Board Adopted: 6/18/2024
RCOE Approved: 8/30/2024

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

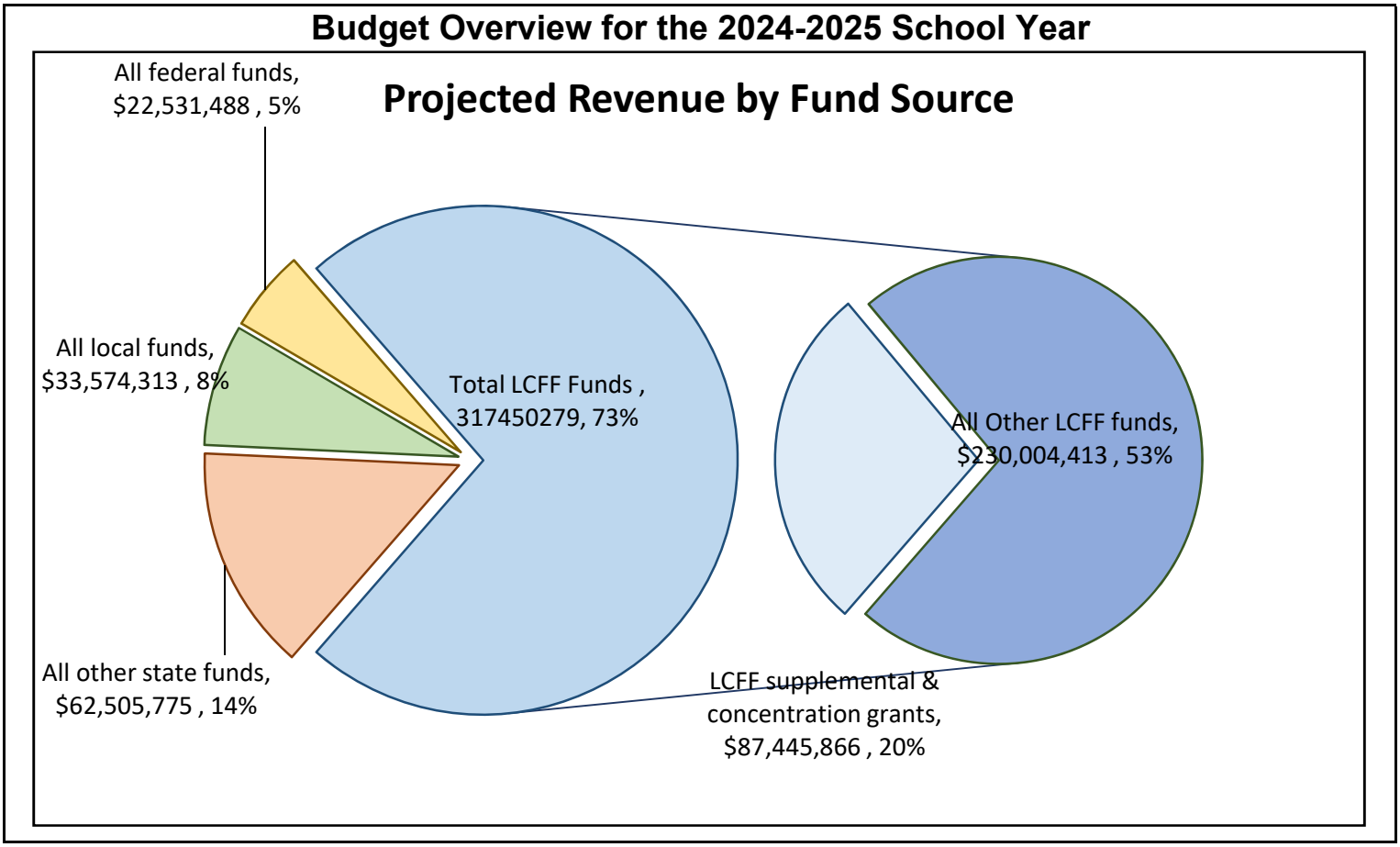
Local Educational Agency (LEA) Name: Hemet Unified School District

CDS Code: 33670820000000

School Year: 2024-2025

LEA contact information: Dr. Nereyda Gonzalez, ngonzalez@hemetusd.org, (951) 765-5100

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

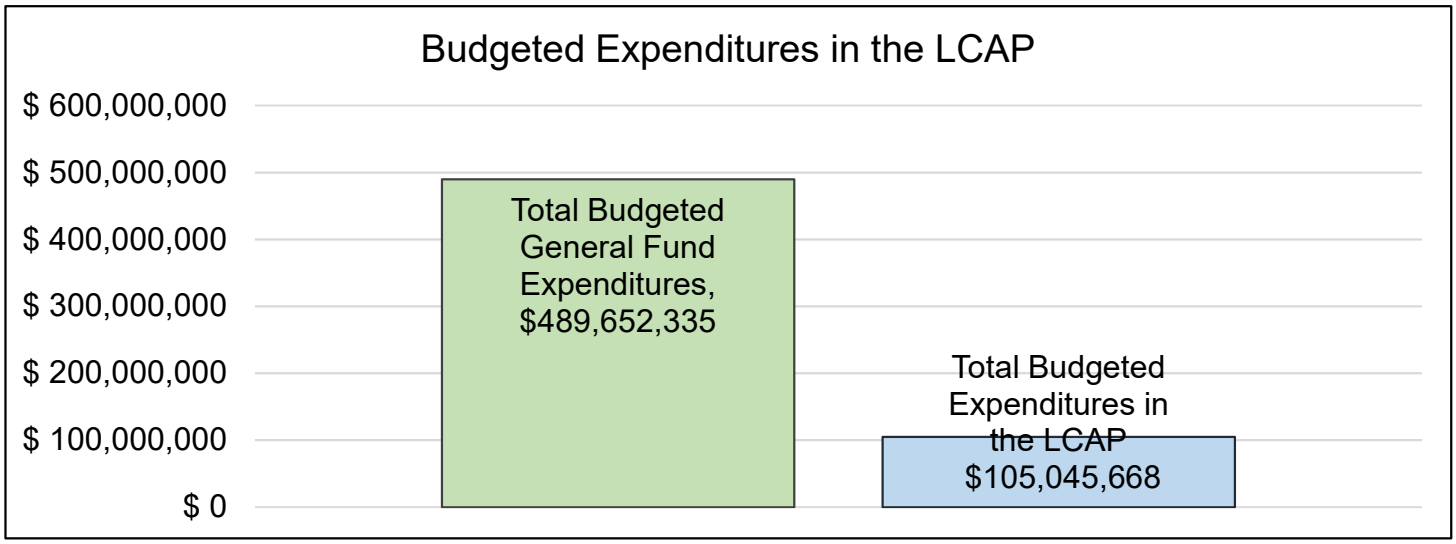


This chart shows the total general purpose revenue Hemet Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hemet Unified School District is $436,061,855.00, of which $317,450,279.00 is Local Control Funding Formula (LCFF), $62,505,775.00 is other state funds, $33,574,313.00 is local funds, and $22,531,488.00 is federal funds. Of the $317,450,279.00 in LCFF Funds, $87,445,866.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hemet Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hemet Unified School District plans to spend $489,652,335.00 for the 2024-2025 school year. Of that amount, $105,045,668.00 is tied to actions/services in the LCAP and $384,606,667.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

