

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|--|--|
| <p>Banning Unified School District began discussion of establishing our vision on July 12, 2013. There was a special Board study session held on this day to gather input from community and staff for our vision. The vision was centered around the nine Essential Program Components (EPCs). The EPCs focus on standards aligned curriculum, instructional time, pacing guides, professional development, highly qualified teachers, intervention, student achievement monitoring, monthly teacher collaboration, and fiscal support. Beginning October 22, 2013 the Board of Education and Educational Services held "Board Outreach Sessions" at each of the school sites. These meetings were to begin the sharing process of staff suggestions to help improve academic achievement in Banning Unified School District. On October 31, we met with New Horizons High School and Banning High School staff. On November 4, we met with Hoffer Elementary staff. On November 6, we met with staff from Nicolet Middle School, Cabazon Elementary and Banning Independent Study School. On November 8 we met with Hemmerling Elementary School staff and on November 20, we met with Central Elementary School staff.</p> <p>On December 10, Banning Unified School District held a public meeting to describe the new funding formula and the needed input for development of the Local Control Accountability Plan (LCAP).</p> <p>Felicia Adkins, Director, Educational Services, visited all School Site Councils to explain the new funding formula and the requirements of the LCAP.</p> <p>In March, Educational Services visited every department in Banning Unified School District to request input for the development of the LCAP. Input sessions occurred: March 4-Maintenance, Operations and Transportation; March 5-District Office staff, Nicolet Middle School, Alternative Education, and Hemmerling Elementary School; March 6-Hoffer Elementary; March 7-Central Elementary School; March 12- Cabazon Elementary School; and March</p> | <p>The greatest areas of concern from staff were the need for intervention for struggling students, Common Core aligned instructional materials, professional development with a Common Core focus and technology focus, class size reduction, need for more technology, and highly qualified teachers.</p> <p>There was a positive response from parents that attended. They were appreciative of the information on the new funding formula.</p> <p>Staff asked questions about the new funding and how it will work for the coming years. Informed staff that the LCAP will be developed with input from all stakeholders.</p> <p>Priorities established were, in no particular order: Elementary priorities were intervention for students, technology, class size and salary (highly qualified teachers). Secondary school priorities were: maintain current lower class sizes with or without benefit of QEIA funds; technology; professional development for Common Core; additional counselor at high school; bilingual support staff at high school; intervention for students during the day; support for English Learners and Special Education students at the alternative education campus; Common Core aligned instructional materials.</p> <p>Parent and student priorities were, in no particular order: intervention at school sites, support services for bilingual students, professional development for Common Core for teachers, technology, class sizes and career technical education.</p> <p>Parent priorities were for better communication across the District including teachers, District and all other staff; highly qualified teachers; safety; and class size reduction.</p> |

| Involvement Process | Impact on LCAP |
|---|--|
| <p>13-Banning High School, and New Horizons High School.</p> <p>District Parent Advisory Committee (DPAC) meetings were held and Local Control Funding Formula (LCFF), Common Core State Standards (CCSS) information, and LCAP information was provided. Meetings were held on September 5, 2013, October 3, 2013, November 7, 2013, January 16, 2014, and March 6, 2014.</p> <p>The Director Educational Services, visited School Site Councils and addressed Common Core State Standards and LCFF/LCAP at Hoffer on December 9, 2013; Hemmerling on December 10, 2013; Coombs Alternative on January 15, 2014; Cabazon on January 16, 2014; Nicolet Middle School on February 14, 2014 and Banning High School on November 18, 2013. Parent input sessions were held on March 10 at Cabazon Elementary school, March 11 at Hemmerling Elementary School, and March 12 at Banning High School.</p> <p>During regular Board meetings several presentations were completed for the community, parents and district surrounding District Data and the implementation of Common Core State Standards. Presentations were: September 26, 2013- Banning Data Part 1; October 24, 2013-Banning Data Part 2; November 14, 2013-Common Core State Standards (CCSS) Where are we Now?; January 9, 2014-Math Pathways; and March 13, 2014-LCFF/LCAP update.</p> <p>A Board study session to bring all input forward was conducted on March 29, 2014 to establish District priorities.</p> <p>Monthly principal meetings.</p> | <p>All input from all stakeholders was presented to the Board of Education. Three areas of priority were Conditions for Learning: school facilities, security/safety, professional development for Common Core, lower class sizes, technology, salary (highly qualified teachers); Pupil Outcomes: lower class sizes, intervention, counselors; Engagement: intervention, bilingual support staff, behavioral support, support staff to assist with attendance and K-2 classrooms, parent outreach.</p> <p>Monthly principal meetings were held with District cabinet to determine the base program. What is necessary for a successful District and successful schools? Through this process it was determined that the top needs of the district were for Common Core aligned materials and professional development, intervention including attendance, school facilities and technology.</p> |

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|--|--|---|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| In order for students to be successful, teachers are required to be highly qualified in their subject matter in order to provide high quality instruction. This will be measured by the annual Williams visit, compliance with the Commission on Teacher Credentialing, and District audit of the | 1) All students will be taught by highly qualified teachers as measured by the annual Williams visit, compliance with the Commission on Teacher Credentialing, and District Office audit of the teachers' credential as applicable to the master schedule and course assignment. | ---ALL Students-- | --- LEA Wide/All Schools --- | 100% of BUSD teachers will be appropriately credentialed and assigned in the master schedule. | By August 2014, all teachers will be appropriately assigned to teach courses in their authorized area of instruction. | By August 2015, all teachers will be appropriately assigned to teach courses in their authorized area of instruction. | By August 2016, all teachers will be appropriately assigned to teach courses in their authorized area of instruction. | Basic |

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| authorized subject area. The teacher is credentialed for Life Science and is teaching Physical Science. | | | | | | | | |
| To ensure that every student is successful in the 21st Century, students will need to have access to standards aligned instructional materials in Mathematics, | 2) All pupils will have access to standards aligned instructional materials taught by highly qualified teachers implementing Common Core State | ---ALL Students--- | --- LEA Wide/All Schools --- | All students in BUSD are utilizing standards based instructional materials. Students will have access to Common Core aligned materials in Mathematics | For 2014-2015, teachers will have new Common Core aligned Mathematics materials K-12. By August 2014, professional development will be provided in the new materials to all | By August 2015, teachers will continue implementation of Common Core Mathematics program and all teachers will have access to new Common Core aligned ELA materials. | By August 2016, all teachers will have access to continued professional development and collaboration to develop and implement Common Core aligned lessons across all | Basic State Standards Implementation |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| English Language Arts (ELA), Science, and Social Studies. This will be measured by the annual Williams instructional materials audit, review of Banning Unified School District (BUSD), Board of Education adopted materials, purchase of State Board of Education (SBE) approved | Standards. Pupil proficiency will be assessed by the use of multiple measures. | | | (2014-2015), English Language Arts (2015-2016) and Science (2016-2017) . | teachers so that high quality instruction will be delivered to all students. By December 2014, teachers will have access to a writing program K-12. Professional development will be provided to all teachers so that high quality instruction will be delivered to all students. BUSD will establish targets for | Professional development will be provided to all teachers so that high quality instruction will be delivered to all students. Once the cut points for proficiency have been established by the state, BUSD will identify the specific goals based on the scores from CAASP. The new scores from the state will | subject areas. Teachers will also begin process to adopt Next Generation Science Standards materials. Once the cut points for proficiency have been established by the state, BUSD will identify the specific goals based on the scores from CAASP. The new scores from the state will establish the | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Common Core State Standards aligned materials in Mathematics, and adoption of a writing program K-12. Utilizing standards aligned materials, teachers will implement common core instructional practices. Data used to evaluate this was: the rate of BUSD students utilizing State | | | | | CAASP after the State issues scores and cut points for proficiency. The new scores from the state will establish the new API targets and BUSD will then write a goal for API. | establish the new API targets and BUSD will then write a goal for API. | new API targets and BUSD will then write a goal for API. | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| success of our EL program. | | | | | | | | |
