL: -21.4% Banning High: EL: -21% LTEL: -22.5% Nicolet MS: EL: -17.3% LTEL: -22.5% Cabazon Elementary: -2% Central Elementary: -24.8% Hemmerling Elementary: -31.8% Hoffer Elementary: -6.6% New Horizons High: NA Banning IS: -9.2%
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%	2023-24 District: 4.70% Cabazon Elementary: 5.50% Central Elementary: 6.50% Hemmerling Elementary: 2.90% Hoffer Elementary: 5.00%		2025-26 District: 10.70% Cabazon Elementary: 11.50% Central Elementary: 12.50% Hemmerling Elementary: 8.90%	2023-24 District: -4.15% Cabazon Elementary: +5.50% Central Elementary: -2.50% Hemmerling Elementary: -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nicolet Middle: 16.90% Banning High: 4.71% Banning Independent Study: 12.50% New Horizons High: 0.00%	Nicolet Middle: 6.20% Banning High: 2.90% Banning Independent Study: 0.00% New Horizons High: 0.00%		Hoffer Elementary: 11.00% Nicolet Middle: 12.20% Banning High: 8.90% Banning Independent Study: 6.00% New Horizons High: 6.00%	Hoffer Elementary: +3.53% Nicolet Middle: -10.7% Banning High: 1.81% Banning Independent Study: -12.5% New Horizons High: 0.00%
1.25	Implementation of Academic Standards	Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History-Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5 Policy & Program Support: English Language Arts – Common Core State Standards for English Language Arts: 5/5	Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History-Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5		Instructional Materials English Language Arts – Common Core State Standards for English Language Arts: 5/5 Mathematics – Common Core State Standards for Mathematics: 5/5 History - Social Science: 5/5 English Language Development (Aligned to English Language Arts Standards): 5/5 Next Generation Science Standards: 5/5	Instructional Materials English Language Arts – Common 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

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

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	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		Visual and Performing Arts: 5/5 Engagement of School Leadership: Identifying the professional learning needs of groups of teachers or staff as a whole: 5/5 Providing support for teachers on the standards they have not yet mastered: 5/5 Identifying the professional learning needs of individual teachers: 5/5	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 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		Strategic Staffing: Elementary Planning: 200 minutes monthly Middle School Arts Enrollment: 429 High School Orchestra Enrollment: 52	Strategic Staffing: Elementary Planning: NA Middle School Arts Enrollment: NA High School Orchestra Enrollment: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			High School Orchestra Enrollment: 44			
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		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 Coach-Candidate Match: 3.82 of 4	December 2024 Program Report: Program alignment to agency expectations: 3.21 of 4 Coach-Candidate Match: 3.88 of 4		December 2023 Program Report: Program alignment to agency expectations: 3.5 of 4 Coach-Candidate Match: 3.9 of 4	Program Report Growth Program alignment to agency expectations: -0.11 Coach-Candidate Match: +0.06
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	2024-25 School Year Devices (Chromebooks): Grades 3 - 8 Students have a device in the classroom as well as a device at home for		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	Devices (Chromebooks): Grades 3 - 8 Maintained Grades 9-12 Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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		assignment completion Grades 9-12 Maintain - students have a device assigned to them for assignment completion Hot Spots: TBD	Hot Spots: NA
1.30	Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	100%	100%		100%	Maintain at 100%
1.31	Appropriately Assigned Teachers: Fully Credentialed Percentage	2023 Dashboard 86.5% Above State Average	2024 Dashboard 91.23% Above State Average (Met)		Dashboard 93.23% - Above State Average	+4.73%
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 9/10	-.08

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		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 [2024-25]

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 have been implemented as planned in Goal 1 with the exception of Action 1.14 Peer Assistance and Review (PAR) Program. The PAR program has not been implemented during the 2024-25 school year.

One of the district's overall successes has been improved student achievement as measured by the state assessments due to the overall implementation of Goal 1 actions.

Another district success has been the development of a learner profile with grade-span learner progressions. The district continued with revisions to grade-level standards matrices in English and mathematics. The district believes this work will enhance student learning and achievement.

The district has had challenges addressing the needs of English Learner language acquisition and academic progress. This lack of progress is a result of English Learners needing more targeted supports as well as staff receiving more training to address the specific needs of English Learners during and outside classroom instruction.

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 1.5 includes material difference due to the resignations of the Director of Instruction and Coordinator of Data and Assessment in the middle of the 2024-25 school year.
Action 1.8 includes material differences due to the addition of TK instructional aides which were not budgeted prior to the start of the 2024-25 school year.
Action 1.11 includes material differences due to increased spending on academic and athletic transportation costs during the 2024-25 school year.
Action 1.14 includes material differences due to no costs incurred from the PAR Program during the 2024-25 school year.
Action 1.17 includes material differences due to lack of expenditures involved with Direct Technical Assistance during the 2024-25 school year.

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

All actions have been implemented with fidelity with the goal of increasing student achievement and progress towards grade-level standards, graduation, and college and career readiness. Academic achievement improved marginally in ELA and math based on CAASPP scores. College and Career Readiness measures decreased for high school students. English Learners and Long-Term English Learners are struggling academically and with English proficiency.

The district overall Goal 1 actions have been effective due to the continued support from instructional coaches, new teacher coaching, teacher planning and collaboration time, Career Technical Education teacher support, kindergarten instructional aides, counseling/mental health staff, support from district instructional services staff, technology staff, and continued efforts to maintain smaller class sizes. In addition, Riverside County's technical assistance support has helped with the learner profile and revision of grade-level standards to improve student learning.

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.

All Goal 1 Metrics and Actions have been adjusted to include district student group data as well as data for all schools and student groups to effectively measure student achievement and progress.
Metrics:

- All metrics have included the source for the metric, so staff know where to retrieve data as well as including all schools and student groups.
- Many of the metrics' Target for Year 3 Outcomes have changed due to the metrics being adjusted to include district student group as well as data for all schools and student groups to effectively measure student progress.
- Metrics 1.4 and 1.8 were changed from student groups to grade levels to better measure student progress on formative assessments.
- Metric 1.13 no longer exists.
- Metric 1.20 AP Information was changed from student group to AP Course Enrollment, AP Exam Participation, and AP Pass Rate to better reflect AP course and exam/pass rates.
- Metric 1.22 AVID Enrollment was changed from student group to grade level to better measure AVID retention.
- Metric 1.26 was moved to Goal 2 and was changed from Sports Participation to Strategic Staffing which resulted in no baseline data.
- Metric 1.29 was changes to assigned devices because there was no way to determine the number of hours students accessed educational material.

Actions:

- Action 1.11 Student Enrichment and Academic Support was moved to Goal 2 since the action is more aligned to school culture and climate. Action 1.11 was changed to SPSA Allocations which provide Site SPSA funds to support school site academic achievement initiatives.
- Action 1.5 BARR (Building Assets, Reducing Risks) Coordinators at the high school level will no longer be implemented in the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaching Program	Enhance teacher effectiveness by providing instructional coaches to offer targeted support in English Language Arts, mathematics, and technology integration, focusing on meeting the needs of the lowest-performing student groups. 1. Secondary ELA Coach and Math Instructional Coach: We aim to offer targeted support to teachers in these critical subject areas by providing	$1,952,832.00	No

Action #	Title	Description	Total Funds	Contributing
		specialized instructional coaches for secondary ELA and Math. These coaches will work closely with teachers to develop and implement effective instructional strategies that meet the diverse learning needs of unduplicated count students. They will provide resources, model best practices, and offer ongoing feedback and support to enhance teacher effectiveness and student learning outcomes. 2. Elementary Teacher Specialists: Recognizing the importance of early intervention and instructional coaching, we propose the addition of Elementary Teacher Specialists to support teachers in grades K-5. These support staff will collaborate with elementary teachers to strengthen their instructional practices in ELA, mathematics, and student intervention. By focusing on the foundational years of education, we can better equip teachers to meet the needs of unduplicated count students and foster their academic growth from an early age. 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 totally supported by Learning Recovery Emergency Block Grant (LREBG). By enhancing teacher effectiveness through coaching and targeted support in English Language Arts and mathematics, the District will be able to address learning gaps for all students. The use of instructional coaches is supported by research which indicates 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 had		