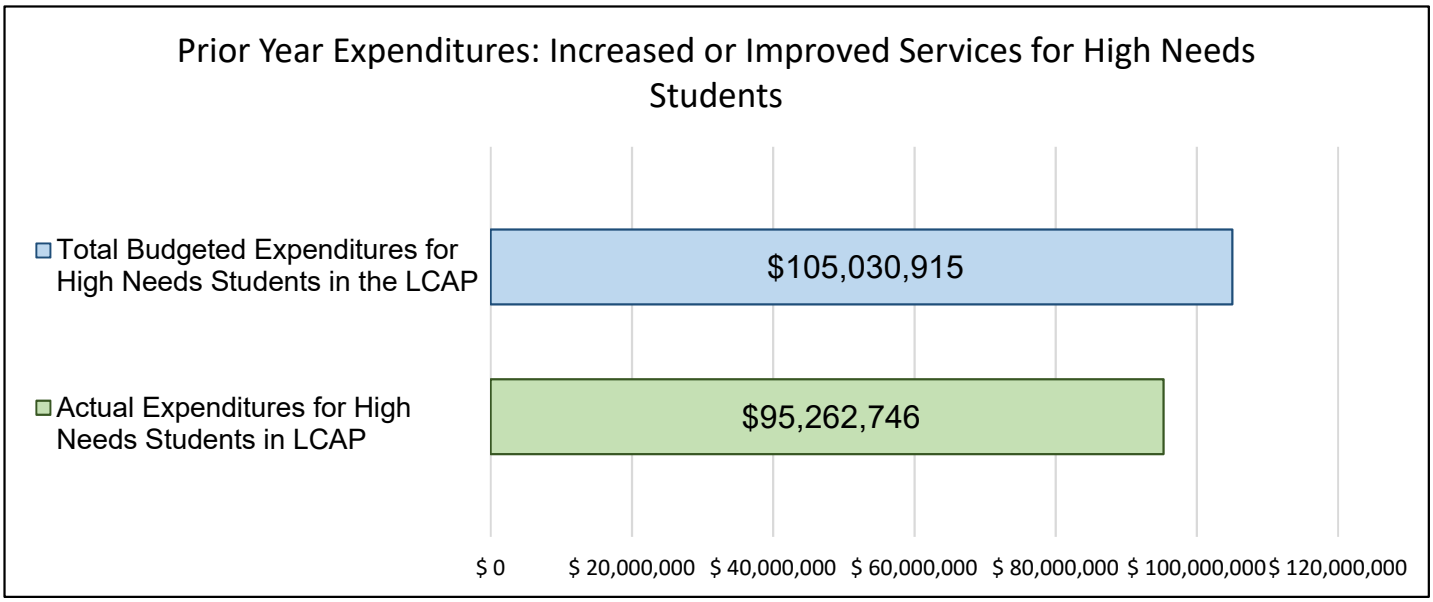
General fund expenditures not included in the LCAP are base classroom teachers and support staff, district office administrative and support staff, as well as maintenance, facilities, student transportation, utilities, debt service, insurance and other basic operational, instructional and instructional support costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Hemet Unified School District is projecting it will receive $87,445,866.00 based on the enrollment of foster youth, English learner, and low-income students. Hemet Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hemet Unified School District plans to spend $100,092,790.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Hemet Unified School District's LCAP budgeted $105,030,915.00 for planned actions to increase or improve services for high needs students. Hemet Unified School District actually spent $95,262,746.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $9,768,169.00 had the following impact on Hemet Unified School District's ability to increase or improve services for high needs students:

The difference in expected vs. actual expenditures relates to a variety of factors including unanticipated personnel dynamics, unused extra duty resources, unexeptaced vacancy savings, delays in planned improvements, as well as unanticipated variance in the cost of supplies and materials. There was no substantive change in the implementation of the action/services.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hemet Unified School District	Christi Barrett, Ph.D. – Superintendent	Cbarrett@hemetusd.org - (951) 765-5100

Goals and Actions

Goal

Goal #	Description
1	**As a function of rigorous, high quality *TEACHING* and high impact *LEARNING*, all students will graduate from high school, college and career ready.**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard District Graduation Rate Baseline: 2020					
All	85.9%	90.5%	89.0%	89.3%	95%
English Learner	74.5%	87.0%	78.2%	78.0%	84.5%
Foster Youth	86.6%	84.0%	71.8%	77.4%	95%
Socioeconomically Disadvantaged	84.9%	90.5%	88.7%	88.8%	94.9%
Students with Disabilities	77.0%	80.1%	77.8%	78.7%	87%
African American	81.9%	78.3%	82.6%	81.3%	95%
American Indian	92.3%	*	*	90.9%	95%
Homeless	86.6%	80.2%	81.5%	83.6%	95%
College and Career Indicator					
College and Career Indicator (from Dashboard) – Prepared Baseline: 2019-20	40.3%	No metric available	No metric available	44.1%	65%

College and Career Indicator (from Dashboard) – Approaching Prepared –	21.7%	No metric available	No metric available	18.9%	20%
College and Career Indicator (from Dashboard) – Not Prepared –	38.0%	No metric available	No metric available	37.0%	15%
12th Grade Graduates completing all A-G requirements (From Dataquest) Revised Metric*					
12th Grade Graduates completing all a-g requirements – All –	~~50.9%~~ 53.3%	46.6%	46.2%	47.0%	75%
12th Grade Graduates completing all A-G requirements – English Learners	~~33.1%~~ 36.2%	29.6%	29.5%	26.7%	75%

12th Grade Graduates completing all A-G requirements –Foster Youth	~~18.2%~~ 23.7%	19.0%	4.0%	25%	75%
12th Grade Graduates completing all A-G requirements Socioeconomically Disadvantaged	~~44.9%~~ 50.8%	44.1%	44.3%	44.8%	75%
12th Grade Graduates completing all A-G Requirements –Students w/ Disabilities	~~13.0%~~ 17.9%	15.0%	14.5%	18.0%	75%
12th Grade Graduates completing all A-G requirements –African-American	~~36.3%~~ 45.2%	35.8%	34.3%	31.5%	75%
12th Grade Graduates completing all A-G requirements –Hispanic	~~47.3%~~ 52.7%	46.0%	46.1%	48.0%	75%

12th Grade Graduates completing all A-G requirements –Two or More Races	~~43.6%~~ 54.5%	47.1%	49.1%	39.2%	75%
12th Grade Graduates completing all A-G requirements – White	~~51.9%~~ 56.6%	47.6%	48.8%	48.1%	75%
EAP/SBAC Performance					
ELA SBAC Performance Language Arts (Grade 11)	45.5% Met or Exceeded Standard	43.35% Met or Exceeded Standard	43.36% Met or Exceeded Standard	39.48% Met or Exceeded Standard	60% Met or Exceeded Standard
ELA SBAC Performance Mathematics (Grade 11)	18.0% Met or Exceeded Standard	20.25% Met or Exceeded Standard	14.20% Met or Exceeded Standard	13.85% Met or Exceeded Standard	40.0% Met or Exceeded Standard
Advanced Placement (AP) Exam Pass Rates					

Number of passing test events over total students tested Source: Dataquest AP Testing Report Number of students passing at least one test over total students tested Source: College Board Revised metric*	~~988 Passed Tests~~ ~~1338 Tested~~ ~~73.8%~~ 604 Students passing at least one test 1340 Tested 45.07%	350 Students passed at least one test 1103 Tested 31.73%	441 Students passed at least one test 1091 Tested 40.42%	550 Students passed at least one test 1245 Tested 44.18%	80%
AP Course Enrollment (Number of students with AP enrollment / Total enrollment grades 9-12)					
AP Course Enrollment (Local Measure) – All	26.1%	28.60%	17.69%	19.98%	40%
AP Course Enrollment (Local Measure) – English Learners	4.3%	28.42%	3.08%	3.02%	15%