| In BUSD, there is a population of 20% English Learners (ELs). Our long term English Learners have the greatest need in the secondary schools. In the 2013-2014 school year we saw a slight increase in newcomers arriving at our secondary schools. CELDT | 3) All English Learners will have access to core curriculum, materials, and high quality instruction provided by appropriately credentialed teachers as measured by their performance on District benchmarks, California English | Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | --- LEA Wide/All Schools --- | The needs of the ELs are addressed in the development of the Title III Improvement Plan for 2014-2016. | Teachers of ELs, grades K-12, will be given professional development in the new English Language Arts (ELA)/English Language Development (ELD) standards, differentiated instructional strategies, and interventions will be available. English Learners will increase their performance on AMAO 1 by 5%, AMAO 2 | Teachers of ELs, grades K-12, will continue professional development in the new ELA/ELD standards, differentiated instructional strategies, and interventions will be available. English Learners will increase their performance on AMAO 1 by 5%, AMAO 2 | Teachers of ELs, grades K-12, will be continue professional development in the new ELA/ELD standards, differentiated instructional strategies, and interventions will be available. English Learners will increase their performance on AMAO 1 by 5%, AMAO 2 | State Standards Implementation Pupil Achievement Pupil Engagement |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| scores, state testing, benchmarks, and teacher input identify the need for professional development for differentiated instructional strategies in all core areas to meet the language/academic needs of these two groups of English Learners. Data used to measure | Language Development Test (CELDT), classroom grades, and graduation rates. | | | | increase their performance on AMAO 1 by 10%, AMAO 2 students less than 5 years 5% and students more than five years 10%, and AMAO 3 will be measured by District benchmarks. Graduation rates for ELs will increase 5% points from 79% to 84%. Passage/failure rates will be monitored to measure EL | students less than 5 years 5% points and students more than five years 5% points, and AMAO 3 will be measured by District benchmarks. Graduation rates for ELs will increase 5% points. There will be improved language/academic success for our Long Term ELs and our newcomers at the secondary | students less than 5 years 5% points and students more than five years 5% points, and AMAO 3 will be measured by District benchmarks. Graduation rates for ELs will increase 5% points. Passage/failure rates will be monitored to measure EL student success. | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| English Learner success was: District benchmark exams, CELDT scores (Annual Measurable Achievement Objectives (AMAO) 1, 2, and 3), graduation rates, and classroom grades. Reclassified student in BUSD, traditionally score higher than our English Only | | | | | student success. | level. Passage/failure rates will be monitored to measure EL student success. | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| students. We will continue to monitor their success and provide interventions when necessary. Grades of English learners will be looked at for rates of passing/failing classes. | | | | | | | | |
| Students of BUSD have access to a broad course of study from elementary to | 4) All students will have access to and be enrolled in a broad course of study leading to | ---ALL Students-- | --- LEA Wide/All Schools --- | Increase in graduation rates, A-G completion rates, AP passage rates, | It is expected that 5% more students will take the EAP test and perform as college ready in | Students will take the EAP and 10% more students will score as college ready, | Students will take the EAP and 10% more students will score as college ready, | State Standards Implementation Course Access Pupil Achievement Other Pupil |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| high school. We currently have revised our graduation requirements in the 2013-2014 school year. It was a requirement for students to meet all A-G college entrance requirements in order to graduate from BUSD. Changes were made to be more inclusive of college and career | graduates who are college and career ready as measured by A-G completion rates, AP passage rates, EAP participation and college readiness score, enrollment in the Dual Enrollment Program, Dual Immersion, and graduation rates. | | | EAP college readiness rates will all increase and additional pathways will be increased. Decrease in the number of the high school drop outs. | the 2014-2015 school year. An increase of 5% more students will pass the AP tests. A plan will be developed to add additional CTE pathways. The number of dropouts will decrease by 10%, this will be done by tracking where our students are enrolling and going beginning in their freshman year. | graduation rate will increase by 5%, and implementation of more CTE pathways. New Horizons will develop a plan to implement CTE courses. a Continued increase of 5% for passage rate of the AP tests. The number of dropouts will decrease by 10%, this will be done by tracking where our students are enrolling | graduation rate will increase by 5%, and implementation of more CTE pathways. 5% increase of the passage rate of all AP tests will continue. The number of dropouts will decrease by 10%, this will be done by tracking where our students are enrolling and going beginning in their freshman year. | Outcomes Pupil Engagement |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| readiness. The new requirements acknowledge that students can either go to college or be prepared for the work environment. Currently, we have two active Career Technical Education (CTE) pathways. The two pathways are for Virtual Enterprise and the Geographic Information Systems (GIS) | | | | | and going beginning in their freshman year. | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| student rate of completion for A-G requirements, add additional CTE pathways, and increase graduation rates of our English Learners, African Americans, and Native Americans. Passage rate of the AP tests has gone from 33% in 2010 to 23% in 2012. For the 2013-2014 school year | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| there are no stipends for teachers of the Dual Immersion Program. During the stakeholder input sessions, it was recommended that the elementary counselors, currently funded through a grant, be continued after the grant funding is depleted and that Banning High School | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| The new counselor will assist with monitoring of all senior students. | | | | | | | | |
| The annual Williams visit and input from school sites have identified multiple areas of need for improved facilities. The disrepair of the asphalt at Central, Hemmerling, and Hoffer Elementary | 5) All students will be provided a school climate that is conducive to student achievement, provides a sense of safety and school connectedness as measured by suspension rates, expulsion | ---ALL Students--- | --- LEA Wide/All Schools --- | During our stakeholder input sessions, classified and certificated staff and parents identified areas of concern for the status of our facilities. During the Board Study Session specific priorities were | By December 2014, the Central Elementary School play structure and landscaping at Nicolet will be repaired. Additional tools will be purchased to maintain all facilities in good repair. | By August 2015, asphalt conditions at Hemmerling, Hoffer, and Central Elementary Schools will have been repaired and will be maintained. The Central Elementary School play | In the 2016-2017 school year, maintenance of landscaping, play structures, and asphalt will continue at Central, Hemmerling, Hoffer Elementary Schools and Nicolet Middle School. | Basic Pupil Engagement School Climate |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| Schools is posing a safety hazard for both students and staff. Nicolet is in need of new landscaping to reduce the hazard of pooling water at various locations. Unlandscaped areas cause an excess amount of debris to collect on the walkways and in restrooms. This causes a slipping hazard. There is | rates, attendance rates, middle school drop out rates will decrease and parent and student surveys. | | | established for the coming three years. Expulsion and suspension rates will continue to decrease. Attendance rates will continue to improve. | Additional security cameras for student safety will be purchased for Nicolet Middle, Banning High and Coombs Alternative schools. Expulsion and suspension rates will continue to decrease. Attendance rates will continue to improve. Middle school drop out rates | structure and landscaping at Nicolet will also be repaired and maintained.. Additional tools will continue to be used to maintain all facilities in good repair. Additional security cameras will be maintained. Expulsion and suspension rates will continue to decrease. Attendance | Facilities will be maintained in good repair. Security cameras will be maintained. Expulsion and suspension rates will continue to decrease. Attendance rates will continue to improve. Middle school drop out rates will decrease. Chronic absenteeism is the number of pupils with a | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| also a play structure at Central Elementary that is in disrepair and is not usable for our students. There was input received from the Maintenance, Operations, and Transportation (MOT) Department that indicated a need for additional tools to maintain all | | | | | will decrease. Chronic absenteeism is the number of pupils with a primary, secondary, or short-term enrollment during the academic year who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year. | rates will continue to improve. Middle school drop out rates will decrease. Chronic absenteeism is the number of pupils with a primary, secondary, or short-term enrollment during the academic year who are chronically absent where "chronic absentee" means a pupil | primary, secondary, or short-term enrollment during the academic year who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year. District office will monitor the chronic absentee list and work | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| BUSD sites in good repair. The need expressed was for more tools to be purchased due to the addition of facilities across the District. The suspension rate for Banning Unified School District is 10.2% with each school: Banning High-10.4%, Banning Independent Study-0, Cabazon | | | | | District office will monitor the chronic absentee list and work towards improvement with all staff. | who is absent 10 percent or more of the schooldays in the school year. District office will monitor the chronic absentee list and work towards improvement with all staff. | towards improvement with all staff. | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| Elementary-8.4%, Central Elementary-1.5%, Hemmerling Elementary-3.7%, Hoffer Elementary-11.4%, New Horizons High-16.8%, Nicolet Middle-17%. We have a 56.78% truancy rate (truancy rate is defined as "a pupil who is absent from school without a valid excuse three full days in one school | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year." Current truancy rates are: Banning High-69.55, Banning Independent Study-18.79, Cabazon Elementary-51.08, Central Elementary-42.56, | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year. District office will monitor the chronic absentee list and work towards improvement with all staff. The Graduation rate of Special Education students is 78.8% and the dropout rate is 12.1%. Banning | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| Unified School District has a graduation rate of 83.7% overall, Hispanic-87.1%, American Indian-7.%, Asian-90.3%, African America-85.7%, White-69.4%, Socioeconomically Disadvantaged-85%. Graduation rates will increase by 5%. BUSD had forty expulsions for | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|--|--|--|---|---|--|--|
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| the 2012-2013 school year and six for the 2013-2014 school year. Alternative means to suspension were implemented for the 2013-2014 school year. | | | | | | | | |