Action #	Title	Description	Total Funds	Contributing
		a significant, positive effect of student achievement (Yoon et al., 2007). The LREBG funds to support this action are $1,952,832.00. 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		
1.2	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	$111,541.00	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. 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 aims to enhance teacher collaboration time by adding Elementary School Physical Education Teachers, which will allow classroom teachers more opportunities for data analysis and planning to include interventions. Employing a Middle School Visual and Performing Arts teacher will cultivate artistic expression and creativity among students, enriching their educational experience. Additionally, appointing an Orchestra Teacher at the High School level will promote musical education and ensemble performance, fostering students' musical talents and teamwork skills. These strategic positions are essential for providing a well-rounded, high-quality education that meets the diverse needs of our students. 1) Elementary School Physical Education Teachers to enhance teacher planning time. 2) Middle School Visual and Performing Arts teachers to cultivate artistic expression and creativity.	$772,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) Orchestra Teacher at the High School level to promote musical education and ensemble performance. Metrics: 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 of Technology Officer to support teachers with updated hardware and software tailored to the specific needs of unduplicated students, fostering an inclusive and accessible learning environment. 2) System Administrator to maintain and optimize the technological infrastructure, ensuring reliable access to digital resources and services for all educational partners. 3) Technology Department Staff Secretary to provide administrative support, facilitating efficient communication and coordination within the technology department and across the educational community. 4) Technology Technicians to repair, update systems, and increase support for the districtwide 2:1 technology initiative with a focus on improving student engagement for the unduplicated students and students with disabilities. Metric: 1.29 Student Device Utilization	$792,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Instruction 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 Instruction 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 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. 5) BARR (Building Assets, Reducing Risks) Coordinators are essential teacher leaders dedicated to supporting student success through the	$449,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of the BARR model at Nicolet Middle School. Their primary role is to ensure the effective integration of the BARR framework, which focuses on building strong relationships, identifying and addressing student needs, and fostering a supportive and inclusive school environment. 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 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		
1.6	Strengthening Support for English Learners	Enhance Structured English Immersion and Dual Immersion by providing targeted support to English Learner (EL) students through progress monitoring, and interventions tailored for their specialized needs. This includes: 1) Secondary Counselors to support student learning and progress as well as college and career guidance for English Learner (EL) students. 2) The Language Specialist is 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 Language Specialist	$498,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assists with state-level compliance documents which includes parent notifications. 3) Bilingual Aides 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. 4) Targeted credit recovery opportunities for EL and LTEL students primarily for 9th and 10th grade to support students in maintaining progress towards graduation and college and career readiness. In addition, more curricular assistance from bilingual aides and AVID tutors in middle and high school to promote students' language acquisition and academic achievement in core classes. 5) Credit recovery software is available for EL and LTEL students. The software program is Edmentum. This action is partially supported by the Learning Recovery Education Block Grant (LREBG). By offering credit recovery software, English Learners will receive the necessary supports to recover credits to increase graduation rates and college and career readiness. The impact of Courseware digital curriculum was examined in a mixed methods case student at San Diego Virtual School (SDVS) in Souther California using data from 2018-22. The study found that successful course completion rates increased for traditional courses by 11% and for credit recovery courses by 30%. In addition to those successes, the graduation rate for SDVS in 2022 was 90.3% (Edmentum Efficacy Research, Edmentum.com). The LREBG funds to support this action are $41,600.00. 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		

Action #	Title	Description	Total Funds	Contributing
		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		
1.7	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 to further enhance support for EL students.	$168,151.00	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	$863,258.00	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	$1,536,652.00	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	$477,670.00	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	$324,020.00	No

Action #	Title	Description	Total Funds	Contributing
		a focus on English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless Youth, and students from nonstable environments. 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. Counselors to provide academic and behavioral support, prioritizing social and emotional learning for all students, including unduplicated students.	$669,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. K-12 AVID Program counseling services emphasizing academic achievement, progress towards grade-level standards, graduation, and college and career preparedness for student groups. 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 Indicatory 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		

Action #	Title	Description	Total Funds	Contributing
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. 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)	$1,298,756.00	Yes
1.14	Peer Assistance and Review (PAR) Program	The Peer Assistance and Review (PAR) Program is a comprehensive district-level professional initiative designed to enhance teacher effectiveness and improve student 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.	$15,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	$2,525,214.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Collaboration Period for Nicolet Middle School and Banning High School. 2) Resident Substitutes at Nicolet Middle School and Banning High School to support teacher collaboration. 3) Software programs to support unduplicated students' academic achievement. The software programs are iReady, Renaissance AR, Renaissance DNA, 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 $333,400.00. 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 1.10 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		

Action #	Title	Description	Total Funds	Contributing
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 1.24 EL Reclassification Rate 1.32 Teacher Recruitment and Retention 1.33 Teacher Assignment Monitoring Data (TAMO)	$8,614,602.00	No
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:	$31,262.00	No

Action #	Title	Description	Total Funds	Contributing
		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: • 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.		