AP Course Enrollment (Local Measure) – Students w/ Disabilities	1.5%	9.53%	3.1%	5.27%	10%
AP Course Enrollment (Local Measure) – African - American	11.8%	17.06%	8.82%	13.05%	40%
AP Course Enrollment (Local Measure) – Hispanic	17.9%	26.69%	16.39%	18.18%	40%
AP Course Enrollment (Local Measure) – White	19.6%	33.87%	22.65%	26.86%	40%
CTE Course Enrollment (Number of students with CTE enrollment / Total enrollment grades 9-12)					
CTE Course Enrollment (Local Measure) – District	27.7%	29.77%	33.91%	36.47%	35%
CTE Course Enrollment (Local Measure) – English Learners	15.1%	27.39%	23.88%	25.38%	35%

CTE Course Enrollment (Local Measure) – Students w/ Disabilities	18.4%	28.75%	34.46%	31.74%	35%
CTE Course Enrollment (Local Measure – Key Data) – African-American	24.3%	36.92%	38.53%	34.75%	35%
CTE Course Enrollment (Local Measure) – Hispanic	19.4%	28.91%	33.18%	36.47%	35%
CTE Course Enrollment (Local Measure) – White	18.2%	30.34%	34.65%	37.06%	35%
CTE Pathway Completion					
CTE Pathway Completion (CALPADS 3.15) – District	~~8.6%~~ 15.86%	13.52%	15.87%	19.22%	30%
CTE Pathway Completion (CALPADS 3.15) – English Learners	~~5.5%~~ 16.10%	13.16%	16.99%	21.79%	30%

CTE Pathway Completion (CALPADS 3.15) – Students w/ Disabilities	~~6.1%~~ 13.15%	12.45%	10.90%	15.08%	30%
CTE Pathway Completion (CALPADS 3.15) – African American	~~5.6%~~ 15.15%	11.46%	14.29%	12.93%	30%
CTE Pathway Completion (CALPADS 3.15) – Hispanic	~~8.6%~~ 15.09%	13.49%	17.06%	21.24%	30%
CTE Pathway Completion (CALPADS 3.15) – White	~~7.9%~~ 18.02%	12.80%	14.79%	16.43%	30%
Percentage of pupils who complete both A-G and CTE requirements (Number A-G complete OR CTE pathway complete) AND graduate / Number of graduates) Data Source: Dashboard	2019-20 123 of 1486 Graduates 8.28%	16% 272 of 1700 Graduates	17.5% 315 of 1802 Graduates	18.5% 331 of 1791 Graduates	25%

Goal Analysis

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

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

1A1 – CTE Pathway Support - This action/services is being implemented as planned. Minor adjustments that potentially impact the expected outcomes include delays related to facility improvements for the Welding Pathway at Alessandro HS. Some challenges related to this action include finalizing articulation credit with local post secondary institutions.

1A2 - College and Career Transition Support – - This action/services is being implemented as planned. The District provide PSAT/SAT testing as well as supported the student costs of the May, 2024 AP tests.

1A3 - Expanded Counseling Services - This action/service is being implemented as planned. All positions funded by this resource are filled or in the hiring process (one position). The Director of College & Career Readiness provides regular professional development and on site support. Additionally, counselors have a defined role in integrating social/emotional support services delivered in conjunction with services provide by Riverside University Health System. Additionally, specific support is provided directly to Foster and homeless youth and intermediate outcomes related to attendance, behavior, and grade are monitored for these at risk student groups.

1A4 - Access to College Prepatory Coursework – This action/service is being implemented as planned. All positions funded by this resource are filled. Schools continued implementation of master schedule structures and course enrollment is maintained. Staff has engaged in regular training supported by this action/service.

1A5 - Instructional Technology Integration and Support – This action/service is being implemented as planned. All positions funded by this resource are filled or in the hiring process. This action/service supports both ongoing services as well as periodic and one time capital expenditures to support the objectives of this action service.

The District anticipates some work planned for the summer of 2024 to extend into the following fiscal year. The District will likely propose carrying over the funds and activities into the coming 2024-25 LCAP.

1B - Leadership and Instructional Professional Development – This action/service is being implemented as planned. All positions funded by this resource are filled or in the hiring process. Professional development participants participate in plus/delta evaluations during every interaction and this information is used to make adjustments in implementation and determine effectiveness. Additionally, the District has developed an instructional walk through tool that aligns to the Instructional Framework (the infrastructure that Professional Development is aligned) and will support implementation assessment.

1C - Site Based Instructional Coaching – This action/service is being implemented as planned. All positions funded by this resource are filled or in the hiring process. There is a strong nexus between the site based instructional coach work and that of the literacy specialists. To this extent, there is synergy around brining focus to improving student outcomes via professional practices.

1D - Professional Development Days – This action/service was implemented as planned. The professional development days were held prior to the start of school where in sites organized strategic planning activities as well as the District hosted a Welcome Back event that focused on connecting with students.

1E - Early Intervention – This action/service is being implemented as planned. All positions funded by this resource are filled or in the hiring process. This work, initiated 5 years ago, is aligned to the evolving Universal Transitional Kindergarten (UTK) effort in California as well as materially complimented by State and Federal Preschool programs.

1F - Lower Class Sizes - This action/service is being implemented as planned. All positions funded by this resource are filled.

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

1A1 – CTE Pathway Support - The actual spending for this action exceeded the planned expenditures. This was due to unanticipated rise in the cost of goods and materials in the context of improving instructional spaces for CTE programs.

1A2 - College and Career Transition Support – The actual expenditures were less than the planned expenditures. This was a function of unrealized ancillary material and personnel costs (teacher substitute costs) associated with the testing processes. Additionally, there were unrealized training costs associated with the overall process.

1A3 - Expanded Counseling Services - The actual expenditures were less than the planned expenditures. This was a function of savings related to temporarily unfilled vacancies (1 position), unrealized personnel costs (where counselor salaries were less than anticipated due to placement on salary schedule), as well as professional development activities that did not occur as planned.

1A4 - Access to College Prepatory Coursework – The actual expenditures were less than the planned expenditures. This was a function of unrealized personnel costs related to lower than expected benefits costs, and lower actual costs related to employee placements on pays scales.

1A5 - Instructional Technology Integration and Support – The actual expenditures were less than the planned expenditures. This was a function of delayed expenditures due to device selection, availability and other efficiency related factors. Additionally, major expenses related to improvement of the IT infrastructure were only started in May, 2024 and to this extent a significant portion of the resources will carry over into the 2024-25 school year.

1B - Leadership and Instructional Professional Development – The actual expenditures were less than the planned expenditures. This was a function of unrealized personnel costs associated with temporary vacancy savings (1 position – Cottonwood school), lower actual costs related to employee placements on pays scales being less than planned as well as there were unrealized training costs.

1C - Site Based Instructional Coaching – Though this plan as accomplished and fully expended, the funding source was shifted to an alternate funding source as opposed to LCFF funding. The total funds expended exceeded the planned expenditures as a function of unanticipated personnel costs related to placement on the salary schedule.

1D - Professional Development Days – Though this plan as accomplished and fully expended, the funding source was shifted to an alternate funding source as opposed to LCFF funding. The actual expenditures exceeded the planned expenditures as additional unplanned material costs associated with the training were paid for by the alternate source of funds.

1E - Early Intervention – Though this plan is accomplished and fully expended, the funding source was shifted to an alternate funding source for a significant portion of the original LCFF funded budget.

1F - Lower Class Sizes - The actual spending for this action exceeded the planned expenditures. There were unanticipated increases to personnel costs based on placement on salary schedule and costs of benefits.

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

1A1 – CTE Pathway Support – This action/service was demonstrated to be effective based in increase course enrollment and achievement of additional intermediate objectives. A comprehensive review of the CTE Pathway was delivered at the December 12, 2023 governing Board meeting and is linked here for review.
1A2 - College and Career Transition Support – This action/service was demonstrated to be effective based on the intended outcome of all students in grades 9-12 taking wither the PSAT/SAT and the material support of the AP test administration. Educational partner feedback indicated the same.