| Parent involvement in BUSD has been very low. There is a need to improve parent participation in all aspects of | 6) All stakeholders, parents, teachers, students, and community, will be engaged, informed, and | ---ALL Students-- | --- LEA Wide/All Schools --- | During our stakeholder input sessions, parent participation was very low and the parents that did attend | A new parent survey to be delivered in person and on-line will be developed to assess the increase of | In 2015-2016, parent participation in school and District functions will increase by 15% as measured by | In 2016-2017, parent participation will increase by 20% as measured by parent sign-in sheets and | Parent Involvement School Climate |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| our District including; Parent Teacher Associations (PTA), School Site Councils (SSC), Community Advisory Committee (CAC), District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), and Indian Education Parent Advisory Group. Data | have input to school and District priorities as measured by surveys and sign in sheets. | | | noted that BUSD needs to try different avenues to increase parent participation. BUSD will increase parent participation in school and District events by 15% as measured by sign-in sheets and parent surveys. | parent participation and to measure continuing needs of parent involvement in BUSD. All school sites will increase the use of teleparent communication, monthly calendar newsletters, marquees, website, and parent liaisons. Sites will provide childcare and incentives for parents to be involved. | parent sign in-sheets and parent surveys. All school sites will increase the use of teleparent communication, monthly calendar newsletters, marquees, website, and parent liaisons. Sites will provide childcare and incentives for parents to be involved. | parent surveys. All school sites will increase the use of teleparent communication, monthly calendar newsletters, marquees, website, and parent liaisons. Sites will provide childcare and incentives for parents to be involved. | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| used to measure parent involvement was: sign-in sheets for all activities and discussions with active parents throughout the District. | | | | | parents to be involved. | | | |

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 1) All students will be taught by highly qualified teachers as measured by the annual Williams visit, compliance with the Commission on Teacher Credentialing, and District Office audit of the teachers' credential as applicable to the master schedule and course assignment. | Basic | 1) Banning Unified School District will assure that teachers are teaching in their authorized subject areas. | --- LEA Wide/All Schools --- | A review of master schedules and credentials will assure that all teachers are appropriately assigned. | There is no cost, other than classified and certificated staff reviewing reports of teacher placement on the master schedule to assure 100% assignment within the designated subject areas for each teacher. Title II Teacher Quality (4035) | There is no cost, other than classified and certificated staff reviewing reports of teacher placement on the master schedule to assure 100% assignment within the designated subject areas for each teacher. Title II Teacher Quality (4035) | There is no cost, other than classified and certificated staff reviewing reports of teacher placement on the master schedule to assure 100% assignment within the designated subject areas for each teacher. Title II Teacher Quality (4035) |
| | Basic | 2) Banning Unified School District will | --- LEA Wide/All Schools --- | A plan will be developed for teacher | The District has set aside money for a potential | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|--|--|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | develop a plan for teacher recruitment, retention, and incentives. | | recruitment, retention and incentives and will be implemented in the 2014-2015 school year. A survey of teachers will be conducted to assess the results of our teacher recruitment and retention plan. BTSA will be offered to all new teachers to improve teacher retention. | 2.6% salary increase for all employee groups in 2014-2015. This raise is currently a proposed settlement and as not been approved by district or the unions. This cost is \$700,000.00 A team of administrators and teachers will meet to write the plan for teacher recruitment and retention. Estimated cost of pay for teachers to be on the committee is \$2,000.00. The Human Resources Department will attend University career fairs to recruit teachers in | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | <p>areas of need. The cost to attend career fairs is estimated at \$5,000.00. Incentives as developed in the Teacher recruitment and retention Plan is estimated at \$12,000.00. Beginning Teacher Support and Assessment is still offered to our new teachers provided by RCOE. LCFF Basic (0000), Title II Teacher Quality (4035)</p> | | |
| | Basic | 3) By August 2014, four additional teachers will be hired for grades 1-3 to bring class size reduction down to 24:1. | Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary | Annually, a posting will be advertised to hire additional elementary teachers to continue working | It is estimated at \$214,500 to hire an additional three teachers for the elementary school sites. The specific needs | It is estimated at \$214,500 to hire an additional three teachers for the elementary school sites. The specific needs | It is estimated at \$214,500 to hire an additional three teachers for the elementary school sites. The specific needs |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | BUSD will hire K teachers as enrollment increases. | | towards class size reduction of 24:1. | will be determined as BUSD works towards the 24:1 class size for grades K-3 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | will be determined as BUSD works towards the 24:1 class size for grades K-3 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | will be determined as BUSD works towards the 24:1 class size for grades K-3 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Basic | 4) By August 2015, the Teacher recruitment and retention plan will continue to be implemented. | --- LEA Wide/All Schools --- | An annual review of the recruitment and retention plan will be completed to determine its effectiveness. | | The Human Resources Department will attend University career fairs to recruit teachers in areas of need. The cost to attend career fairs is estimated at \$5,000.00. Incentives as developed in the Teacher recruitment and retention Plan is estimated at | The Human Resources Department will attend University career fairs to recruit teachers in areas of need. The cost to attend career fairs is estimated at \$5,000.00. Incentives as developed in the Teacher recruitment and retention Plan is estimated at |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | | \$12,000.00. BTSA is covered through RCOE for the 2014-2015 school year. BTSA cost is estimated at \$10,000.00 for new teachers in the 2015-2017 school years. LCFF Basic (0000), Title II Teacher Quality (4035) | \$12,000.00. BTSA is covered through RCOE for the 2014-2015 school year. BTSA cost is estimated at \$10,000.00 for new teachers in the 2015-2017 school years. LCFF Basic (0000), Title II Teacher Quality (4035) |
| 2) All pupils will have access to standards aligned instructional materials taught by highly qualified teachers implementing Common Core State Standards. Pupil proficiency will be assessed by the use of multiple measures. | Basic State Standards Implementation | 1) Banning Unified School District has adopted the Houghton Mifflin's "Go Math!", a SBE standards aligned approved Mathematics curriculum for grades K-5, McGraw Hill's "My Math", a SBE standards aligned | Banning High New Horizon High Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | BUSD established a committee to represent all schools. They went through the Mathematics curriculum Evaluation Tool Kit that we received from Riverside County Office of Education. The elementary team consisted of four | The cost of the adoption will be for the 2014-2015 school year, Houghton Mifflin "Go Math!" is \$401,442.53 for the K-5 materials and \$166,136.45 for the California Math, McGraw Hill and Pearson for grades 6-8. For the ninth grade students in the | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | approved Mathematics curriculum for grades 6-8, and piloting Pearson's Mathematics Integrated Math for advanced eighth graders and ninth grade students. | | teachers from each site, Central, Hemmerling, Hoffer and Cabazon Elementary Schools, for a total of sixteen teachers. The committee started with three curriculums: Houghton Mifflin, McGraw Hill, and Pearson. The elementary team met on March 5 and 7, 2014. The elementary team met one last time on April 10, 2014. The high school team consisted of three teachers that met together on March 4, 2014. They evaluated four different curriculums. At the end of the day, | 2014-2015 school year, BUSD will pilot Pearson Mathematics 1 (Common Core) as we go to the Integrated Pathway. Because we are piloting the program, the cost is \$17,610.00. Common Core (7405) | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|----------------------|---|---|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | they decided on one curriculum to continue evaluating, which was Pearson. The middle school and high school teachers met on March 11, 2014. Middle school teachers met again on March 12, 2014. A meeting to discuss the adoption was held with all team members from K-12 on March 31, 2014. All decisions were made by majority vote. The final vote was K-5 "Go Math!" Houghton Mifflin, 6-8 California Math, McGraw Hill, and Pearson Integrated High | | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | School Mathematics for a pilot during the 2014-2015 school year. Review of benchmark data will be used to assess the effectiveness of implementation of the new Common Core Math curriculum. | | | |
| | Basic State Standards Implementation | 2) To ensure that all students in BUSD receive common core aligned lessons in English Language Arts, we will adopt "Step up to Writing" as a foundational skill for writing for students in grades K-8. | Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | A discussion was held with principals about the need to adopt a consistent writing program to be implemented across all grade levels. Principals agreed that "Step up to Writing" would be a good foundational writing program. This program will improve writing | "Step Up to Writing" will be implemented grades K-8 during the 2014-2015 school year. It is estimated that the cost for 55 teachers will be \$23,000.00. The cost for training will be conducted at each site. The anticipated cost is \$7,500.00. In the school year | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | skills for students as they prepare to take the new on-line assessments for California. Training will occur at each school site. Student performance on District benchmark exams and quarterly Performance tasks will be reviewed. An increase of 5% in proficient writing will be demonstrated on the District benchmark exams and the Performance Tasks. In 2014-2017 all ELA teachers will use "Step Up to Writing" as a foundational | 2015-2016, BUSD teachers grades K-8 will continue to implement with fidelity the "Step Up to Writing" curriculum. LCFF Supplemental (0000),LCFF Concentration (0000),Common Core (7405) | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | program to enhance students writing ability. | | | |
| | Basic State Standards Implementation | 3) In the school year 2014-2015, BUSD will investigate new Common Core Aligned English Language Arts curriculum for grades K-12. The state will publish the approved list of curriculum and an ELA Adoption committee will be organized to research the best instructional materials to be adopted by BUSD. If the committee, makes a recommendation, materials will be purchased for the 2015-2016 school year and | Banning High New Horizon High Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | During the 2014-2015 school year, an ELA adoption committee will be formed to make a recommendation to purchase ELA Common Core aligned instructional materials K-12 for the 2015-2016 school year. Professional development will be provided to all teachers of English Language Arts K-12 in the 2015-2016 school year. | We will budget for twenty-one teachers to review instructional materials for three days. The estimated cost is \$6,300.00 for the committee during the 2014-2015 school year. An estimated cost of instructional materials will be \$620,000.00 for the 2015-2016 school year. Professional development will be provided prior to the start of the 2015-2016 school year. LCFF Basic (0000),Lottery Instructional | We will budget for twenty-one teachers to review instructional materials for three days. The estimated cost is \$6,300.00 for the committee during the 2014-2015 school year. An estimated cost of instructional materials will be \$620,000.00 for the 2015-2016 school year. Professional development will be provided prior to the start of the 2015-2016 school year. LCFF Basic (0000),Lottery Instructional | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | professional development will be provided to all teachers of English Language Arts K-12. | | | Materials (6300) | Materials (6300) | |