Action #	Title	Description	Total Funds	Contributing

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.		70% of students will feel adults really care about them.	All: 0%
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		85% of students report port they feel connected to school	All: 0%
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%	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%		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%	District: All: -2.20% EL: -2.30% LTEL: n/a SED: -7.50% SWD: -12.50% Hispanic: -1.50% African American: -4.80% Asian: -2.20% White: -1.00% American Indian: -6.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 23.1% Foster Youth: 21.5% Homeless Youth: 9.2% 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% Cabazon Elementary All: 5.1% 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%	Two or More Races: 3.2% 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% Cabazon Elementary All: 4.4% EL: 0% LTEL: n/a SED: 3.8% SWD: 10.9% Hispanic: 4.1% African American: n/a		Two or More Races: 10% Foster Youth: 14% 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% Cabazon Elementary All: 2% EL: 0% LTEL: n/a SED: 2% SWD: 6% Hispanic: 2% African American: n/a Asian: n/a White: 9%	Two or More Races: -19.90% Foster Youth: -8.20% Homeless Youth: -.90% Banning High All: -5.80% EL: -3.40% LTEL: n/a SED: -6.00% SWD: -10.00% Hispanic: -4.70% African American: -12.50% Asian: -3.50% White: -6.20% American Indian: -8.30% Two or More Races: -16.80% Foster Youth: -27.50% Homeless Youth: -2.10% Cabazon Elementary All: -.70% EL: -4.30% LTEL: n/a SED: -1.40% SWD: 1.60% Hispanic: 1.50% African American: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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	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% 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% Hemmerling Elementary All: 2.6% EL: 4.8% LTEL: n/a SED: 2.9% SWD: 5%		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% White: 0% American Indian: n/a Two or More Races: 2% Foster Youth: n/a Homeless Youth: 0% Hemmerling Elementary All: 1% EL: 1% LTEL: n/a SED: 1% SWD: 4% Hispanic: 1%	Asian: n/a White: -12.90% American Indian: n/a Two or More Races: -1.40% Foster Youth: n/a Homeless Youth: -13.60% Central Elementary All: .70% EL: 1.00% LTEL: n/a SED: .90% SWD: 2.30% Hispanic: .70% African American: .10% Asian: 0% White: 2.20% American Indian: n/a Two or More Races: -.20% Foster Youth: n/a Homeless Youth: 1.50% Hemmerling Elementary All: .80% EL: 3.10% LTEL: n/a SED: .90% SWD: -2.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Foster Youth: 5.6% Homeless Youth: 9.3% 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% New Horizons High All: .9% EL: 0% LTEL: n/a SED: 1% SWD: 4% Hispanic: 1.3% African American: 0%	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% Banning Independent Study All: 0%		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% Banning Independent Study All: 0% EL: 0% LTEL: 0% SED: 0%	Hispanic: 1.70% African American: 2.90% Asian: -9.10% White: -2.60% American Indian: n/a Two or More Races: -3.40% Foster Youth: -2.10% Homeless Youth: 5.20% Hoffer Elementary All: 3.60% EL: 0% LTEL: n/a SED: 2.80% SWD: 8.80% Hispanic: 3.70% African American: 3.70% Asian: 0% White: 12.90% American Indian: n/a Two or More Races: -15.8% Foster Youth: 3.50% Homeless Youth: -2.50% Banning Independent Study All: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: n/a White: 0% American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 4.5 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 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%	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% New Horizons High 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		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% New Horizons High All: .5% EL: 0% LTEL: 0% SED: 0% 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% FSDC All: 0% EL: n/a	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% New Horizons High All: 0% EL: 0% LTEL: n/a SED: -1.00% SWD: 1.00% Hispanic: -1.30% African American: 0% Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 13.6%	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 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%		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 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%	FSDC All: 1.10% 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 Nicolet All: -5.40% EL: -6.40% LTEL: n/a SED: -5.20% SWD: -7.60% Hispanic: -4.10% African American: -14.30% Asian: -2.80% White: .90% American Indian: -29.50% Two or More Races: -22.30% Foster Youth: 3.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless Youth: 13.4%			Homeless Youth: -.20%
2.4	Expulsion Rate	District: All: .38% Banning High All: .15% Cabazon Elementary All: 0% Central Elementary All: 0% Hemmerling Elementary All: .32% Hoffer Elementary All: 0% Banning Independent Study All: 0% New Horizons High All: .87% FSDC All: 0% Nicolet All: 1.31%	District (2023-24): All: .50% Banning High All: .24% Cabazon Elementary All: .34% Central Elementary All: 0% Hemmerling Elementary All: .38% Hoffer Elementary All: .20% Banning Independent Study All: 0% New Horizons High All: 0% FSDC All: 0% Nicolet All: 1.61%		District: All: .28% Banning High All: .20% Cabazon Elementary All: 0% Central Elementary All: 0% Hemmerling Elementary All: .38% Hoffer Elementary All: 0% Banning Independent Study All: 0% New Horizons High All: .5% FSDC All: 0% Nicolet All: 1%	District: All: +.15% Banning High All: .09% Cabazon Elementary All: .34% Central Elementary All: 0% Hemmerling Elementary All: .06% Hoffer Elementary All: .20% Banning Independent Study All: 0% New Horizons High All: -.87% FSDC All: 0% Nicolet All: .30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Chronic Absenteeism (Dashboard)	District: All: 34.7% EL: 26.9% 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% Cabazon Elementary All: 34% EL: 25% LTEL: n/a	District: All: 27.8% EL: 20.7% 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		District: All: 21% EL: 15% 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%	District: All: -6.90% EL: -6.20% LTEL: n/a SED: -6.10% SWD: -8.20% Hispanic: -5.70% African American: -15.80% Asian: -1.40% White: -7.60% American Indian: -13.60% Two or More Races: -12.20% Foster Youth: -14.30% Homeless Youth: -1.70% Banning High All: -2.00% 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Foster Youth: n/a Homeless Youth: 35.5% Hemmerling Elementary All: 37% EL: 37.6% LTEL: n/a SED: 37.6% SWD: 41.2% Hispanic: 36.5% African American: 34.8%	Foster Youth: 65.5% Homeless Youth: 36.7% 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 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%		Homeless Youth: 25% 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% 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	Foster Youth: 13.90% Homeless Youth: -9.20% Cabazon Elementary All: 2.90% EL: .60% LTEL: n/a SED: 3.30% SWD: 5.50% Hispanic: 3.60% African American: n/a Asian: n/a White: -8.90% American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: 7.10% Central Elementary All: 0% EL: 3.8% LTEL: n/a SED: .50% SWD: 1.20% Hispanic: 1.80% African American: -12.30% Asian: -.20% White: 2.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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% Banning Independent Study All: 4.5% EL: n/a LTEL: n/a SED: 5.4% SWD: 0% Hispanic: 2% African American: n/a Asian: n/a White: n/a American Indian: n/a	American Indian: n/a Two or More Races: 18.2% Foster Youth: n/a Homeless Youth: 25.4% 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%		Two or More Races: 15% Foster Youth: n/a Homeless Youth: 15% 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: n/a Two or More Races: -15.10% Foster Youth: n/a Homeless Youth: -10.10% Hemmerling Elementary All: -7.50% EL: -7.10% LTEL: n/a SED: -6.80% SWD: -6.10% Hispanic: -5.50% African American: -9.20% Asian: -18.20% White: -11.40% American Indian: n/a Two or More Races: -2.10% Foster Youth: n/a Homeless Youth: 8.7% Hoffer Elementary All: -7.20% EL: -9.80% LTEL: n/a SED: -5.50% SWD: -.80% Hispanic: -6.70% African American: -14.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a 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% 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 Nicolet All: 44.1%	African American: 35% Asian: 10.5% White: 40.9% American Indian: n/a Two or More Races: n/a Foster Youth: 38.9% Homeless Youth: 55.6% 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 New Horizons High (Data Quest) All: 67.5% EL: n/a		American Indian: Two or More Races: n/a Foster Youth: 25% Homeless Youth: 22% Banning Independent Study 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% 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: -7.10% White: 5.20% American Indian: n/a Two or More Races: n/a Foster Youth: -14.40% Homeless Youth: 17.80% Banning Independent Study All: -2.80% EL: n/a LTEL: n/a SED: -5.40% SWD: 0% Hispanic: .10% 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 New Horizons High (Data Quest) All: -16.50% EL: n/a LTEL: n/a SED: -17.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 37.9% LTEL: n/a SED: 44.2% SWD: 56.7% 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%	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 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 Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a Nicolet		Asian: n/a White: n/a American Indian: n/a Two or More Races: n/a Foster Youth: n/a Homeless Youth: n/a 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 Foster Youth: n/a Homeless Youth: n/a Nicolet All: 35% EL: 20% LTEL:15% SED: 25% SWD: 30% Hispanic: 25%	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 FSDC (Data Quest) All: -8.40% EL: n/a LTEL: n/a SED: -8.60% 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: -15.50% EL: -14.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 28.6% EL: 23.7% LTEL: 23.8% SED: 29.7% SWD: 36.8% Hispanic: 28.7% 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: 30% Asian: 10% White: 25% American Indian: 30% Two or More Races: 25% Foster Youth: 30% Homeless Youth: 30%	LTEL: n/a SED: -14.50% SWD: -19.90% Hispanic: -15.30% African American: -29.40% Asian: 7.10% White: -15.90% American Indian: -20.20% Two or More Races: -15.00% Foster Youth: -14.40% Homeless Youth: -9.90%
2.6	Principal Apportionment Average Daily Attendance (ADA)	District: 91.55% Banning High: 90.0% Cabazon Elementary: 91.5% Central Elementary: 92.9% Hemmerling Elementary: 89.9% Hoffer Elementary: 89.9% Banning Independent Study: 94.5%	District: 91.1% Banning High: 91.0% Cabazon Elementary: 90.6% Central Elementary: 93.2% Hemmerling Elementary: 92.0% Hoffer Elementary: 90.8%		District: 96% Banning High: 95% Cabazon Elementary: 96% Central Elementary: 96% Hemmerling Elementary: 96% Hoffer Elementary: 95%	District: -.45% Banning High: 1% Cabazon Elementary: -.90% Central Elementary: .30% Hemmerling Elementary: 2.10% Hoffer Elementary: .90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Horizons High: 71.8% FSDC: 88.5% Nicolet: 87.5%	Banning Independent Study: 94.7% New Horizons High: 76.5% FSDC: 89.9% Nicolet: 91.1%		Banning Independent Study: 96% New Horizons High: 85% FSDC: 95% Nicolet: 95%	Banning Independent Study: .20% New Horizons High: 4.70% FSDC: 1.40% Nicolet: 3.60%
2.7	Percentage of Facilities Meeting Good Repair Standard	100%	100%		100%	0%
2.8	Sports Participation	Banning HS: 31.5% Nicolet Middle: 18.5%	Banning HS: 35% Nicolet Middle: 23%		Banning HS: 73.10% Nicolet Middle: 72.90%	Banning HS: 3.50% Nicolet Middle: 4.50%

Goal Analysis [2024-25]

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 have been implemented as planned in Goal 2.