1A3 - Expanded Counseling Services - This action/service was demonstrated to be effective based on the intended outcome of improving graduation rate and the College and Career Index. With the most recent CCI metric being identified as “medium”, we expect growth based on recent advances in A-G completion (6% growth since 2018 with 1.4% in the last year) as well as increases in the Graduation Rate (4.1% increase since 2020 (with 0.6% in the last year associated with positive movement of several student groups).

1A4 - Access to College Prepatory Coursework – This action/service was demonstrated to be effective based on the intended outcome of improving student metrics related to college acceptance and as well as positive feedback from educational partners. For all schools with AVID programs, the students in AVID maintained higher GPAs as compared to no-AVID students. Additionally, all seats in the middle school Spanish classes supported by this action were fully enrolled. Additionally, the IB program in the district continues to expand enrollment.

1A5 - Instructional Technology Integration and Support – Based on educational partner feedback and formative program analysis, this action was effective in ensuring all students had access to devices and feedback from teachers indicates a high degree of value for continued investment in the IT infrastructure.

1B - Leadership and Instructional Professional Development – Feedback gathered during trainings from participants via “Plus/Delta” feedback, educational partner feedback, a newly developed walk through tool designed to identify the aggregated frequency and quality of instructional practices, and the self assessment process contributing to the ratings captured in the Standards Implementation Local Indicator indicate this action to be mostly effective. The Plus/Delta data pointed to improvements in the implementation of professional development was well as helped leadership identify new training objectives. Additionally, walk through data suggests that continued and improved training around current PD objectives is needed. Additionally, this action will come along side other grant funded or collaborative projects of the district (some of which will “fall off” this year due to sunsetting grant funding).

1C - Site Based Instructional Coaching – Formative program analysis and educational partner feedback collectively indicated here was marginal effectiveness of the this action. Though intermediate qualitative outcomes such as providing coaching at sites as well as key professional development was accomplished, other subject specific support structures were associated with minimal improvement of ELA and math related metrics. Additionally, action taken through an improvement lens called for increased alignment of coaching activities with the deeper implementation of PDSA cycles in the classroom.

1D - Professional Development Days – Educational partner engagement and formative program analysis indicated this action/service accomplished the intended outcomes of providing a venue and experience focused on staff connecting with students. Additional activities at the sites carried the theme through as teachers and staff prepared for the start of school. To this extent, this action was effective in meeting the desired experimental objectives.

1E - Early Intervention – Educational partner engagement and formative program analysis indicated this action/service accomplished the intended outcome of supporting our preschool program. Specifically, leadership communicates value to having increased preschool capacity as a function of this action/service.

1F - Lower Class Sizes - Formative program evaluation indicated planned activities achieved key short-term objectives. Education partner input advocates for expansion of this action service citing anecdotal impact. To this extent, “add on” supplemental funding will support this action.

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

1A1 – CTE Pathway Support – This action will continue in a similar planned trajectory as the prior LCAP cycle.

1A2 - College and Career Transition Support – This action will continue in a similar planned trajectory as the prior LCAP cycle.

1A3 - Expanded Counseling Services - This action will continue in a similar planned trajectory as the prior LCAP cycle.

1A4 - Access to College Prepatory Coursework – This action will continue in a similar planned trajectory as the prior LCAP cycle.

1A5 - Instructional Technology Integration and Support – This action will continue in a similar planned trajectory as the prior LCAP cycle. Unused funds from the current year will carry to the 2024-25 school year to support this action.

1B - Leadership and Instructional Professional Development – This action will continue in a similar planned trajectory as the prior LCAP cycle. Feedback from professional development activities, as well as aggregate data from the walk through tool, will be used to improve implementation and provide pivot points through the year as opposed to a year end program evaluation.

1C - Site Based Instructional Coaching – There is a significant change in this action for the coming year. The District evaluated the current program configuration in relationship to the evolved thinking around improvement work in the District. The District is implementing new roles next year in support of improvement in student outcomes and to this extent, the current site and district based support roles were transformed into new positions to meet this need. In concert with feedback from educational partners, this action will retreat from the scope of the coming LCAP.

1D - Professional Development Days – This action/service will be removed from the LCAP in the coming year related to a shift in funding and program configuration. The LCAP Advisory group supported changes to the plan to reflect strategic shifts in funding and resource management.

1E - Early Intervention – This action will continue in a similar planned trajectory as the prior LCAP cycle.

1F - Lower Class Sizes - This action will continue in a similar planned trajectory as the prior LCAP cycle.

In the case of all actions/services, implementation occurred with opportunistic adjustments made to enhance intended outcomes.

Educational Partners agreed with the revision of Year 3 outcomes in various instance to align with emerging District philosophy and/or stepwise progression to longer term goal beyond the scope of the current LCAP cycle.

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

Goal

Goal #	Description
2	As a function of coherent and highly aligned **SYSTEMS OF SUPPORT**, the District will identify and support students' academic and social/emotional needs to ensure equitable student outcomes for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA (3-8) (from Dashboard)		(Percent met or exceeded standard as proxy for distance from standard)			
SBAC ELA (3-8) (From Dashboard) – All	39.6 points below standard	49.01% (Grade 11 Only)	60.7 points below standard	62.3 points below standard	20 points below standard
SBAC ELA (3-8) (From Dashboard) – English Learners	69.9 points below standard	11.31%	99.6 points below standard	100.6 points below standard	45 points below standard

SBAC ELA (3-8) (From Dashboard) –Foster Youth	65.1 points below standard	No metric available	76.3 points below standard	89.6 points below standard	45 points below standard
SBAC ELA (3-8) (From Dashboard) – Socioeconomically Disadvantaged	47.3 points below standard	36.39%	67.4 points below standard	67.9 points below standard	20 points below standard
SBAC ELA (3-8) (From Dashboard) – Students with Disabilities	110.8 points below standard	15.48%	132.8 points below standard	133.2 points below standard	75 points below standard
SBAC ELA (3-8) (From Dashboard) – African-American	75.6 points below standard	33.79%	90.8 points below standard	90.8 points below standard	20 points below standard
SBAC ELA (3-8) (From Dashboard) – Two or More Races	38.2 points below standard	60.48%	58.3 points below standard	50.4 points below standard	20 points below standard
SBAC ELA (3-8) (From Dashboard) – White	12.4 points below standard	60.13%	38.7 points below standard	44.1 points below standard	20 points below standard

SBAC Math (3-8)(from Dashboard)		(Percent met or exceeded standard as proxy for distance from standard)			
SBAC Math (3-8) (From Dashboard) – All	83.5 points below standard	33.76%	106.8 points below standard	106.9 points below standard	65 points below standard
SBAC Math (3-8) (From Dashboard) – English Learners	110.1 points below standard	8.41%	137.9 points below standard	142.2 points below standard	90 points below standard
SBAC Math (3-8) (From Dashboard) – Foster Youth	104.6 points below standard	No metric available	133.3 points below standard	137.3 points below standard	80 points below standard
SBAC Math (3-8) (From Dashboard) – Socioeconomically Disadvantaged	90.8 points below standard	20.32%	113.1 points below standard	112.5 points below standard	65 points below standard
SBAC Math (3-8) (From Dashboard) – Students with Disabilities	152.8 points below standard	10.79%	167.1 points below standard	164.6 points below standard	120 points below standard
SBAC Math (3-8) (From Dashboard) – African-American	122.2 points below standard	17.95%	140.9 points below standard	140.1 points below standard	65 points below standard
SBAC Math (3-8) (From Dashboard) – Two or More Races	77.8 points below standard	47.41%	108 points below standard	99.3 points below standard	65 points below standard
SBAC Math (3-8) (From Dashboard) – White	57 points below standard	45.48%	83 points below standard	82.3 points below standard	65 points below standard