| | State Standards Implementation | 4) In the 2015-2016 school year, BUSD will convene a committee to adopt Next Generation Science Standards (NGSS) instructional materials. The committee will consist of: three teachers from each elementary school, six teachers from the middle school and three teachers from the high school. Once the committee makes a recommendation, | Banning High New Horizon High Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | An adoption committee will be formed in the 2015-2016 school year to recommend and purchase the Next Generation Science Standards materials for implementation in the 2016-2017 school year. | | The committee will consist of twenty-one teachers. The committee will meet three days and will require substitute teachers. The estimated cost of the adoption committee will be \$6,300.00. LCFF Basic (0000), Lottery Instructional Materials (6300), Title II Teacher Quality (4035) | The committee will consist of twenty-one teachers. The committee will meet three days and will require substitute teachers. The estimated cost of the adoption committee will be \$6,300.00. LCFF Basic (0000), Lottery Instructional Materials (6300), Title II Teacher Quality (4035) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | the materials will be purchased for the 2016-2017 school year and professional development will be provided to all science teachers K-12. | | | | | |
| | Basic State Standards Implementation | 5) By September 1, 2014, all elementary school sites will have a schedule of SMART Wednesdays (teacher collaboration-minimum day). Once a month, teachers will collaborate for two hours with their grade-level colleagues across the district. During this collaboration, teachers will work | Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary | During the 2013-2014 school year, teachers shared the need to collaborate amongst their grade-level colleagues across the District. Grade level collaborations will help improve instructional practices as they implement Common Core State Standards. In 2014-2017, SMART Wednesday | There is no cost as the hours will come from the five adjunct hours allotted each month. LCFF Basic (0000) | There is no cost as the hours will come from the five adjunct hours allotted each month. LCFF Basic (0000) | There is no cost as the hours will come from the five adjunct hours allotted each month. LCFF Basic (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | with best instructional practices, analyze data, and develop student interventions to improve instruction for all students. | | agendas and meeting minutes will be kept to monitor collaboration efforts of all grade level K-5. | | | |
| | Basic State Standards Implementation | 6) By September 1, 2014, a schedule of vertical articulation between Banning High School, New Horizons High School, and Nicolet Middle School will be established. This will continue the vertical articulation that was started during the 2013-2014 school year between math departments at Nicolet Middle | Banning High New Horizon High Banning Independent Study Nicolet Middle | As reported by secondary teacher input, there is a need for the secondary schools (New Horizons High, Banning High, and Nicolet Middle School) to collaborate and work to improve instruction. Meeting agendas and minutes will be kept to monitor the efforts of collaboration in grades 6-12. | The cost of the contract with Riverside County Office of Education is \$72,000.00. The cost of substitute teachers for the vertical articulation is approximately \$6,000.00. Title I Basic (3010), Title II Teacher Quality (4035) | The cost of the contract with Riverside County Office of Education is \$72,000.00. The cost of substitute teachers for the vertical articulation is approximately \$6,000.00. Title I Basic (3010), Title II Teacher Quality (4035) | The cost of the contract with Riverside County Office of Education is \$72,000.00. The cost of substitute teachers for the vertical articulation is approximately \$6,000.00. Title I Basic (3010), Title II Teacher Quality (4035) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | School and Banning High School. During the vertical articulation, the three school sites will do professional development (as determined by need) and peer observation (Classroom Walk-Throughs) with the assistance of Riverside County Office of Education. | | | | | |
| | Basic State Standards Implementation | 7) Teachers will conduct quarterly benchmark exams and quarterly practice performance tasks. These exams and tasks will assist teachers to improve | --- LEA Wide/All Schools --- | Common Core aligned benchmark exams and practice performance tasks were utilized from Key Data Systems. The exams were administered first, second and | There is no cost to utilize the benchmark exams and performance tasks. The data management system Educator's Assistance Data Management System (EADMS) has an annual | There is no cost to utilize the benchmark exams and performance tasks. The data management system Educator's Assistance Data Management System (EADMS) has an annual | There is no cost to utilize the benchmark exams and performance tasks. The data management system Educator's Assistance Data Management System (EADMS) has an annual |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | instructional practices and guide lesson planning. | | third quarter for the 2013-2014 school year. There was one performance task administered during the 2013-2014 school year. Student data will be used as baseline data for 2014-2015 school year. There will be an increase of proficiency by 5% on the benchmark exams and an increase of proficiency by 5% on the performance tasks. | cost of \$14,439.75. Lottery Instructional Materials (6300) | cost of \$14,439.75. Lottery Instructional Materials (6300) | cost of \$14,439.75. Lottery Instructional Materials (6300) |
| | Basic State Standards Implementation | 8) BUSD will have two English Language Development Specialisst, one Math Instructional | Banning High New Horizon High Banning Independent Study Cabazon Elementary Central | Four the 2014-2017 school years the specialists will perform department or grade-level presentations at | For the 2014-2017 school years the cost of the four instructional specialists is \$387,703.00. LCFF | For the 2014-2017 school years the cost of the four instructional specialists is \$387,703.00. LCFF | For the 2014-2017 school years the cost of the four instructional specialists is \$387,703.00. LCFF |

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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Specialist, and one English Language Arts (ELA)/English Language Development (ELD) specialist to assist teachers with Common Core lesson design, lesson demonstrations (both in class and staff development settings), and to offer intervention strategies to Student Study Teams (SST) meetings. | Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | least four times a year, five presentations to whole staff, and keep a log to monitor activities during the school year. | Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203) | Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203) | Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203) |
| | Basic State Standards Implementation | 9) Teachers will collaborate and develop multi disciplinary lessons to implement in the 2014-2015 school year. These lessons will be | Nicolet Middle | Teacher and student input will be sought to determine the level of effectiveness of the multi-disciplinary content lessons. | Teachers across disciplines will work during summer to create the multi-disciplinary content lessons. The cost is estimated at | Teachers across disciplines will work during summer to create the multi-disciplinary content lessons. The cost is estimated at | Teachers across disciplines will work during summer to create the multi-disciplinary content lessons. The cost is estimated at |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Common Core aligned. | | Revisions of the lessons will be made after input. | \$1,000.00. Title II Teacher Quality (4035) | \$1,000.00. Title II Teacher Quality (4035) | \$1,000.00. Title II Teacher Quality (4035) |
| | State Standards Implementation | 10) Three permanent substitute teachers will be hired for the 2014-2015 school year. The substitutes will be used to provide class coverage while teachers participate in peer coaching and sharing of best practices. This will allow teachers to visit other classrooms and share best practices through observation. | --- LEA Wide/All Schools --- | A posting for the three permanent substitute teacher positions will be flown by June 30, 2014. A list of potential substitutes will be generated for interviews and hiring for the 2014-2015 school year. | The estimated cost of three permanent substitute teachers is \$95,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The estimated cost of three permanent substitute teachers is \$95,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The estimated cost of three permanent substitute teachers is \$95,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) |
| | State Standards Implementation | 11) Four elementary intervention teachers will be hired for the 2014 | Banning High Cabazon Elementary Central Elementary | During the stakeholders input sessions, there was a need noted for | It is estimated cost of six intervention teachers is \$414,000.00. The | It is estimated cost of six intervention teachers is \$414,000.00. The | It is estimated cost of six intervention teachers is \$414,000.00. The |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | -2015 school year. Two intervention teachers will be hired one for Banning High School and one for Nicolet Middle School. Intervention teachers will be hired for the 2014-2015 school year. Funding will be in the form of 6 1/6th being offered to teachers. The intervention teachers will assist struggling students to improve academic achievement. Intervention materials will be purchased. Additional library hours will be available for | Hemmerling Elementary Hoffer Elementary Nicolet Middle | intervention teachers in grades K-12. Academic achievement of at-risk students will be monitored for effectiveness of the intervention teachers. Use of intervention materials will be reviewed by administrators and intervention teachers to evaluate their effectiveness. The library at Coombs Alternative Education will be open for more hours and a student sign in sheet will determine the level of usage by students. | estimated cost of Reading A-Z is \$400.00, RAZ kids is \$800.00, National Geographic Level Readers is \$4,800.00 per year for the elementary schools. Intervention training is estimated at \$1,200.00 for one year without reoccurring costs. The additional hours for the library aide will cost \$13,354.00 annually. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010) | estimated cost of Reading A-Z is \$400.00, RAZ kids is \$800.00, National Geographic Level Readers is \$4,800.00 per year for the elementary schools. Intervention training is estimated at \$1,200.00 for one year without reoccurring costs. The additional hours for the library aide will cost \$13,354.00 annually. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010) | estimated cost of Reading A-Z is \$400.00, RAZ kids is \$800.00, National Geographic Level Readers is \$4,800.00 per year for the elementary schools. Intervention training is estimated at \$1,200.00 for one year without reoccurring costs. The additional hours for the library aide will cost \$13,354.00 annually. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010) |