The district had overall successes in suspension and chronic absenteeism rates as well as increased sports participation. This is due to increased student engagement and the overall improvement of student well-being.

The district has had challenges with extreme student behavior resulting in increased expulsions. This is not due to increased support but is a result of the need to meet students' behavioral challenges with multi-tiered system of supports.

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 are no material differences between budgeted and actual expenditures in the 2024-25 LCAP Goal 2 with the exception of Action 2.5 and 2.7.
Action 2.5 included a one-time expenditure of fitness equipment for Banning High School to increase student safety and fitness.
Action 2.7 had included an Alternative Learning Center (ALC) teacher, but that teacher's salary and benefits were moved to base funding.

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

All actions have been implemented with fidelity with the goal of cultivating a safe and healthy learning environment.

The district overall Goal 2 actions have been effective due to the continued support from counselors, mental health therapists, bilingual clerks, health and library staff, assistant principals, ASB teachers, Athletic Staff, campus safety staff, custodians, Alternative to Suspension Program, Safety Coordinator, and Director of Student Services.

The district's multi-tiered system of supports is not ineffective, but additional supports are needed for tier 1 services for all school staff.

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.

All Goal 2 Metrics and Action Descriptions have been adjusted to include all schools and student groups (if available) to effectively measure student achievement and progress. This change includes baseline, year 3 outcomes and difference from baseline.

Metrics:

- Metrics 2.1 and 2.2 were changed from CHKS to Panorama due to the District utilizing Panorama to garner student connectedness.
- Metrics 2.3 and 2.5 were changed to include District and all schools' student group data to better measure suspension and chronic absenteeism data.
- Metric 2.6 Chronic Absenteeism for Florida Street and New Horizons was included in Metric 2.5. Metric 2.6 was changed to Principal Apportionment Average Daily Attendance (ADA) to better measure attendance at all school sites.

Actions:

- Action 1.11 was moved to Goal 2 (Action 2.8 Student Enrichment and Academic Support) since the action is more aligned to school culture and climate.
- Action 2.9 SPSA Allocations was included so that schools could utilize site LCAP funds for school culture and climate activities.

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)	$1,079,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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)	$616,489.00	Yes
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	$1,033,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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.	$1,313,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 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:	$913,151.00	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		
2.6	Secure, Safe, and Engaging Learning Environment	Provide a safe and secure school learning environment for staff and unduplicated students: 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	$2,076,334.00	Yes
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.	$38,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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.	$2,307,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 2.6 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	$324,020.00	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%		Favorable responses: Family Efficacy: 90% Barriers to Engagement: 88% Family Support: 88%	Favorable responses: Family Efficacy: +2% Barriers to Engagement: +1% Family Support: +2%
3.2	Approved Parent Volunteers	71	115		100	44
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 - 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		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 (average per month)		Social Media Posts: 60 (average per month) Website Active Users: 20,000 (average per month)	Social Media Posts: n/a Website Active Users: n/a District Podcast Downloads: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District Podcast Downloads: 130 Average per month)		District Podcast Downloads: 150 Average per month)	
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-way communication	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
		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 supporting	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
		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 groups in the school community: 4/5	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
		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: 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		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 [2024-25]

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 have been implemented as planned in Goal 3.

One of the district's overall successes in Goal 3 has been the increase in parent/community communication. This has improved student/parent participation in school and district events and meetings.

The district continues to have the challenge of increasing parent involvement and volunteers. The district believes that by increasing parent engagement, student academic success will follow.

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 was one material difference between budgeted and actual expenditures in the 2024-25 LCAP for Action 3.2 which included a decreased cost for the APPTEGY program.

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

All actions have been implemented with fidelity with the goal of cultivating a safe and healthy learning environment.

Goal 3 actions have been effective due to the increase in parent/community communication and increase in parent participation in meetings and school events.

The district's action is not ineffective but there is the challenge of providing more effective and user-friendly parent communication tools which includes the website.

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.

- Metric 3.5 was adjusted to be more specific to include social media posts, website active users and district podcast downloads. This information provides necessary feedback for district staff to make decisions regarding the use of various medias for communication.
- Action 3.3 SPSA Allocations was included so that schools could utilize site LCAP funds for student, parent, and community engagement.

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: 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	$86,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)	$243,325.00	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 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	$14,036.00	No

Action #	Title	Description	Total Funds	Contributing
		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 2026, New Horizons High School and Banning Independent Study will enhance educational equity and student success by leveraging the Equity Multiplier to implement targeted interventions and support strategies to improve graduation rates and college and career readiness indicators. This will be achieved through expanding Career Technical Education (CTE) pathways, professional development for teachers, fostering a supportive and inclusive learning environment, personalized learning plans, and regular monitoring and assessment. On the 2024 California School Dashboard, Banning Independent Study is Overall Red with Hispanic and Socioeconomically Disadvantaged students in Red for ELA performance. For the College and Career Readiness Indicator, New Horizons High is Overall Red with Hispanic and Socioeconomically Disadvantaged Red with 0% prepared. Banning Independent Study does not have a performance color due to its' size but is low with 13.6% of students being prepared for College and Career. College and Career Readiness and Graduation Rates continue to be areas of focus.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Banning Unified School District developed the focused goal to enhance educational equity and student success at New Horizons 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: All: -60.3 DFS Banning Independent Study: -83.5 DFS New Horizons High: -130.6 DFS	District: All: +2.3 Banning Independent Study: -9.8 New Horizons: -31.4
4.2						
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		District: All: -98.8 DFS Banning Independent Study: -146.7 DFS New Horizons High: -198.7 DFS	District: All: +2.8 Banning Independent Study: -104.23 New Horizons High: -140.48
4.5	Credits Earned	First Semester 2023-24 New Horizons High: 29.4 Credits	First Semester 2024-25		2026-27 New Horizons High: 40.2 Credits	 New Horizons High: +6.8 Credits

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%		Banning Independent Study: 61.8%	Banning Independent Study: -23.6%
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: 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: +2.3% New Horizons High: All: +1.6% Banning Independent Study: All: +13.3%
4.7	Dropout Rate	District: 10.20% New Horizons: 15.4%	District: All: 11.3% New Horizons High: All: 20.4% Hispanic: 21.1%		District: All: 7.3% New Horizons High: All: 16.4%	District: All: +1.1% New Horizons: All: +5.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning Independent Study: 14.3%	Banning Independent Study: All: 0% (Met)		Banning Independent Study: All: 0%	Banning Independent Study: All: -14.3%
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: 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: -6.4% New Horizon High: All: -1.9%% SED: +0% Hispanic: +0% Homeless: +0% All Other Student Groups NA due to low numbers Banning Independent Study: All: +13.6% SED: +0% Hispanic: NA All Other Student Groups NA due to low numbers
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%	District: All: 4.9% New Horizon High: All: 0% Hispanic: 0% Homeless: 0% SED: 0%		District: All: 10.9% New Horizon High: All: 6% Hispanic: 6% Homeless: 6% SED: 6%	District: All: -6.8% New Horizon High: All: -1.9% Hispanic: 0% Homeless: 0% SED: -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Banning Independent Study All Students: 0% Socio-economically Disadvantaged: 0%	Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%		Banning Independent Study: All: 6% SED: 6% SWD: 6% Hispanic: 6%	Banning Independent Study: All: 0% SED: 0% SWD: 0% Hispanic: 0%
4.10						

Goal Analysis [2024-25]

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 have been implemented as planned in Goal 4 with the exception of personalized learning plans.