EL Indicator (K-12) (From Dashboard) Baseline: 2019	47.9% Making Progress	ELPAC Proficiency 7.86% Well Developed %33.12 Moderately Developed 35.14% Somewhat Developed %23.88 Minimally Developed	44.7% Making Progress	46.2% Making Progress	70.0% Making Progress
Students redesignated Fluent English Proficient (From Dataquest)	~~14.6 %~~ 12.7%	~~3.6 %~~ 12.2%	11.6%	11.8%	33%
Implementation of Common Core Aligned Instructional Materials – ELA (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	4 - Full Implementation	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability	5 – Sustained Implementation
Implementation of Common Core Aligned Instructional Materials – Math (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	4 - Full Implementation	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability	5 – Sustained Implementation

Goal Analysis

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

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

2A – Student Re-engagement – This action/service is being implemented described in the 2023-24 LCAP action description. All positions funded by this resource are filled. An MTSS Task Force has been forms and meets regularly. Principals are involved on a periodic basis in training to understand the current system structure compared to the ideal state and make modifications to program implementation as appropriate. From the District level, service implementation is evaluated and modification made to increase alignment of services and maximize student impact.

2B – Literacy & Reading Intervention – This action/service is being implemented described in the 2023-24 LCAP action description. Literacy (2B3) & Reading Specialists (2B1), and associated classified support, support Tier I instruction via assessment and instruction of students who are at risk of not making adequate progress towards grade level reading expectations. Professional Development is provided to specialists (via the 2B3 action) who in turn support site faculty and staff. Additionally, literacy specialists (2B2 & 2B3) engage with site based instructional coaches to support instructional practices at the site.

2C – Extended Learning Opportunities – This action/service is being implemented described in the 2023-24 LCAP action description. This action supports additional before and after school course offerings (2C1) and associated support services. In addition, this action supported an elementary and secondary summer school offering (2C2) as well as students are engaging in direct and online instruction past the typical school day to support credit recovery (2C3). In addition, custodial supports the extended day use of facilities (2C5). Lastly, this action supported the additional minutes added to the school day representing an increase services over the minimum required minutes of the school year (2C4).

2D – English Learner Support – This action/service is being implemented described in the 2023-24 LCAP action description. District level coaches support site EL teachers and teachers leaders on campuses. Support is provided regarding instruction and use of district adopted curriculum. Additionally, district staff support sites in the redesignation process for students qualifying to reclassify as Fluent English Proficient. Leaders receive feedback on training activities as well as work with district leaders on conducting formative program evaluation.

2E – Homeless Supports – This action/service is being implemented described in the 2023-24 LCAP action description. Delivered via the context of the Wellness Community Outreach Center (supported in other actions of the LCAP), District staff meet individually with all incoming homeless students and parents and direct services tailored to specific student needs. Additionally, sites delivered necessary additional instruction via this action/service resource. Parents and staff provide feedback on services thus forming the basis of improvement in implementation practices.

2F – Site Based Support – With respect to Assistant Principal support, this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Suspension Rate California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes. With respect to site supplemental/concentration allocations, this action/service is being implemented as planned and described above. Sites have built Single Site Plan goals and join expenditures to these goals.

In the case of all actions/services, implementation occurred with opportunistic adjustments made to enhance intended outcomes.

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

2A – Student Re-engagement – The actual expenditures were less than the planned expenditures. This was a function of unrealized personnel costs associated with temporary vacancy savings, lower actual costs related to employee placements on pays scales being less than planned as well as there were unrealized training costs. Additionally, some costs were assumed by one-time funds.

2B – Literacy & Reading Intervention – The actual expenditures were less than the planned expenditures. This was a function of unrealized personnel costs associated with temporary vacancy savings as well as there were unrealized training costs. Additionally, some costs were assumed by one-time funds.

2C – Extended Learning Opportunities – The actual expenditures were slightly less than the planned expenditures. This was a function of unrealized personnel costs associated with temporary vacancy savings (related to the custodial support), lower than anticipated costs for 6th period assignments, as well as there were unrealized training costs (extra duty as well as associated benefits costs).

2D – English Learner Support – The actual expenditures were slightly less than the planned expenditures. This was a function of unrealized personnel costs associated with temporary vacancy savings as well as there were unrealized training costs.

2E – Homeless Supports – Though this plan as accomplished and fully expended, the funding source was shifted to an alternate funding source as opposed to LCFF funding. Additionally, the district used previously purchased material resources (supplies for students and families) thus relieving the need to purchase more materials associated with this action.

2F – Site Based Support – The actual expenditures were less than the planned expenditures. This was a function of unrealized site based spending of the site allocations. When possible, spending was accomplished first through restricted Title I funding.

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

2A – Student Re-engagement – With the support of the augmented services of the Student Services Division, internal data indicates a 21.8% current year reduction in the number of suspension events along with 13 fewer expulsions. Based on the information above, formative program evaluation and educational partner feedback, the action was deemed to be effective.

2B1 – Early Literacy data (Acadiance) indicates increased reading readiness measured by the Reading Composite Score. In Grade 1, the percentage at or above benchmark increased from 19% to 42%. Based on this data and partner feedback, this was deemed effective.

2B2 – Secondary lexile data indicated increased grade level proficiency of 3%. Additionally, the percentage of students in the bottom quartile of performance decreased by an additional 3%. Though greater gains were hoped for, this was deemed effective.

2B3 – As measured by overall lexile based performance, students in grades 2-12 increased 4% to 25% by the endo of the year. This represents a 3% increase from two years ago at the same time. Additionally, over 120 teachers were trained in the Science of Reading based LTRS program. Though greater gains were hoped for, this work was effective at increasing reading metrics and outcomes.

2C1 – 0/7th Period Classes – A total of 12 sections were offered before and after school increasing access to course work to this extent. Educational partner feedback deemed this to be effective at providing increased access to coursework as well as increasing engagement for students.

2C2 – Summer School - Recently, this action supported 1336 elementary summer school students, supported over 2400 students earning 12,241 credits in summer school. Based on the information above, formative program evaluation and educational partner feedback, the action was deemed to be effective.

2C3 – Credit Recovery – A total of 12 sections of credit recovery were offered this year. Students were able to accomplish the objective of taking coursework that was previously not successful in a step to graduation.

2C4 – Additional Instructional Time – Educational partner feedback indicated this action/service accomplished the objective of extending time to provide instruction to students. In addition, the additional instructional time allows for weekly collaboration time for teachers in support of the Standards Implementation Local Indicators. Feedback from teachers and administrators indicted this action accomplished the objective of providing collaboration time though feedback provided action points to increase effectiveness in the coming year.

2C5 – Facility Support – this action element was effective in meeting the objective of supporting extended learning opportunities. Educational partner feedback, inclusive of parent survey Parent feedback, by survey and in the Parent Advisory Committee, indicted campus cleanliness and repair was overall positive though the additional partner feedback emphasized the importance of ensuring campuses are fully available for use outside the school day for extended learning opportunities and high interest extracurricular engagement activities.

2D – English Learner Support – With the California Dashboard indicating 46.2% of students made progress towards English Language proficiency, up from prior years, the District looks to continuously improve outcomes for Els. Emerging ELPAC data from the spring of 2024 indicates a preliminary increase in this ELPI metric. Based on the information above, formative program evaluation and educational partner feedback, the action was deemed to be effective.