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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | students to access instructional materials, technology and tutoring services | | | | | |
| | State Standards Implementation | 12) During the stakeholder input sessions, it was determined that instructional aides for the TK and Kindergarten classes were necessary to help students academic achievement while working towards lower class sizes. BUSD will hire seventeen instructional aides (6-Central, 4-Hemmerling, 4-Hoffer, 2-Cabazon, 1-San Gorgonio Transitional Kindergarten) to | San Gorgonio Childcare Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary | A posting will be advertised for seventeen TK/K instructional aides to be hired for the 2014-2015 school year. Academic achievement of BUSD's TK/K students will be monitored for the effectiveness of the instructional aides. | It is estimated that the cost for three hours a day for seventeen instructional aides will be \$124,100. LCFF Supplemental (0000) | It is estimated that the cost for three hours a day for seventeen instructional aides will be \$124,100. LCFF Supplemental (0000) | It is estimated that the cost for three hours a day for seventeen instructional aides will be \$124,100. LCFF Supplemental (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | assist in Transitional Kindergarten (TK) and Kindergarten (K) classes for three hours a day. | | | | | |
| | Basic State Standards Implementation | 13) Two teachers will be hired as intervention for students in grades K-5 to offer more intensive instructional support than available in the regular class setting. In addition, three instructional aides will be hired to assist academic achievement. | Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary | Student achievement data will be monitored to assure that students placed in the intervention classrooms are having more success than in the regular classroom. District benchmark data and classroom assessment will be used to determine success. | Two teachers hired to work at Coombs Alternative School site cost \$110,000 and \$108,000.00. The cost of the three instructional aides is estimated at \$37,000.00. Substitute costs for the instructional aides are estimated to be \$5,673.00. LCFF Supplemental (0000),LCFF Concentration (0000) | Two teachers hired to work at Coombs Alternative School site cost \$110,000 and \$108,000.00. The cost of the three instructional aides is estimated at \$37,000.00. Substitute costs for the instructional aides are estimated to be \$5,673.00. LCFF Supplemental (0000),LCFF Concentration (0000) | Two teachers hired to work at Coombs Alternative School site cost \$110,000 and \$108,000.00. The cost of the three instructional aides is estimated at \$37,000.00. Substitute costs for the instructional aides are estimated to be \$5,673.00. LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Basic | 14) The Student | --- LEA Wide/All | Beginning with the | Beginning in the | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | State Standards Implementation | Success Team will be revamped to assure that students are receiving interventions to improve academic success. | Schools --- | 2014-2015 school year, each semester the SST team meeting notes will be reviewed to assure that students are receiving interventions to assist with student achievement. | 2014-2015 school year a team will be comprised to redesign the SST process. The cost to train eight SST coordinators is \$5,000.00 for two days, 13 hours of training. A review of training will occur during the 2014-2017 school years. LCFF Basic (0000), Title II Teacher Quality (4035) | | |
| | State Standards Implementation | 15) A Technology Technician will be added to the Technology Department to assure that technology is functioning at school sites. The technology will assist students in | --- LEA Wide/All Schools --- | Teacher and student surveys will be completed to determine the functionality of technology at all sites and how the technology is used by teachers and students. | The additional technology technician cost is \$54,000.00 and will continue for the 2014-2017 school years. LCFF Supplemental (0000), LCFF Concentration | The additional technology technician cost is \$54,000.00 and will continue for the 2014-2017 school years. LCFF Supplemental (0000), LCFF Concentration | The additional technology technician cost is \$54,000.00 and will continue for the 2014-2017 school years. LCFF Supplemental (0000), LCFF Concentration |

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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | preparation for the on-line state testing that will begin in 2014-2015 school year. | | | (0000) | (0000) | (0000) |
| | State Standards Implementation | 16) For the 2013-2014 school year, nine mobile computer labs were purchased to increase the amount of technology available for student testing and use during the school year. Additional computers will be bought for the classroom use for the 2014-2017 school years. | --- LEA Wide/All Schools --- | Parent, teacher, and student surveys will be conducted to evaluate how technology is being used in the classroom. | \$182,378.00 was spent on nine mobile computer labs for the 2013-2014 school year. For the 2014-2015 \$250,000.00 is allocated for increased technology in the classrooms and will be a recurring cost each year. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | | |
| | Basic State Standards Implementation | 17) For the 2014-2015 school year, BUSD will put together a textbook adoption | Banning High New Horizon High Banning Independent Study Nicolet Middle | The Integrated Adoption Committee will make recommendations | Purchase of the adopted math materials for grades 8-12 is estimated at | Purchase of the adopted math materials for grades 8-12 is estimated at | Purchase of the adopted math materials for grades 8-12 is estimated at |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | committee for Integrated Math grades 8-12. The committee will make a recommendation for purchase of materials for use during the 2015-2016 school year. | | for Integrated Mathematics for students in grades 6-12. Achievement scores will be monitored for appropriate implementation of Integrated Math. | \$350,000.00 LCFF Basic (0000),Lottery Instructional Materials (6300) | \$350,000.00 LCFF Basic (0000),Lottery Instructional Materials (6300) | \$350,000.00 LCFF Basic (0000),Lottery Instructional Materials (6300) |
| | Basic State Standards Implementation | 18) Two additional Special Education teachers will be hired to meet the needs of our Special Education students. | --- LEA Wide/All Schools --- | Review of services to Special Education students will be monitored for increased achievement. | The two additional teachers will cost \$142,998.00 for the 2014-2017 school years. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | The two additional teachers will cost \$142,998.00 for the 2014-2017 school years. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | The two additional teachers will cost \$142,998.00 for the 2014-2017 school years. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) |
| 4) All students will have access to and be enrolled in a broad course of study leading to graduates who are college and | State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement | 1) The Dual Immersion Program offers an alternate course of study for students wishing to become | Banning High Central Elementary Nicolet Middle | An annual review of student achievement utilizing District benchmarks, classroom grades, and state testing | Teacher stipends may be developed in the teacher retention and recruitment plan. An estimated budget of | Teacher stipends may be developed in the teacher retention and recruitment plan. An estimated budget of | Teacher stipends may be developed in the teacher retention and recruitment plan. An estimated budget of |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| career ready as measured by A-G completion rates, AP passage rates, EAP participation and college readiness score, enrollment in the Dual Enrollment Program, Dual Immersion, and graduation rates. | | biliterate in English and Spanish. | | will be used to measure student success in the Dual Immersion Program. | \$12,000.00 will be allocated for incentives. Title II Teacher Quality (4035) | \$12,000.00 will be allocated for incentives. Title II Teacher Quality (4035) | \$12,000.00 will be allocated for incentives. Title II Teacher Quality (4035) |
| | Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement | 2) A counselor will be hired for the 2014-2015 school year for Banning High School. The current elementary counseling grant will continue to fund one counselor at the four elementary schools for the 2014-2015 school year. During the 2015-2016 school | Banning High New Horizon High Banning Independent Study Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary | The elementary school counselor grant currently funds eight counselors at the elementary level. An additional counselor will be hired for Banning High School for the 2014-2015 school year. In the 2015-2016 school year, two elementary school counselors will be hired to work half | The cost of the high school counselor is estimated at \$78,000.00 annually. Beginning in the 2015-2016, the annual estimated cost of two elementary counselors and continued funding for the high school counselor is estimated at \$245,000.00. | The cost of the high school counselor is estimated at \$78,000.00 annually. Beginning in the 2015-2016, the annual estimated cost of two elementary counselors and continued funding for the high school counselor is estimated at \$245,000.00. | The cost of the high school counselor is estimated at \$78,000.00 annually. Beginning in the 2015-2016, the annual estimated cost of two elementary counselors and continued funding for the high school counselor is estimated at \$245,000.00. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | year, BUSD will fund two split elementary counselors, half time counselor at each of the four elementary school sites. | | -time at the four elementary school sites. Decreased disciplinary referrals will measure the success of the elementary school sites. Increased enrollment of students in CTE pathways and an increase of students completing the EAP and A-G requirements at the high school will demonstrate the effectiveness of the high school counselor. | LCFF Supplemental (0000) | LCFF Supplemental (0000) | LCFF Supplemental (0000) |
| | State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement | 3) Students will be provided a broad course of study including Advanced Placement classes, Dual | Banning High New Horizon High Banning Independent Study Nicolet Middle | An annual review of students enrolled in Advanced Placement classes, Dual Enrollment | There is no additional funding cost for 2014. Beginning in 2015, the annual cost of our two ROP teachers | There is no additional funding cost for 2014. Beginning in 2015, the annual cost of our two ROP teachers | There is no additional funding cost for 2014. Beginning in 2015, the annual cost of our two ROP teachers |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Enrollment classes, Honors/Advanced courses and Career Technical Education (CTE) courses. There will be an enrollment increase of 5% in all programs. 12th graders completing all course requirements for UC/CSU entrance will improve by 5%; currently Banning Unified School District has a completion rate of 32.3%. | | classes, Honors/Advanced courses and CTE courses will be conducted by counselors and administration to verify a increase of 5%. | will need to be added because ROP funds will not continue. The annual estimated cost for the two teachers is \$210,000.00. LCFF Basic (0000) | will need to be added because ROP funds will not continue. The annual estimated cost for the two teachers is \$210,000.00. LCFF Basic (0000) | will need to be added because ROP funds will not continue. The annual estimated cost for the two teachers is \$210,000.00. LCFF Basic (0000) |