The district's overall successes in alternative education have been increased credits earned and graduation rates. This is due to a focus on those 2 areas at the alternative school sites.

The district has had challenges in alternative education with dropout rates, CAASPP scores, and college and career readiness. This is due to the high needs of alternative education students and the necessary focus on graduation.

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 2024-25 LCAP Action 4.1 as a result of lower-than-expected expenditures for personalized learning plans.

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 with the goal of increasing student achievement and progress towards graduation and college and career readiness.

The district overall Goal 4 actions have been effective due to the increase in credits earned and graduation rates. This is due to the personalized learning plans, supportive school environment, and mental health services.

The district's efforts to implement Career Technical Education pathways have not been ineffective. It is a challenge to establish pathways such as cosmetology at the alternative learning site due to the lack of training facilities in the area. This area is still a major focus for alternative education to increase college and career readiness.

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.

There are some adjustments to metrics to more align with the alternative school setting for the 2025-26 school year.
Year 3 Outcomes were adjusted on metrics, so they were more realistic and achievable.

- Metrics 4.2 and 4.4 were deleted because New Horizons and Banning Independent Study do not utilize iReady for formative assessments. The district is determining what IABs or FIABs will be more appropriate for formative assessments which will be included in Metrics 1.4 and 1.8.
- Metric 4.5 was changed from Percentage of Students meeting EAP to Credits Earned due to the nature of the program and student enrollment.
- Metric 4.8 was changed to include more student groups to better measure all student group's progress.
- Metrics 4.10 Percentage of Students Completing A-G Requirements and 4.11 Percentage of Students Completing A-G Requirements and CTE Programs were deleted due to the nature of the program and student enrollment.

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 these students for successful transitions to post-secondary education or the workforce:	$91,226.00	No

Action #	Title	Description	Total Funds	Contributing
		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 2026, 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.	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: 37.2%	Florida Street: -8.4%
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%		Academic Measures: Literacy Name Writing: 81.2% Phonemic Awareness T2: 65.5% Capital Letters: 56.6% Lowercase Letters: 49.8%	Academic Measures: Literacy Name Writing: NA Phonemic Awareness T2: NA Capital Letters: NA Lowercase Letters: NA Letter Sounds: NA Numeracy Numbers 0-10: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Letter Sounds: 56.7% (Only 1 Class) Numeracy Numbers 0-10: 79.2% Addition/Subtraction: 79.2% (Only 1 Class)		Letter Sounds: 58.7% (Only 1 Class) Numeracy Numbers 0-10: 81.2% Addition/Subtraction: 81.2% (Only 1 Class)	Addition/Subtraction: NA
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		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	Social Emotional Learning Measures: NA Describing Own Feelings: NA Exhibits Impulse Control/Self-Regulation: NA Separates from Parents without Stress: NA Interacts Well with Peers: NA Interacts Well with Adults: NA Engages in Cooperative Play with Peers: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Emotional Understanding/Empathy - Level 3 Takes Initiative in Learning - Level 2 Task Completion/Perseverance - Level 2		Emotional Understanding/Empathy - Level 4 Takes Initiative in Learning - Level 3 Task Completion/Perseverance - Level 3	Emotional Understanding/Empathy: NA Takes Initiative in Learning: NA Task Completion/ Perseverance: NA

Goal Analysis [2024-25]

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 have been implemented as planned in Goal 5.

The district's early learning overall success has been the decrease in chronic absenteeism. This is due to the increase in student engagement and attendance.

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 are no material differences between budgeted and actual expenditures in the 2024-25 LCAP Goal 5.

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 with the goal of increasing kindergarten and school preparedness for the district's youngest and most vulnerable learners.

The district's overall Goal 5 actions have been effective due to the continued efforts to provide teacher professional development, early literacy and numeracy programs, and providing a safe, supportive, and inclusive environment.

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.

Metrics 5.2 and 5.3 included ESGI Academic and SEL measures to determine academic and school readiness. Also included was ESGI Trimester 2 so school staff know what assessment to use. Since the ESGI measures were included, Year 3 Outcomes were developed to show student growth.

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	To improve educational outcomes and equity for students at Florida Street Discovery Center by leveraging the Equity Multiplier. This will involve providing targeted support, resources, and interventions that address the unique developmental and learning needs of these young learners to prepare for kindergarten and school. The focus will be on implementing developmentally appropriate instructional strategies, increasing access to early literacy and numeracy programs, expanding social-emotional learning (SEL) initiatives, and fostering an engaging and inclusive early learning environment. These efforts aim to close achievement gaps from the earliest stages of education, ensuring that all students are well-prepared for success in kindergarten and beyond. 1. Professional Development for Teachers: Provide ongoing professional development for teachers in early childhood pedagogy and individualized learning plans, ensuring instruction is tailored to each student's developmental stage and needs. 2. Increasing access to early literacy and numeracy programs: Enhance early literacy and numeracy programs that focus on foundational skills using engaging, hands-on materials and interactive activities to build strong early reading and math foundations. 3. Expanding social-emotional learning (SEL) initiatives: Integrate a comprehensive SEL curriculum and provide access to counseling services to help students develop emotional regulation, empathy, and social skills.	$27,368.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Fostering a supportive, engaging, and inclusive early learning environment. Implement PBIS strategies to promote positive behavior, engage families through regular communication and workshops, and provide cultural competence training for staff to create an inclusive classroom environment.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,042,174	$2,488,566

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.071%	0.000%	$0.00	42.071%

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, we noted that many new teachers had an above average number of unduplicated students. This was echoed in student surveys and parent feedback which identified ongoing	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.	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
	training for teachers as a key support for their learning. First best instruction is critical to ensure academic outcomes. Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless,		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
	Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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. In order to ensure Banning's unduplicated students have equitable access to first best instruction, Banning USD will provide new teacher induction to recently hired teachers. This induction program provides professional development and classroom embedded training to help teachers maximize the effectiveness of instruction. **Scope:** LEA-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
1.3	**Action:** Enhancing Educational Quality through Strategic Staffing **Need:** Through educational partner engagement, the district has determined that there is a need to provide unduplicated 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 whom may lack access to structured physical activities outside of school.	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 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	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
	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 High School Level: • Access to Music Education: Many unduplicated students may not have the resources to pursue music education outside of school. Providing a dedicated orchestra teacher ensures they have access to quality musical instruction and opportunities. • Social-Emotional Development: Participation in ensemble performance fosters a sense of belonging, teamwork, and discipline, supporting the social-emotional development of unduplicated students who may face significant challenges in their personal lives.	all students have access to arts education, with unduplicated students particularly benefiting from the inclusive and expressive nature of arts programs. This fosters a supportive and culturally responsive school environment. Orchestra Teacher at the High School Level: • Addressing the Need: An orchestra teacher helps meet the musical education needs of unduplicated students who 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 inclusive and engaging educational environment where all students can thrive.	