2E – Homeless Supports – The District celebrates improved outcomes of Homeless students in the release of the 2023 Dashboard. Evident with the recent Dashboard release, Homeless student outcomes improved to an extent that they no longer qualify as a student group under Differentiated Assistance. Based on the information above, formative program evaluation and educational partner feedback, the action was deemed to be effective.

2F – Site Based Support – During the winter of 2024, sites conducted a comprehensive needs analysis where in they assessed the effectiveness of associated expenditures related to this action/service. Aggregate feedback indicates effectiveness in the use of the funds allocated to sites for use through the SPSA implementation process. In addition, site administrator were added to support processes around student intervention in both the academic and behavior domain at schools with increased need based on suspension and expulsion rates. Based on the information above, formative program evaluation and educational partner feedback, the action was deemed to be effective.

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

2A – Student Re-engagement – This action will continue in a similar planned trajectory as the prior LCAP cycle.

2B – Literacy & Reading Intervention – This action will continue in a similar planned trajectory as the prior LCAP cycle.

2C – Extended Learning Opportunities – This action will continue in a similar planned trajectory as the prior LCAP cycle.

2D – English Learner Support – This action will continue in a similar planned trajectory as the prior LCAP cycle. In conforming to new requirements associated with the LCAP, an action will be added to address long term English Learners. The pre-existing action will be renumbered 2D1 and the additional action will be numbered 2D2.

2E – Homeless Supports – This action will continue in a similar planned trajectory as the prior LCAP cycle.

2F – Site Based Support – This action will continue in a similar planned trajectory as the prior LCAP cycle. There is strong support from site leadership and parent leadership to continue this work.

Educational Partners agreed with the revision of Year 3 outcomes in various instance to align with emerging District philosophy and/or stepwise progression to longer term goal beyond the scope of the current LCAP cycle.

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

Goal

Goal #	Description
3	As a function of a positive CULTURE and CLIMATE, all students (100%) will attend school every day and feel valued and safe.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fall 2019				
Chronic Absenteeism (pending from CA School Dashboard)	17.2%	23.3%	50.5%	37.4%	10%
Suspension Rate (From Dashboard)-All	5.1%	0.0%	5.7%	6.3%	4%
Suspension Rate (From Dashboard)-English Learners	4.4%	0.0%	4.9%	5.5%	4%
Suspension Rate (From Dashboard)-Socioeconomically Disadvantaged	5.4%	0.0%	6.0%	6.7%	4%
Suspension Rate (From Dashboard)-Students with Disabilities-	9.3%	0.1%	9.5%	10.2%	4%
Suspension Rate (From Dashboard)-African American	11.4%	0.1%	11.1%	13.0%	4%
Suspension Rate (From Dashboard)-Hispanic	4.3%	0.0%	4.9%	5.3%	4%
Suspension Rate (From Dashboard)-Two or More Races	7.3%	0.0%	7.8%	6.7%	4%
Suspension Rate (From Dashboard)-White	4.2%	0.1%	5.9%	7.1%	4%

Expulsion Rate (From Dataquest)- All	68 students 0.29%	0 students 0.0%	115 students 0.5%	69 students 0.3%	.2%
Expulsion Rate (From Dataquest)-English Learners	7 students 0.25%	0 students 0.0%	13 students 0.4%	12 students 0.3%	.2%
Expulsion Rate (From Dataquest)- Socioeconomically Disadvantaged	61 students 0.30%	0 students 0.0%	109 students 0.5%	65 students 0.3%	.2%
Expulsion Rate (From Dataquest)-Students with Disabilities	13 students 0.35%	0 students 0.0%	23 students 0.6%	18 students 0.4%	.2%
Expulsion Rate (From Dataquest)-African-American	13 students 0.58%	0 students 0.0%	22 students 1.1%	23 students 1.1%	.2%
Expulsion Rate (From Dataquest)-Hispanic	44 students 0.30%	0 students 0.0%	74 students 0.5%	38 students 0.2%	.2%
Expulsion Rate (From Dataquest)-Two or More Races	1 student 0.10%	0 students 0.0%	3 students 0.3%	0 students 0.0%	.2%
Expulsion Rate (From Dataquest)-White	8 students 0.15%	0 students 0.0%	15 students 0.3%	7 students 0.2%	.2%
Local Dashboard Indicators-Basics (Williams Act)	Met	Met	Met	Met	Met
Local Dashboard Indicators-Standards	Met	Met	Met	Met	Met

Local Dashboard Indicators-Parent Engagement	Met	Met	Met	Met	Met
Local Dashboard Indicators-Climate	Met	Met	Met	Met	Met
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 5	72%	65%	68%	70%	90%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 7	62%	47%	45%	52%	85%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 9	59%	48%	45%	50%	75%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs) - Grade 11	54%	53%	46%	44%	75%

Perception of School Climate – Staff					
Caring Adult Relationships	52%	46%	47%	63%	75%
High Expectations – Adults in School	56%	50%	53%	63%	75%
Student Learning Environment	52%	42%	44%	80%	75%
Supports for Social/Emotional Learning	38%		29%	84%	50%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 5	81%	69%	70%	70%	95%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 7	69%	49%	47%	58%	85%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 9	66%	52%	52%	57%	85%

Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 11	63%	59%	49%	57%	80%
Perception of School Safety-Safe place for students - Staff	58%	79%	82%	74%	90%
Perception of School Safety-Safe place for students - Parents	80%	76%	70%	72%	90%
Attendance Rate-All Source: Local Student Information System	94.6%	98.3%	86.3%	91.8%	96%
HS Dropout Rate-All Source: Dataquest	127 Students 7.5%	94 Students 5.6%	123 students 6.9%	129 students 7.3%	3%
HS Dropout Rate-English Learners	20 Students 10.5%	16 Students 8.6%	30 students 14.0%	students 11.9%	3%
HS Dropout Rate-Socioeconomically Disadvantaged	124 Students 8.2%	91 Students 6.0%	120 students 7.3%	students 7.6%	3%
HS Dropout Rate-Students with Disabilities	24 Students 9.2%	21 Students 7.2%	34 students 10.4%	students 9.2%	3%
HS Dropout Rate-African-American	12 Students 7.7%	13 Students 8.2%	13 students 10.1%	21 students 15.7%	3%

HS Dropout Rate-Hispanic	76 Students 7.8%	49 Students 4.8%	79 students 6.8%	72 students 6.2%	3%
HS Dropout Rate-Two or More Races	34 Students 6.0%	2 Students 3.5%	6 students 9.4%	9 students 14.5%	3%
HS Dropout Rate-White	34 Students 7.7%	27 Students 7.2%	23 students 6.1%	26 students 7.4%	3%
MS Dropout Rate-All Source: CALPADS	5 Students 0.09%	7 Students	16 Students	10 Students	0%
MS Dropout Rate-African-American	2 Students 0.42%	2 Students	1 Students	3 Students	0%
MS Dropout Rate-Hispanic	3 Students 0.09%	2 Students	14 Students	6 Students	0%
MS Dropout Rate-White	0 Students 0%	3 Students	0 Students	1 Student	0%
Dashboard District Graduation Rate Baseline: 2020					
All	85.9%	89.3%	89.0%	89.3%	95%
English Learner	74.5%	85.5%	78.2%	78.0%	84.5%
Foster Youth	86.6%	75.0%	71.8%	77.4%	95%
Socioeconomically Disadvantaged	84.9%	88.8%	88.7%	88.8%	94.9%