| | State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement | 4) To offer more elective opportunities for middle school students a half-time choir teacher will be assigned | Nicolet Middle | Enrollment in choir will increase by 10% each year as demonstrated by class enrollment records. | The cost of a half-time choir teacher is \$52,620.00. LCFF Supplemental (0000) | The cost of a half-time choir teacher is \$52,620.00. LCFF Supplemental (0000) | The cost of a half-time choir teacher is \$52,620.00. LCFF Supplemental (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|--|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | to Nicolet Middle School. | | | | | |
| 5) All students will be provided a school climate that is conducive to student achievement, provides a sense of safety and school connectedness as measured by suspension rates, expulsion rates, attendance rates, middle school drop out rates will decrease and parent and student surveys. | Basic School Climate | 1) During the 2014-2015 school year, asphalt on the playgrounds will be repaired at Central, Hoffer, and Hemmerling Elementary Schools. The play structure at Central Elementary and the landscaping at Nicolet Middle School will be repaired. | Central Elementary Hemmerling Elementary Hoffer Elementary Nicolet Middle | Asphalt was in disrepair at Central, Hoffer, and Hemmerling Elementary Schools. Landscaping was posing a safety hazard at Nicolet Middle School, and a play structure was also creating a safety hazard. The annual Williams site review will confirm that the facilities are in good repair. Input from parents and staff will confirm that sites are in good repair. | The cost to fix the asphalt at Central, Hoffer, and Hemmerling Elementary Schools is estimated to be \$300,000.00. The cost for landscaping at Nicolet Middle School is estimated at \$20,000.00. The cost to repair a play structure at Central Elementary School is \$3,000.00. LCFF Supplemental (0000), LCFF Concentration (0000) | | |
| | Basic School Climate | 2) For the 2014-2015 school year, an inventory of | --- LEA Wide/All Schools --- | A priority list of tools will be developed with | A meeting with the Maintenance, Transportation, | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | custodial tools will be completed and a priority list will be made for additional tools to be purchased. Tools will be purchased in 2014-2015 and 2015-2016. Facilities will be maintained in good repair to foster increased student achievement. | | input from the Maintenance, Operations, and Transportation Department. The tools will be purchased in the 2014-2015. | and Operations Department will be held to determine what tools will be purchased in 2014-2015. Tools will be purchased in the 2014-2015 school year. An estimate of \$15,000.00 will be allocated for the necessary tools to maintain all sites in good repair. LCFF Supplemental (0000),LCFF Concentration (0000) | | |
| | Basic Pupil Engagement School Climate | 3) There is a need for administrative and teacher support with bilingual parent outreach. An Outreach | --- LEA Wide/All Schools --- | The percentage of students with improved attendance will increase by 5% for each year, 2014-2015 and 2015 | The cost of the Outreach consultant is estimated at \$58,000.00. LCFF Supplemental | The cost of the Outreach consultant is estimated at \$58,000.00. LCFF Supplemental | The cost of the Outreach consultant is estimated at \$58,000.00. LCFF Supplemental |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | consultant will be hired at the District Office level to offer support to sites with issues concerning attendance and discipline. The Outreach consultant will make home visits and help with chronic absenteeism. The consultant will work with the Child Welfare and Attendance Director. | | -2016. Students having discipline referrals will decrease by 5% for each year, 2014-2015 and 2015-2016 | (0000),LCFF Concentration (0000) | (0000),LCFF Concentration (0000) | (0000),LCFF Concentration (0000) |
| | Basic Pupil Engagement School Climate | 4) BUSD Child, Welfare, and Attendance Department will develop a list of attendance incentives in addition to the awards already | --- LEA Wide/All Schools --- | Each year, perfect attendance on a monthly basis will be improved by 5%. The annual perfect attendance will be improved by 10% in the 2014-2015 | \$5,000.00 will be designated for attendance incentives for the 2014-2017 school years. LCFF Supplemental (0000),LCFF | \$5,000.00 will be designated for attendance incentives for the 2014-2017 school years. LCFF Supplemental (0000),LCFF | \$5,000.00 will be designated for attendance incentives for the 2014-2017 school years. LCFF Supplemental (0000),LCFF |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | given at school sites to motivate students to increase their attendance. Currently, the Educational Services Office delivers monthly bowling certificates donated by Morongo Band of Mission Indians to all students on a monthly basis with perfect attendance. At the end of the year, gift cards are given to students with perfect attendance for the entire year. The gift cards are from donations received from the Banning community. | | school year. In the 2015-2016 school year, the annual perfect attendance will increase by 15% and 18% in 2016-2017. | Concentration (0000) | Concentration (0000) | Concentration (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | Basic Pupil Engagement School Climate | 5) For the 2014-2015 school year, twenty additional security cameras will be purchased for Nicolet Middle School, coombs Alternative Education, and Banning High School. The cameras will also require additional storage for management of the stored data. | Banning High New Horizon High Banning Independent Study Nicolet Middle | A review of parent/student surveys will show an increase of 5% of students that feel safer at the two schools. The number of discipline referrals will drop by 5% at the two schools for the 2014-2017 school years. | For the 2014-2015 school year, the cost of twenty security cameras plus installation is estimated at \$60,000.00. The additional storage is estimated at \$75,000.00. There will be no additional cost for the 2015-2017 school years. LCFF Supplemental (0000),LCFF Concentration (0000) | | |
| | Basic Pupil Engagement School Climate | 6) Positive Behavior Intervention Systems (PBIS) will be implemented K-12. This program will improve student discipline | --- LEA Wide/All Schools --- | Annually, the District and school site discipline referrals will be reviewed. It is estimated that this program will reduce the | Annually, the cost of the program is an initial training of thirty-five teachers to attend a two-day training of \$14,000.00. Annually the trainer cost is | Annually, the cost of the program is an initial training of thirty-five teachers to attend a two-day training of \$14,000.00. Annually the trainer cost is | Annually, the cost of the program is an initial training of thirty-five teachers to attend a two-day training of \$14,000.00. Annually the trainer cost is |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | referrals across all sites. With the implementation of PBIS there will be a reduction of 15% in the suspension rates for the District and each school site. | | number of discipline referrals by 10% and a reduction of suspension rates by 15% for each school year 2014-2017. | \$3,000.00 for the two days. LCFF Supplemental (0000),LCFF Concentration (0000) | \$3,000.00 for the two days. LCFF Supplemental (0000),LCFF Concentration (0000) | \$3,000.00 for the two days. LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Basic School Climate | 7) For the 2014-2015 school year, two additional custodians, one groundsman, and one maintenance worker will be hired to maintain our schools and grounds in good repair. These employees are needed as a result of the increased school facilities and athletic fields. A custodial vehicle will be purchased so that | --- LEA Wide/All Schools --- | A review of facilities will be completed each year to assure they are maintained in good repair. | The cost of the additional two custodians, one groundsman, and one maintenance worker is \$180,409.00 for 2014-2017 school years. The cost of the custodial vehicle is estimated at \$45,000.00 for the 2014-2015 school year only. LCFF Supplemental (0000),LCFF Concentration | The cost of the additional two custodians, one groundsman, and one maintenance worker is \$180,409.00 for 2014-2017 school years. The cost of the custodial vehicle is estimated at \$45,000.00 for the 2014-2015 school year only. LCFF Supplemental (0000),LCFF Concentration | The cost of the additional two custodians, one groundsman, and one maintenance worker is \$180,409.00 for 2014-2017 school years. The cost of the custodial vehicle is estimated at \$45,000.00 for the 2014-2015 school year only. LCFF Supplemental (0000),LCFF Concentration |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | a team cleaning concept will be implemented for the 2014-2015 school year. | | | (0000) | (0000) | (0000) |
| | School Climate | 8) Each classroom teacher will be provided \$250.00 to spend on creating a positive class environment. | --- LEA Wide/All Schools --- | Principals will assure that expenditures are used to enhance the climate of the classrooms on their site. | Each teacher will be provided with \$250.00 the create a positive classroom environment. (\$47,850.00) LCFF Supplemental (0000),LCFF Concentration (0000) | Each teacher will be provided with \$250.00 the create a positive classroom environment. (\$47,850.00) LCFF Supplemental (0000),LCFF Concentration (0000) | Each teacher will be provided with \$250.00 the create a positive classroom environment. (\$47,850.00) LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Basic Pupil Engagement School Climate | 9) Banning Unified School District has the third highest truancy rate in Riverside County. Truancy will be monitored by the Director of Child, Welfare, and Attendance. Each school will reduce | --- LEA Wide/All Schools --- | Truancy reports will be reviewed annually. | Current employees' (cost from general fund) will track student absences and make more parent phone calls to improve student attendance. Other | Current employees' (cost from general fund) will track student absences and make more parent phone calls to improve student attendance. Other | Current employees' (cost from general fund) will track student absences and make more parent phone calls to improve student attendance. Other |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | their truancy rate by 5% each year by calling parents to clear absences and utilizing the District Out Reach consultant, attendance clerks, counselors and administration to make parent phone calls to encourage improved attendance. | | | | | |