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		
1.4	**Action:** Technology Support Staff **Need:** Through educational partner engagement, the district examined data related to Unduplicated Pupils. Unduplicated pupils are represented in the lowest performance groups for several indicators related to academic outcomes. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or	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
	More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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. Partner feedback, including student surveys, were also examined. The student surveys indicated that 60% of students felt that technology access was either and important or very important support for their learning. It was therefore determined that there is a need to provide equitable access to technology and devices necessary to promote	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. Implemented District-Wide: • Reliability: Ensures that all schools have access to a reliable technological infrastructure, supporting consistent and uninterrupted learning experiences. • Efficiency: Centralized maintenance and optimization efforts improve the efficiency of the technological infrastructure across the district.	

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
	21st century skills and provide access to technology enhanced curriculum. This includes: 1. Strategic Integration of Technology: Coordinated planning and implementation of digital resources and training to enhance the educational process. 2. Support for Teachers and Students: Providing updated hardware and software tailored to specific educational needs, ensuring inclusivity and accessibility for all students. 3. Reliable Technological Infrastructure: Maintaining and optimizing the infrastructure to ensure consistent and reliable access to digital resources. 4. Administrative Efficiency: Facilitating efficient communication and coordination within the technology department and across the educational community to support technology initiatives. These identified needs highlight the importance of having dedicated staff to plan, oversee, and implement technology-related initiatives, ensuring that all students, teachers, and parents benefit from enhanced educational outcomes and support systems. **Scope:**	• 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. • 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	

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

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
1.5	**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 2024 Dashboard Indicators. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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. 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.	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

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, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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.		

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	Additionally, this action will support the schools and student groups who received the lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary. **Scope:** LEA-wide		
1.8	**Action:** Kindergarten Instructional Aides **Need:** Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent	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,	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
	Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math. Though data analysis, two key trends were identified. Students who began their schooling in Transitional Kindergarten (TK) had better academic achievement on measures such as i-Ready, compared with students who entered school in kindergarten. Additionally, students with stronger outcomes on i-Ready and other measures in kindergarten tend to have better learning outcomes and academic achievement as they progress through the educational system. As a result, the district will continue to	and social skills, or behavioral management, instructional aides offer personalized support to ensure all students succeed academically and socially in a positive learning environment. 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.	

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	support early learning to foster student achievement. (Note: TK is being supported through actions funded through UTK dollars). These non-contributing actions are not included in this plan. 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:** Schoolwide	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 process and data analysis, there are significant and persistent achievement gaps that exist. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic), Nicolet Middle	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.	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
	Socio-economically Disadvantaged, English Learners, Homeless, African American, and Hispanic), Hoffer Elementary (Students with Disabilities), Central Elementary (Students with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. New Horizons High has Hispanic and Socio-economically Disadvantaged students as well as All student groups are in the lowest performance group. Banning		

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
	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 lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary (English Learners for 2023). In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math. 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		

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	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. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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. Critical needs related to this data are: 1. Preparation for College and Career: Equipping students with the skills and	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 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:	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

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
	knowledge needed for post-secondary success. 2. Engagement and Motivation: Increasing student engagement, attendance, and reducing dropout rates through practical, engaging, hands-on learning. 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.	• 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.	

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	This action will support College and Career Readiness efforts district-wide. **Scope:** Schoolwide		
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 in 2024 Dashboard Indicators. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic), Nicolet Middle Socio-economically Disadvantaged, English Learners, Homeless, African American, and	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.	Metrics: 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 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

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
	Hispanic), Hoffer Elementary (Students with Disabilities), Central Elementary (Students with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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	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. 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.	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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	performance color, but only 13.6% of students are prepared. High school graduation rates have increased to an overall district rate of 86% and there are no student groups in the lowest performance group for 2024. In 2023, Banning Unified had White students in the lowest performance group as well as 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. Additionally, this action will support the schools and student groups who received the lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary. In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math. **Scope:** LEA-wide		
1.13	**Action:** Optimizing Class Sizes for Enhanced Learning Support **Need:**	Implementing this action district-wide is beneficial for several reasons:	Metrics: 1.1 CAASPP ELA Percentage Met or Exceeded

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	Through educational partner engagement process and data analysis, it was determined that significant and persistent achievement gaps exist. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities,	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 with disabilities, receive the high-quality education and the necessary supports to thrive academically and personally. This comprehensive approach	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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	Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. Additionally, this action will support the schools and student groups who received the lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary (English Learners for 2023). In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math. This action will support the schools and student groups who received the lowest performance level in 2024 Dashboard Indicators. -Employing Additional Elementary Teachers: By hiring more teachers beyond union ratios, the district reduces class sizes across TK-5, ensuring unduplicated students especially students with disabilities receive the individualized attention and support needed to promote learning and achievement. -Tailored Instructional Strategies: Smaller class sizes enable teachers to implement differentiated instructional strategies effectively, meeting the diverse needs of students and enhancing their learning	promotes equity as well as improved student engagement and academic achievement across the entire district, benefiting students, teachers, and the broader educational community.	

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	experiences as well as students progressing towards grade-level standards. -Consistent Monitoring and Support: With fewer students per class, teachers can effectively monitor student progress towards grade level standards, provide timely interventions, and offer consistent support, particularly benefiting students who require additional help. -Promoting Equity: This action underscores the district's commitment to equity, ensuring that all students, regardless of their background or abilities, have access to a quality education that promotes student learning and progress towards grade-level standards. By prioritizing optimal class sizes and employing additional teachers, the district addresses the critical needs of unduplicated students especially students with disabilities, fostering an enhanced educational environment that supports differentiated instruction and supports to increase academic achievement. **Scope:** LEA-wide		
1.14	**Action:** Peer Assistance and Review (PAR) Program	By supporting teachers, with effective classroom management and instructional strategies,	Metrics:

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	Need: Through educational partner engagement process and data analysis, there are significant and persistent achievement gaps that exist. First best instruction from high-quality teachers is critical to ensure academic achievement in meeting grade-level standards, graduation requirements, and college and career preparedness. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent Study have student groups in the lowest performance group. In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically	unduplicated students have access to high-quality first best instruction. This action is provided on a district-wide basis as teachers from all school sites have the opportunity to participate in this program.	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)

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
	Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as English Learners and Students with Disabilities. 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 lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary (English Learners for 2023). In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math.		

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	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 focus of this action is on the unduplicated students to ensure they have access to		

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	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. In English Language Arts, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -93.9 DFS, Long-Term English Learners are -146 DFS, Hispanic are -71.6 DFS, American Indian are -117.5 DFS and Students with Disabilities are -125.3 DFS. In addition, Banning High (All student groups, Socio-economically 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 with Disabilities) and Banning Independent Study have student groups in the lowest performance group.	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 district level ensures there is a systematic	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

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
	In math, the following student groups are in the lowest performance group for 2023 and 2024: English Learners are -123.8 DFS, Long -Term English Learners are -194.4 DFS, African American, American Indian, Two or More Races, Homeless are -127.6 DFS and White are -96.2 DFS. In addition, Nicolet Middle (All student groups, Socio-economically Disadvantaged, English Learners, Homeless, Hispanic, and White), Central Elementary (Students with Disabilities), Banning High (All student groups, Socio-economically Disadvantaged, Students with Disabilities, Hispanic), and Hemmerling Elementary have student groups in the lowest performance group. This action will support the schools and student groups who received the lowest performance level in ELPI on the 2024 Dashboard which are: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary (2023). In addition, Cabazon and Hoffer Elementary Schools qualify for Additional Targeted Support and Improvement due to continued low performance in ELA and math. College and Career preparation for 2023 and 2024 is rated low with 19.6% of graduates prepared with English Learners, Homeless, and Students with Disabilities. In addition, Banning High School's Hispanic students are in the lowest performance group as well as	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. By implementing these collaborative practices across the entire district, 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Students with Disabilities. 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. High school graduation rates have increased to an overall district rate of 86% and there are no student groups in the lowest performance group for 2024. In 2023, Banning Unified had White students in the lowest performance group as well as 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. Identifying the need for providing teachers with time for collaboration 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 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		