Students with Disabilities	77.0%	77.9%	77.8%	78.7%	87%
African American	81.9%	75.9%	82.6%	81.3%	95%
American Indian	92.3%	*	*	90.9%	95%
Homeless	86.6%	73.2%	81.5%	83.6%	95%
Two or More Races	90.2%	89.5%	87.7%	83.9%	95%
College and Career Indicator (from Dashboard) – Prepared Baseline: 2019-20	40.3%	No metric available	No metric available	44.1%	65%
College and Career Indicator (from Dashboard) – Approaching Prepared	21.7%	No metric available	No metric available	18.9%	20%
College and Career Indicator (from Dashboard) – Not Prepared	38.0%	No metric available	No metric available	37.0%	15%
	2018/19	2019-20	2020-2021		
Culture/Climate Williams Act- Students have textbooks and materials	100% of Students had textbooks	100% of Students had textbooks	100% of Students had textbooks	100% of Students had textbooks	100% of Students had textbooks

Culture/Climate Williams Act- % of Schools with Overall “Good” Rating or better	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating
Teaching Credential-Teacher Misassignments	5	5	6.8	10.3	0
Teaching Credential-Credentialed Teacher Rate	96.8%	96.7%	99.6%	82.7%	100%
Teaching Credential-Credentialed Teacher Teaching Outside of Subject Area Rate	3.2%	0.5%	2.44%	3.6%	0%
Staff LCAP Survey Total Responses	362 37.3%	330	601	577	50%
Parent LCAP Survey (Inclusive of parents if Unduplicated Pupils and parents of students with exceptional needs) Total Respondents	2551	1991	1234	2599	5000
Student LCAP Survey Total Respondents	176	490	370	10321	500

Goal Analysis

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

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

3A – Student Outcome Monitoring – This action/service is being implemented described in the 2023-24 LCAP action description. District staff, supported via other funding sources, utilize tools to build and data aggregation and disaggregation tools to transform data into actionable information. Additionally, it is planned that this resource will support the professional development of district leadership during the spring of 2024.

3B – Parent Engagement & Support – This action/service is being implemented described in the 2023-24 LCAP action description. The Wellness Community Outreach Center operates a clothing closet/food pantry as well as provides housing assistance to unsheltered students and families (3B2). In addition, the WCOC engages in numerous outreach events and hosts community health providers conducting dental screenings for students. For incoming foster and homeless students, the WCOC meets individually with families and students to ensure all basic needs are provided for and designs support plans with district and site staff. Site parent liaisons (3B1) act as an extension of this continuum of services at sites.

3C – Specialized Educational Options – This action/service is being implemented described in the 2023-24 LCAP action description. Hemet Dual Language Academy services students in grade K-6 and will continue to expand in future years. This program offered students a multilingual education and anticipates continued expansion through grade 8. The Academy of Innovation recently consolidated into a single school and is considered a California School of Choice. The Academy of Innovation sustained its school of choice enrollment during the year. The program provides a hybrid online/independent study experience for students.

3D – High Interest Student Engagement – This action/service is being implemented described in the 2023-24 LCAP action description. In the current LCAP year, the Middle School Sports program shifted funding sources to the Expanded Learning Opportunity Program (ELOP). The current funding supports high school after school sports (3D1), MS/HS bands as well as fine/performing arts (3D1). This action/service complements recently acquired Proposition 28 funding. Additionally, this action/service supported an augmented experience for students in elementary PE inclusive of offsite competitive events (District Elementary Track Meet) as well as provided professional development for teachers (3D3).

3E – Chronic Absenteeism – This action/service is being implemented described in the 2023-24 LCAP action description. The Student Services Division of the District engages Chronically Absent youth via a variety of program options. This action supports personnel and services targeted profoundly chronically absent students as well as professional development of site attendance staff.

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

3A – Student Outcome Monitoring – The actual expenditures were less than the planned expenditures. This was a function related to the fact a major planned expenditure occurs in the beginning of June, 2024 and had not occurred at the time of preparing the LCAP document.

3B – Parent Engagement & Support – The actual expenditures were slightly less than the planned expenditures. Some costs were assumed by one-time funds.

3C – Specialized Educational Options – There was a decision to strategically leverage one time funds based on the spending parameters in several areas of the 2023-24 LCAP. Where some actions witnessed reductions with costs assumed by one time funds, this action witnessed a contrasting increase in total funds associated with this action. In this action, the planned partial costs of the two programs was joined by additional costs of the same programs. This resulted in a significant increase in actual spending yet the spending was on the same action/service element – all of which represent increases and improved services as these schools would be greatly reduced or removed from the system in the absence of supplemental/concentration funding.

3D – High Interest Student Engagement – The actual expenditures were slightly less than the planned expenditures. This was a function of some unrealized personnel costs. Additionally, some costs were strategically shifted to the ELOP program as the nature of the actions/service elements fit inside the footprint of this program.

3E – Chronic Absenteeism – There was no substantive difference between planned and actual expenditures.

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

3A – Student Outcome Monitoring – This action was effective in the intended outcome. A metrics an monitoring tool was built to monitor literacy, suspension, and chronic absenteeism data. This tool became the Cabinet Scorecard. This tool captured the information in a real time manner and provided information to cabinet as well as squad leaders. This tool is the basis of a school level score card that will be deployed in the 2024-25 school year and will monitor DA and ATSI student groups as well as provide a tool to effect improvement for related metrics in Goal 4. The work of this tool was piloted with monitoring outcomes for Homeless and Native American youth. Additionally, this work supported the development of a CTE and CCI student level monitoring tool that will be rolled out in the Fall of 2025. These tools monitor CTE pathway completion, A-G completion as well as integrates other metrics of the CCI and is reconciled against SOARS files. This tool has been used to direct intervention and student services.

3B – Parent Engagement & Support – This action has proven effective in delivering the services to students and parents via site and district level systems of support. Parent feedback indicates strong support for the work of the parent liaison positions through the district. Additionally, the work at the Wellness and Community Outreach Center (WCOC) has been effective in engaging parents and students. Year to date. Over 13,603 households have benefited from 38,831 units of service (with units of service defined as access to Food Pantry, on site laundry services (mostly supporting our homeless families), or parent trainings and events).

3C – Specialized Educational Options – This action has proven effective as evidenced by student enrollment, outcomes, and educational partner feedback. Parent feedback indicates 90% agree that these schools have high expectations for all students and 84% state their child feels connected to school. These schools, with Academy of Innovation being an Alternative School of Choice, provide options to students and families based on instructional setting or supporting the objective of becoming bilingual and biliterate.

3D – High Interest Student Engagement – This action has proven highly effective in increasing engagement in a variety of activities. Related to 3D1 – Afterschool Athletics, 1,882 students engaged in after school sports. As of this year, that number has increase to 2729 students. Ninety percent of teachers supported continued funding for actions and services that promote overall engagement and participation in extra-curricular activities. With respect to K-12 Music, educational partner feedback – gathered via the context of music teacher collaboration events as well as feedback from parents and students – finds this component to be highly effective. Changes were made in the elementary master schedules to maximize core instruction while also optimizing music instruction for students. Additionally, student interest in the high school setting around music had prompted the district to explore hiring additional teachers outside of the Prop 28 funding stream. With respect to element 3D3 – Elementary Athletics, educational partner feedback and student feedback found this support to be effective. Elementary students had the opportunity to not only engage core PE instruction, but were afforded additional opportunities for intramural

competition including a district wide Track Meet. Student interest in this event is high and teacher feedback indicates this opportunity improves overall student attitudes to PE instruction but also promotes a vision of future athletic participation – hence student engagement opportunities – in middle and high school.

3E – Chronic Absenteeism – This action has proven effective in reducing the Chronic Absenteeism Rate as evidenced by the California Dashboard as well as internal leading indicators. Chronic Absenteeism, as shown by the California Dashboard decreased from 50.5% (21-22) to 39.5% (22-23). Additionally, year to date, the projected Chronic Absenteeism Rate is estimated to decrease by an additional 3% with current estimates of 36.7% as of May, 20024.