| | Basic Pupil Engagement School Climate | 10) Banning Unified School District will increase the graduation rate by 5% by offering credit recovery, summer school, interventions, increase in pathway offerings, monitoring of attendance, | Banning High New Horizon High | Review of the class enrollments in AP classes, summer school, and credit recovery will occur annually. A review of all programs will be reviewed annually. | Existing staff (counselors) will continue efforts to promote college and career readiness, attendance clerks will continue efforts to improve attendance rates, administration and teachers will offer summer school as a credit | Existing staff (counselors) will continue efforts to promote college and career readiness, attendance clerks will continue efforts to improve attendance rates, administration and teachers will offer summer school as a credit | Existing staff (counselors) will continue efforts to promote college and career readiness, attendance clerks will continue efforts to improve attendance rates, administration and teachers will offer summer school as a credit |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | enrollment in dual enrollment and AP classes, college and career readiness counseling, and monitoring of attendance. | | | recovery avenue, credit recovery online programs will continue to be made available to students, and intervention classes will be offered. (Cost of staff is from General fund) Other | recovery avenue, credit recovery online programs will continue to be made available to students, and intervention classes will be offered. (Cost of staff is from General fund) Other | recovery avenue, credit recovery online programs will continue to be made available to students, and intervention classes will be offered. (Cost of staff is from General fund) Other |
| | School Climate | 11) Banning Unified School District will continue to reduce the number of expulsions by using alternative means to suspension. The Child Welfare and Attendance Office will continue measures to reduce expulsion rates by one case each year. Other | --- LEA Wide/All Schools --- | An annual review of expulsion numbers will be completed. | Existing staff from Child, Welfare, and Attendance will work with all school sites to continue with alternatives to suspensions. LCFF Basic (0000) | Existing staff from Child, Welfare, and Attendance will work with all school sites to continue with alternatives to suspensions. LCFF Basic (0000) | Existing staff from Child, Welfare, and Attendance will work with all school sites to continue with alternatives to suspensions. LCFF Basic (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | goals within this document address the implementation of PBIS (Positive Behavior Intervention Strategies). | | | | | |
| | Basic Pupil Engagement School Climate | 12) Input from parents and staff indicate a need for additional security at Nicolet Middle School and Banning High School. One additional seven-hour position at Nicolet Middle School and one additional seven-hour position at Banning High School will be added for the 2014-2015 school year. | Banning High Nicolet Middle | A reduction by 5% of discipline referrals will be a result of the additional security at Nicolet Middle School and Banning High School. Parent and student surveys will reflect an increase in feeling safe at school. | The cost of the seven-hour position is \$25,000.00; seven-hour position is \$25,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The cost of the seven-hour position is \$25,000.00; seven-hour position is \$25,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The cost of the seven-hour position is \$25,000.00; seven-hour position is \$25,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) |
| 6) All stakeholders, | Parent Involvement | 1) There is a need to have a working | --- LEA Wide/All Schools --- | Parents and students will be | A stipend of \$2,000.00 will be | A stipend of \$2,000.00 will be | A stipend of \$2,000.00 will be |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| parents, teachers, students, and community, will be engaged, informed, and have input to school and District priorities as measured by surveys and sign in sheets. | School Climate | website that is easy to navigate, so that parents have up-to-date information for the schools and the District. | | surveyed as to the ease of finding information on school websites and district web pages. If there is a need for revision, the websites will be changed. | offered to staff members at each school site and District office to maintain an easy to navigate website with useful information. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | offered to staff members at each school site and District office to maintain an easy to navigate website with useful information. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) | offered to staff members at each school site and District office to maintain an easy to navigate website with useful information. LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Parent Involvement School Climate | 2) Bilingual support is needed for document translations and parent outreach. An eight-hour bilingual Home School Liaison will be hired to assist with all translations for documents and parent outreach for the 2014-2017 | --- LEA Wide/All Schools --- | A log will be kept by the eight-hour Home School Liaison to track the translations both verbal and written. The classified employee will keep a calendar of all appointments at all school sites. | The cost of the bilingual Home School Liaison estimated at \$36,492.00. LCFF Supplemental (0000) | The cost of the bilingual Home School Liaison estimated at \$36,492.00. LCFF Supplemental (0000) | The cost of the bilingual Home School Liaison estimated at \$36,492.00. LCFF Supplemental (0000) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | school years. | | | | | |
| | Parent Involvement School Climate | 3) Parent communication will increase by the District sending out a quarterly newsletter highlighting our programs. Schools will also send home a monthly newsletter outlining all activities that parents may attend. Banning High School is working with PIQE (Parent Institute of Quality Education) to implement its processes for the 2014-2015 school year. At Back to School Nights parents will be | --- LEA Wide/All Schools --- | Parent communication will increase by written communication on a monthly basis at school sites and quarterly at the District. At Banning High School, at the conclusion of the PIQE nine week sessions in English and Spanish parents will be awarded their certificate of completion. Monthly usage of the parent portal will be reviewed to determine parent use of the portal. | The cost for printing newsletters is estimated at \$12,000.00 for school sites and the District Office. PIQE will be funded through Title I at the high school, the cost is estimated at \$10,000.00. The estimated cost is \$1,200.00 for extra duty time for technology technicians to attend the Back to School Nights. LCFF Basic (0000),LCFF Supplemental (0000),Title I Basic (3010) | The cost for printing newsletters is estimated at \$12,000.00 for school sites and the District Office. PIQE will be funded through Title I at the high school, the cost is estimated at \$10,000.00. The estimated cost is \$1,200.00 for extra duty time for technology technicians to attend the Back to School Nights. LCFF Basic (0000),LCFF Supplemental (0000),Title I Basic (3010) | The cost for printing newsletters is estimated at \$12,000.00 for school sites and the District Office. PIQE will be funded through Title I at the high school, the cost is estimated at \$10,000.00. The estimated cost is \$1,200.00 for extra duty time for technology technicians to attend the Back to School Nights. LCFF Basic (0000),LCFF Supplemental (0000),Title I Basic (3010) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | trained to use the Parent Portal in Illuminate, our student information system. | | | | | |
| | Parent Involvement School Climate | 4) Parent information will be shared at a variety of outlets: churches, Stagecoach Days, Art Hop, Pass Collaborative, libraries and community centers. | --- LEA Wide/All Schools --- | Each month an activity calendar will be generated for all school sites and the district. It will be shared at local churches, libraries, community centers and handed at annual events such as Art Hop and Stagecoach Days. | The cost to print is estimated at \$8,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The cost to print is estimated at \$8,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) | The cost to print is estimated at \$8,000.00. LCFF Supplemental (0000),LCFF Concentration (0000) |
| | Parent Involvement School Climate | 5) A committee of parents and community members representing Special Education, English Learners, Foster Youth, and | --- LEA Wide/All Schools --- | An annual review of the participation numbers will be completed. An survey will be completed for the effectiveness of | Flyers and out reach services will be under taken to get as much involvement in the community conversations as possible. Agendas | Flyers and out reach services will be under taken to get as much involvement in the community conversations as possible. Agendas | Flyers and out reach services will be under taken to get as much involvement in the community conversations as possible. Agendas |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Low income students will be formed and community conversations will be held on a bi-monthly basis. Areas of concerns will be addressed at this meeting as well as communication about upcoming events will be shared. Success of the meetings will be measured for continued growth in attendance. | | the committee. | will be set by the members attending the meetings. It is estimated that \$2,000.00 will be used for classified extra duty and for printing. Title I Program Improvement (3185), Title III LEP (4203) | will be set by the members attending the meetings. It is estimated that \$2,000.00 will be used for classified extra duty and for printing. Title I Program Improvement (3185), Title III LEP (4203) | will be set by the members attending the meetings. It is estimated that \$2,000.00 will be used for classified extra duty and for printing. Title I Program Improvement (3185), Title III LEP (4203) |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 3) All English Learners will have access to core curriculum, materials, and high quality instruction provided by appropriately credentialed teachers as measured by their performance on District benchmarks, California English Language Development Test (CELDT), classroom | State Standards Implementation Pupil Achievement Pupil Engagement | 1) In the 2014-2017 school years, English Language Learners will receive appropriate school based services such as counseling, health services, supplemental instruction, and after school services. The English Language Development specialists will monitor the academic achievement of all | Banning High New Horizon High Banning Independent Study Nicolet Middle | Academic achievement of English Learners will be conducted every year. | The cost of the two and a half ELD specialists to monitor student achievement is approximately \$165,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) | The cost of the two and a half ELD specialists to monitor student achievement is approximately \$165,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) | The cost of the two and a half ELD specialists to monitor student achievement is approximately \$165,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| grades, and graduation rates. | | long term English Learners by tracking benchmark assessment, state testing , and classroom performance. Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | | | | | |
| | State Standards Implementation Pupil Achievement | 2) Counselors at Nicolet Middle School, New Horizons, and Banning High School will be trained by the ELD specialists to properly place students in appropriate classes and interventions | Banning High New Horizon High Banning Independent Study Nicolet Middle | Placement of English Learners and Reclassified students will be reviewed to assure access to all courses to ensure graduation requirements are being met. | The only cost is the ELD specialists at \$165,000.00. LCFF Supplemental (0000),Title II Teacher Quality (4035),Title III LEP (4203) | The only cost is the ELD specialists at \$165,000.00. LCFF Supplemental (0000),Title II Teacher Quality (4035),Title III LEP (4203) | The only cost is the ELD specialists at \$165,000.00. LCFF Supplemental (0000),Title II Teacher Quality (4035),Title III LEP (4203) |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | necessary for all English Learners to graduate. Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | | | | | |