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
	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 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		

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
	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:** 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	Implementing these actions district-wide will significantly enhance teacher effectiveness and improve outcomes for unduplicated count students. By providing student well-being initiatives through counseling, we can empower staff and students with strategies, and resources needed to create inclusive and equitable learning environments where all students can thrive academically, socially, and behaviorally. Counselors will work with the principals and students to ensure students feel safe and connected to the school. Counselors will support the school efforts of PBIS and work with the school site principal to develop engaging and sustainable strategies and activities that support student learning, and connection to school.	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)

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
	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		
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.	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
	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		
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	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	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
	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	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.	2.5 Chronic Absenteeism (Dashboard) 2.6 Principal Apportionment Average Daily Attendance (ADA)
2.4	**Action:** Administrative Support **Need:** Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged; Banning High: Foster, English Learner, Socio-economically Disadvantaged; Cabazon Elementary: Socio-economically Disadvantaged; Hoffer Elementary: Homeless.	Staff will provide unduplicated pupils the direct and indirect services. The implementation of these actions district-wide will significantly enhance school safety, enhance communication for parents, Positive Behavioral Interventions of Support, and improve engagement for unduplicated count students. By providing targeted support through administrative support, school sites can support parents, students, and teachers with the tools, strategies, and support needed to create inclusive and equitable learning	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, Unduplicated pupils are represented in the lowest performance groups for Chronic Absenteeism on the 2023 Dashboard which are: Districtwide: Foster; Cabazon Elementary: English Learner; Hoffer Elementary: Homeless. Through educational partner engagement process, root cause analysis, and the differentiated assistance process, it was determined that significant and equity gaps exist. Providing administrative support meets the needs of unduplicated students to improve academics, attendance, and engagement. Chronic absenteeism is at 34.7% and additional administrative support to contact families and make home visits will provide additional services to students. The District is Orange for suspension on the California School Dashboard districtwide and administrative will support the school site's efforts with other means of correction. Several subgroups such as low-income, black, and students with disabilities are red. **Scope:** LEA-wide	environments where all students can thrive academically, behaviorally, and emotionally.	2.6 Principal Apportionment Average Daily Attendance (ADA)
2.5	**Action:** Safety and School Connectedness **Need:**	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	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
	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. **Scope:** LEA-wide	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.	2.2 Panorama: Learning Environments Supporting/Inviting, Connectedness 2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate
2.6	**Action:** Secure, Safe, and Engaging Learning Environment	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	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. 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	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.	2.2 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	**Action:** Alternative Learning Center **Need:** Unduplicated pupils are represented in the lowest performance groups for Suspension on the 2023 Dashboard which are: Districtwide: Foster, Socio-economically Disadvantaged;	Staff will provide unduplicated pupils the direct and indirect services. The implementation of the Alternative Learning Center will significantly enhance the school experience and improve outcomes for unduplicated count students for students who need a different learning environment. By providing targeted support through the Alternative Learning Center, we can	2.3 Suspension Rate (Dashboard) 2.4 Expulsion Rate 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
	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 the educational outcomes and offer an alternative to traditional learning models to meet the needs of unduplicated count students. **Scope:** LEA-wide	support students with strategies and support needed to create resiliency and improve decision-making for the unduplicated students. This is provided as an LEA wide service, that while principally directed at the needs of unduplicated students, the Alternative Learning Center may be utilized by any student in the district who is in need of these services.	
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.	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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners are -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. 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.	-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. This action is provided as LEA wide as the majority of the initiatives are provided at all schools.	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
	4. Provide Funding to Ensure the Procurement of Proper and Safe Athletic Equipment for Student-Athletes: Safe and proper athletic equipment is essential for preventing injuries and ensuring a positive sports experience. 5. Allocate Funding for Academic Field Trips and Sports Transportation to Facilitate Student Participation in Extracurricular Activities: Field trips and sports events provide valuable experiential learning opportunities and promote engagement in extracurricular activities. 6. Extend Additional Hours for Library Media Specialists to Enhance Library Services and Support Student Research and Learning: Extended library hours provide more opportunities for students to access resources, complete assignments, and receive research support. 7. Offer Enrichment Stipends to Recognize and Incentivize Educators for Their Contributions to Student Enrichment Programs: Educators who lead enrichment programs often go above and beyond their 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.		

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		
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; 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.	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
	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 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;	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 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		

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 school district has identified English Learner Progress as a major focus area for the 2025-26 school year due to the lack of English Learner academic achievement and reclassification rates. The district's overall English Learner progress has declined to the lowest performance group. In addition, the following schools English Learner progress is in the lowest performance group: Banning High, Nicolet Middle, Central Elementary, Hemmerling Elementary, and Hoffer Elementary (2023). 2023 and 2024 English Language Arts data show that English Learners are -93.9 DFS and Long-Term English Learners are -146 DFS that results in the lowest performance group. In addition, Banning High, Nicolet Middle and Hoffer Elementary schools have English Learners and Long-Term English Learners in the lowest performance group. 2023 and 2024 math data show that English Learners are -123.8 DFS and Long -Term English Learners are -194.4 DFS that results in the lowest performance group. In addition, Nicolet Middle's English Learners and Long-Term English Learners are in the lowest	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. 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.	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 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
	performance group. Hoffer Elementary school's English Learners are in the lowest performance group. **Scope:** Limited to Unduplicated Student Group(s)	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 ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	19.8:1

2025-26 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	45,262,217	19,042,174	42.071%	0.000%	42.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,656,776.00	$2,883,550.00	$0.00	$726,829.00	$31,267,155.00	$28,349,126.00	$2,918,029.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaching Program	All	No			All Schools	Ongoing	$1,952,832.00	$0.00		$1,952,832.00			$1,952,832.00	
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	$42,541.00	$69,000.00	$111,541.00				$111,541.00	
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	$772,803.00	$0.00	$772,803.00				$772,803.00	
1	1.4	Technology Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$788,984.00	$3,519.00	$792,503.00				$792,503.00	
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	$449,664.00	$0.00	$449,664.00				$449,664.00	
1	1.6	Strengthening Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$452,394.00	$46,600.00	$452,394.00	$41,600.00		$5,000.00	$498,994.00	
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	$163,151.00	$5,000.00		$143,698.00		$24,453.00	$168,151.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Kindergarten Instructional Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elemetary Sites Transitional Kindergarten - Grade 1	Ongoing	$858,258.00	$5,000.00	$858,258.00			$5,000.00	$863,258.00	
1	1.9	Recruitment and Retention Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,536,652.00	$0.00	$1,536,652.00				$1,536,652.00	
1	1.10	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Banning High School, New Horizons, Banning Independent Study 9-12	Ongoing	$477,670.00	$0.00	$477,670.00				$477,670.00	
1	1.11	SPSA Allocations	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	$324,020.00				$324,020.00	$324,020.00	
1	1.12	Enhance Student Academic and Developmental Support Services through	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Banning High School,	Ongoing	$639,296.00	$30,300.00	$639,296.00			$30,300.00	$669,596.00	

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
		Comprehensive Counseling Initiatives					New Horizons, Banning Independent Study 9-12									
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,298,756.00	$0.00	$1,298,756.00				$1,298,756.00	
1	1.14	Peer Assistance and Review (PAR) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,504.00	$3,000.00	$15,504.00				$15,504.00	
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	$2,191,814.00	$333,400.00	$2,191,814.00	$333,400.00			$2,525,214.00	
1	1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	All	No			All Schools	Ongoing	$8,614,602.00	$0.00	$8,614,602.00				$8,614,602.00	
1	1.17	Direct Technical Assistance	All	No			All Schools	Ongoing	$31,262.00	$0.00		$31,262.00			$31,262.00	
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	$934,972.00	$144,650.00	$934,972.00	$144,650.00			$1,079,622.00	
2	2.2	Improving Student Attendance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$616,489.00	$0.00	$616,489.00				$616,489.00	
2	2.3	Supplemental School Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,033,424.00	$0.00	$1,033,424.00				$1,033,424.00	
2	2.4	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,313,191.00	$0.00	$1,313,191.00				$1,313,191.00	
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	$526,181.00	$386,970.00	$913,151.00				$913,151.00	