| | Pupil Achievement Pupil Engagement | 3) In 2014-2017 school years, school site administrators will receive professional development relating to English Learner Services from identification, appropriate placement, to interventions. Administrators will also be trained to shadow a Long Term | Banning High New Horizon High Nicolet Middle | Achievement data of Long Term English Learners and reclassified students will be monitored for student achievement. | The cost of the ELD Specialist which is \$160,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) | The cost of the ELD Specialist which is \$160,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) | The cost of the ELD Specialist which is \$160,000.00. LCFF Supplemental (0000), Title II Teacher Quality (4035), Title III LEP (4203) |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | <p>English Learner. The ELD specialist will provide this training. There will be a debriefing of the administrators to share their experiences shadowing a Long term English Learner.</p> <p>Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL)</p> | | | | | |
| | State Standards Implementation Pupil Achievement Pupil Engagement | 4) Teachers will receive professional development on the ELA/ELD standards. Teachers will learn how to incorporate ELD | --- LEA Wide/All Schools --- | The Title III Action Plan was developed during the 2013-2014 school year and delineates several action to improve instruction for English Learners. | The cost of professional development is with replication of instructional materials. The estimated cost is \$1,200.00 and the cost of the ELD | The cost of professional development is with replication of instructional materials. The estimated cost is \$1,200.00 and the cost of the ELD | The cost of professional development is with replication of instructional materials. The estimated cost is \$1,200.00 and the cost of the ELD |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | standards into ELA lessons. They will also receive instruction on the use of academic vocabulary, constructive feedback, and power writing. Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | | Instructional strategies will be reviewed annually to improve academic achievement. Course grades, state testing results, and District benchmarks will be used to assess student learning. | Specialist has already been encumbered. LCFF Supplemental (0000) | Specialist has already been encumbered. LCFF Supplemental (0000) | Specialist has already been encumbered. LCFF Supplemental (0000) |
| | State Standards Implementation Pupil Achievement Pupil Engagement | 5) Each year the ELD Specialist at the high school will monitor the long term English Learners and Reclassified English Learners, look at data, and meet with all Long Term English Learners to assist | Banning High New Horizon High | Each year, CAHSEE scores, graduation rates, and class grades will be reviewed for student achievement. | The cost of monitoring Long Term English Learners is \$190,000.00 which is the cost of the ELD Specialist. LCFF Supplemental (0000),LCFF Concentration | The cost of monitoring Long Term English Learners is \$190,000.00 which is the cost of the ELD Specialist. LCFF Supplemental (0000),LCFF Concentration | The cost of monitoring Long Term English Learners is \$190,000.00 which is the cost of the ELD Specialist. LCFF Supplemental (0000),LCFF Concentration |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | with goal setting, improved academic achievement, and CAHSEE assistance. The Specialist will meet with juniors and seniors on a quarterly basis to encourage academic success. Freshman and sophomores will be met every semester to go over goals. Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | | | (0000),Title III LEP (4203) | (0000),Title III LEP (4203) | (0000),Title III LEP (4203) |
| | Pupil Achievement Pupil Engagement | 6) Staff will be trained on the new criteria for | Banning High New Horizon High Nicolet Middle | This year we reclassified 14 English Learners | ELD specialists will monitor Long Term English | ELD specialists will monitor Long Term English | ELD specialists will monitor Long Term English |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | reclassification of English Learners and introduction to the new ELD state standards. Data shows that the earlier English Learners are reclassified the more successful they are throughout their career in Banning Unified School District. Long term English Learners will be monitored on a quarterly basis and strategies put into place to work towards reclassification. The ELD Specialists will take the lead with our Long Term English Learners. ELD specialists will hold bi | | from Banning High School, 1 from New Horizons High School, and 17 from Nicolet Middle School. We will review the number of students reclassified each year to see improvement. | Learners to promote reclassification. Cost has been encumbered in other areas of the plan. Title I Program Improvement (3185), Title III LEP (4203) | Learners to promote reclassification. Cost has been encumbered in other areas of the plan. Title I Program Improvement (3185), Title III LEP (4203) | Learners to promote reclassification. Cost has been encumbered in other areas of the plan. Title I Program Improvement (3185), Title III LEP (4203) |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | -monthly meetings with staff at all schools to introduce new ELD standards and implementation guidelines. Reclassification rates at Nicolet, New Horizons, and Banning High Schools will increase by 20%. Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) | | | | | |
| 4) All students will have access to and be enrolled in a broad course of study leading to graduates who are college and career ready as | Course Access Pupil Achievement Pupil Engagement | 1) Foster youth students will be encouraged to participate in more advanced classes, sports, and clubs. | --- LEA Wide/All Schools --- | An annual review of the number of students participating in advanced courses, sports and clubs will be completed. BUSD | Existing staff will prepare flyers and do outreach to encourage the participation of Foster Youth. Costs could be \$1,200.00 for | Existing staff will prepare flyers and do outreach to encourage the participation of Foster Youth. Costs could be \$1,200.00 for | Existing staff will prepare flyers and do outreach to encourage the participation of Foster Youth. Costs could be \$1,200.00 for |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| measured by A-G completion rates, AP passage rates, EAP participation and college readiness score, enrollment in the Dual Enrollment Program, Dual Immersion, and graduation rates. | | Applicable Subgroups: *Foster Youth | | will work towards an increase of 10% more students participating in advanced courses, sports and clubs. | extra duty pay and \$1,200.00 for replication of flyers. LCFF Supplemental (0000),LCFF Concentration (0000) | extra duty pay and \$1,200.00 for replication of flyers. LCFF Supplemental (0000),LCFF Concentration (0000) | extra duty pay and \$1,200.00 for replication of flyers. LCFF Supplemental (0000),LCFF Concentration (0000) |
| 5) All students will be provided a school climate that is conducive to student achievement, provides a sense of safety and school connectedness as measured by suspension rates, expulsion rates, attendance rates, middle school drop out rates will decrease and parent and | Basic Pupil Engagement School Climate | 1) Graduation rates for Special Education student will increase of 5%. There will be training with general education teachers and special education teachers relating to accessibility to Common Core instruction and implementation of students' accommodations and modifications as noted in IEPs. | --- LEA Wide/All Schools --- | A review of graduation rates for Special Education students will be reviewed annually. | The Director of Student Services (cost from general funds) will develop a professional development plan for the 2014-2017 school years and train necessary general education teachers and special education teachers. Other | The Director of Student Services (cost from general funds) will develop a professional development plan for the 2014-2017 school years and train necessary general education teachers and special education teachers. Other | The Director of Student Services (cost from general funds) will develop a professional development plan for the 2014-2017 school years and train necessary general education teachers and special education teachers. Other |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| student surveys. | | Applicable Subgroups: Students with Disability | | | | | |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Banning Unified School District is budgeting for LCFF Supplemental and concentration funding of \$2,107,978 in 2013-2014, \$4,533,307 in 2014-2015 and \$980,814 in 2015-2016.

Banning Unified School District is budgeting for LCFF Supplemental and concentration funding of \$2,107,978 in 2013-2014, \$4,533,307 in 2014-2015 and \$980,814 in 2015-2016. 85% of students are low income, foster youth, or English Learner pupils. Every school site has a percentage of unduplicated students greater than 55%. Due to these high proportions of unduplicated students, all of the supplemental and concentration dollars have been budgeted to be spent according to the items in sections 3A and 3B in a District-wide and school-wide manner. The expenditures are focused on:

1. Ensuring the quality of educational experiences at all grade levels in order to increase the number of graduates with options for opportunities in the College and/or Career of their choosing.
2. Offering multiple opportunities and experiences for the community to be involved in setting district and school priorities.
3. Modernizing school facilities and creating a positive school climate.
4. Empowering sites to set their priorities to best meet the needs of their students.

Banning Unified School District's unduplicated pupils is not below 55%.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The proportionality percentage for increased or improved services is reflected in providing extra monitoring, supports, and intervention opportunities for low income, foster youth, and English Learner students. With a variety of staffing and programs, BUSD provides training, support, and guidance from the district office to the individual classroom in order to target the unique needs of these subgroups of students. Although a majority of professional development trainings are focused on supporting teachers as they implement the common Core State Standards, we will also address the achievement gap of these students, with the new state measures these needs will be addressed to ensure student engagement is at its highest.

The proportionality percentage for increased or improved services is reflected in providing extra monitoring, supports, and intervention opportunities for low income, foster youth, and English Learner students. The proportionality percentage for 2014-2015 is 13.98% and for 2015-2016 is 15.77% With a variety of staffing and programs, BUSD provides training, support, and guidance from the district office to the individual classroom in order to target the unique needs of these subgroups of students. Although a majority of professional development trainings are focused on supporting teachers as they implement the common Core State Standards, we will also address the achievement gap of these students, with the new state measures these needs will be addressed to ensure student engagement is at its highest.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.