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
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	$2,040,014.00	$36,320.00	$2,076,334.00				$2,076,334.00	
2	2.7	Alternative Learning Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$38,769.00	$0.00	$38,769.00				$38,769.00	
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	$1,276,884.00	$1,030,185.00	$2,189,555.00	$117,514.00			$2,307,069.00	
2	2.9	SPSA Allocations	Foster, Socio-economically Disadvantaged, English Learner, and Homeless.	No			All Schools	Ongoing	$0.00	$324,020.00				$324,020.00	$324,020.00	
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	$83,109.00	$3,000.00	$86,109.00				$86,109.00	
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	$202,910.00	$40,415.00	$243,325.00				$243,325.00	
3	3.3	SPSA Allocations	All	No			All Schools	Ongoing	$0.00	$14,036.00				$14,036.00	$14,036.00	
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	Ongoing	$0.00	$27,368.00		$27,368.00			$27,368.00	

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
							Kindergarten									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
45,262,217	19,042,174	42.071%	0.000%	42.071%	$19,042,174.00	0.000%	42.071 %	**Total:**	$19,042,174.00
								LEA-wide Total:	$17,253,852.00
								Limited Total:	$452,394.00
								Schoolwide Total:	$1,335,928.00

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	$111,541.00	
1	1.3	Enhancing Educational Quality through Strategic Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$772,803.00	
1	1.4	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$792,503.00	
1	1.5	Enhancing Academic Equity and Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$449,664.00	
1	1.6	Strengthening Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$452,394.00	
1	1.8	Kindergarten Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elemetary Sites Transitional Kindergarten - Grade 1	$858,258.00	

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	$1,536,652.00	
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	$477,670.00	
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	$639,296.00	
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,298,756.00	
1	1.14	Peer Assistance and Review (PAR) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,504.00	
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,191,814.00	
2	2.1	Student Well Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$934,972.00	
2	2.2	Improving Student Attendance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$616,489.00	
2	2.3	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,033,424.00	
2	2.4	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,313,191.00	
2	2.5	Safety and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$913,151.00	

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	$2,076,334.00	
2	2.7	Alternative Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,769.00	
2	2.8	Student Enrichment and Academic Support Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,189,555.00	
3	3.1	Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,109.00	
3	3.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$243,325.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,284,959.00	$28,695,799.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Coaching Program	No	$1,028,777.00	$968,056.00
1	**1.2**	New Teacher Coaching: California Teacher Induction (CTI) Program	Yes	$114,683.00	$115,124.00
1	**1.3**	Enhancing Educational Quality through Strategic Staffing	Yes	$755,916.00	$826,746.00
1	**1.4**	Technology Support Staff	Yes	$757,180.00	$762,476.00
1	**1.5**	Enhancing Academic Equity and Achievement	Yes	$722,370.00	$627,569.00
1	**1.6**	Strengthening Support for English Language Learners	Yes	$442,871.00	$451,163.00
1	**1.7**	Empowering Educators to Enhance English Language Learner Support for LTELs	No	$164,239.00	$142,027.00
1	**1.8**	Kindergarten Instructional Aides	Yes	$572,958.00	$848,232.00
1	**1.9**	Recruitment and Retention Initiatives	Yes	$2,230,901.00	$2,137,767.00
1	**1.10**	Career Technical Education (CTE)	Yes	$531,130.00	$499,632.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Student Enrichment and Academic Support Initiative	Yes	$1,422,976.00	$1,760,919.00
1	1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	Yes	$892,141.00	$864,994.00
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	$1,253,002.00	$1,295,420.00
1	1.14	Peer Assistance and Review (PAR) Program	No	$15,518.00	0
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	$2,010,466.00	$2,062,528.00
1	1.16	Optimizing Class Sizes for Enhanced Learning Support-Base	No	$7,084,497.00	$7,798,577.00
1	1.17	Direct Technical Assistance	No	$62,589.00	$2,310.00
2	2.1	Student Well Being Initiatives	Yes	$974,386.00	$985,536.00
2	2.2	Improving Student Attendance.	Yes	$655,885.00	$711,318.00
2	2.3	Supplemental School Personnel	Yes	$1,055,121.00	$1,169,007.00
2	2.4	Administrative Support	Yes	$1,027,625.00	$1,000,428.00
2	2.5	Safety and School Connectedness	Yes	$997,074.00	$1,233,604.00
2	2.6	Secure, Safe, and Engaging Learning Environment	Yes	$1,886,529.00	$2,033,598.00
2	2.7	Alternative Learning Center	Yes	$172,192.00	$38,474.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent and Community Involvement	Yes	$97,214.00	$94,682.00
3	3.2	Parent and Community Communication	Yes	$238,125.00	$192,788.00
4	4.1	Enhance Support and Opportunities for Alternative Education Students	No	$91,226.00	$49,133.00
5	5.1	Enhance Early Learning Opportunities for Transitional Kindergarten Students	No	$27,368.00	$23,691.00

2024-25 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)
18,781,341	$18,599,969.00	$19,538,156.00	($938,187.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	New Teacher Coaching: California Teacher Induction (CTI) Program	Yes	$114,683.00	$115,124.00		
1	1.3	Enhancing Educational Quality through Strategic Staffing	Yes	$755,916.00	$826,746.00		
1	1.4	Technology Support Staff	Yes	$757,180.00	$762,476.00		
1	1.5	Enhancing Academic Equity and Achievement	Yes	$722,370.00	$627,569.00		
1	1.6	Strengthening Support for English Language Learners	Yes	$442,871.00	$451,163.00		
1	1.8	Kindergarten Instructional Aides	Yes	$562,958.00	$839,272.00		
1	1.9	Recruitment and Retention Initiatives	Yes	$2,230,901.00	$2,137,767.00		
1	1.10	Career Technical Education (CTE)	Yes	$531,130.00	$499,632.00		
1	1.11	Student Enrichment and Academic Support Initiative	Yes	$1,327,600.00	$1,656,551.00		
1	1.12	Enhance Student Academic and Developmental Support Services through Comprehensive Counseling Initiatives	Yes	$867,141.00	$844,290.00		
1	1.13	Optimizing Class Sizes for Enhanced Learning Support	Yes	$1,253,002.00	$1,295,420.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Strategic Collaboration for Data-Driven Student Success	Yes	$2,010,466.00	$2,062,528.00		
2	2.1	Student Well Being Initiatives	Yes	$893,986.00	$945,719.00		
2	2.2	Improving Student Attendance.	Yes	$655,885.00	$711,318.00		
2	2.3	Supplemental School Personnel	Yes	$1,055,121.00	$1,169,007.00		
2	2.4	Administrative Support	Yes	$1,027,625.00	$1,000,428.00		
2	2.5	Safety and School Connectedness	Yes	$997,074.00	$1,233,604.00		
2	2.6	Secure, Safe, and Engaging Learning Environment	Yes	$1,886,529.00	$2,033,598.00		
2	2.7	Alternative Learning Center	Yes	$172,192.00	$38,474.00		
3	3.1	Parent and Community Involvement	Yes	$97,214.00	$94,682.00		
3	3.2	Parent and Community Communication	Yes	$238,125.00	$192,788.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
45,069,534	18,781,341	0	41.672%	$19,538,156.00	0.000%	43.351%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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