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

3A – Student Outcome Monitoring – This action will continue in a similar planned trajectory as the prior LCAP cycle.

3B – Parent Engagement & Support – This action will continue in a similar planned trajectory as the prior LCAP cycle.

3C – Specialized Educational Options – This action will continue in a similar planned trajectory as the prior LCAP cycle.

3D – High Interest Student Engagement – This action will continue in a similar planned trajectory as the prior LCAP cycle.

3E – Chronic Absenteeism – This action will continue in a similar planned trajectory as the prior LCAP cycle.

Additional changes, supported by the LCAP Advisory Committee, include updating the metrics table to reflect the current tools used to gather feedback and evaluate parent and student needs. Specifically, the District is in the process of improving the system of survey instruments to focus more on the student and family experience in the District. These tools will augment in some cases and replace current tools in other situations.

Additionally, the metrics associated with teacher credentialing will be updated from the self reported School Accountability Report Card to the Teacher Assignment and Monitoring Report associated with the Local Indicator.

Educational Partners agreed with the revision of Year 3 outcomes in various instance to align with emerging District philosophy and/or stepwise progression to longer term goal beyond the scope of the current LCAP cycle.

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

Goal

Goal #	Description
4	100% of students in student groups with persistently low student outcomes will demonstrate expected or improved school attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism CDE DataQuest					
American Indian	63.2%	New Metric in 2023-24 No Year 1 Data	New Metric in 2023-24 No Year 2 Data	50.6%	30%
Homeless	69.4%	New Metric in 2023-24 No Year 1 Data	New Metric in 2023-24 No Year 2 Data	51.6%	30%
Average Attendance Local SIS					
American Indian	85.5%	New Metric in 2023-24 No Year 1 Data	New Metric in 2023-24 No Year 2 Data	88.0% Year to Date	96%
Homeless	82.9%	New Metric in 2023-24 No Year 1 Data	New Metric in 2023-24 No Year 2 Data	86.2% Year to Date	96%

Goal Analysis

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

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

4A – Early Warning System - The district developed the basis of an Early Warning System. This basis emerged as the foundation of a district scorecard that showed literacy, chronic absenteeism, suspension, and expulsion data at the district, school, and student group level. This scorecard was used to monitor outcomes and direct communication with sites. This work is the basis of the site scorecard that will be implemented in the coming year.

4B – Focus Group & Parent Consultations - This action/service is being implemented as planned and described above.

The District has recently convened the first of a series of Native American Tribal Advisory meetings. The first convening brought to together leaders from four of five tribal leadership structures and produced numerous action points that District staff are addressing in preparation for the spring convening. The information gleaned from the convening has informed practices in ensuring Native American students are identified in order to direct services and monitoring.

The Wellness and Community Outreach Center continues to meet with each homeless student and family upon enrollment in the District. Services are tailored to individual student need. Site based parent liaisons ensure the continuity of service delivery as an extension of the WCOC. The WCOC held a Foster and Homeless Youth Summit in February, 2024 as a method of both support but also provide information on practices to better support homeless youth.

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

As this goal was an “unfunded” goal, this prompt is not applicable.

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

4A – Early Warning System – This system, with it’s initial manifestation as the Cabinet Scorecard is emerging in its effectiveness. The focus on literacy, suspension – an most relevant to this goal – Chronic Absenteeism, was fostered by the development of the tool. These metrics became the substrate of all site SPSA goals with the data disaggregated at the student group level. In the coming year, these tools will be a primary scaffold for the work of site leaders and Learning Improvement Specialists as they address student outcomes of literacy, suspension and chronic absenteeism. Effectiveness is also demonstrated by the reduced chronic absenteeism evident on the California Dashboard as well as the improvement in metrics associated with homeless students to the extent, they no longer qualify for Differentiated Assistance.

4B – Focus Group & Parent Consultations – The Wellness and Community Outreach Center, in conjunction with site and district level counselors, complete personalized intake processes for all foster and homeless youth. In specific reference to homeless youth, families are immediately connect to district and community based resources. With respect to the Native American student group, the District held inaugural Tribal Advisory Council meetings with the leadership from the five tribal nations with land connections to the District. These meetings prompted differentiated delivery of services to Native American students in more than 10 different project areas.

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

With the understanding, input and agreement of the LCAP Advisory Group, this goal will be profoundly retooled take a similar focal approach to all Dashboard Indicators for all student groups with red indicators at all sites, student groups with red indicators at the District level, as well as student groups whose performance relates to the District Differentiated Assistance status.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hemet Unified School District	Christi Barrett, Ph.D. – Superintendent	cbarrett@hemetusd.org – (951) 765-5100

Plan Summary 2024-25

General Information

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

The Hemet Unified School District serves approximately 21,676 students (an increase from 20,845 students in the prior year) in a diverse service area that covers 647 square miles with 26 school sites in remote rural, suburban, and urban settings. As shown on the 2023 California Dashboard, California Department of Education identifies approximately 86.9% of students as Socioeconomically Disadvantaged, 13.4% of students as English Learners, and 0.8% of students as Foster Youth.

HUSD serves students from the City of Hemet, a medium-sized urban center, and students from small rural, remote communities in unincorporated areas of Riverside County. Hemet is now a majority minority School District with the following ethnic distribution: 64% Hispanic or Latino students, 20.4% White, 8.7% African-American, 4.1% Two or More Races, and less than 1% each from Asian, Pacific Islander, Filipino, American Indian or Alaska Native ethnicities.

Hemet Unified operates preschool centers at nine school locations, twelve elementary schools (K-5), three K-8 schools, four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a science-based Charter Middle/High School (6-12), an Adult Education Center, Independent Study Programs, and an on-line instructional program that offers a wide variety of learning opportunities for students of all ages. District level support is marshalled by four divisions: Education Services, Student Support Services, Human Resources, and Business Services divisions.

Our mission is to **EMBRACE, EDUCATE,** and **EMPOWER** every student, every day. Underpinning this mission, our District has defined the following Core Values that influence how we serve our students and families:

CORE VALUES

- **Collaboration.** We engage everyone in an innovative and collaborative environment focused on promoting improvement of academic, social, and emotional outcomes.

- **Communication.** We mutually communicate in a timely manner throughout the organization to foster trust, collaboration, growth, and consistency while staying true to our*
  +collective vision.
- **Pristine.** We share responsibility to provide clean, updated, and well-maintained workplaces.
- **Professionalism.** We will demonstrate professionalism that values equity and fosters the social, emotional, and physical safety of all team members.
- **Respect.** We will interact positively and respectfully to ensure everyone feels acknowledged and valued.

Based on the percentage of students identified as Socioeconomically Disadvantaged and the Stability Rate (defined by the percentage of students continuously enrolled for 240 calendar days in a school year), three schools in Hemet USD will be receiving Equity Multiplier funding. These schools are:
- Alessandro High School
- Academy of Innovation
- Whittier Elementary School

Reflections: Annual Performance

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

As evidenced by the California Dashboard, the District celebrates various gains in student achievement juxtaposed to significant opportunity for improvement. The following provides a discussion by Indicator:

College & Career Indicator: The District as a whole has an overall preparedness rate of 44.1% as compared the last full calculation of the CCI (2020) when 40.3% of students were prepared. In the current year, the following student groups trail the 44.1% “All Student” average by 10% or more: African American (27.3%), English Learners (18.1%), Students with Disabilities (19.3%), Foster Youth (14.8%), Homeless students (27.1%).

Graduation Rate: The District as a whole “maintained” a yellow indicator that currently has a metrics value of 89.3%. Whereas 5 student groups maintained comparable performance from the prior year, 2 student groups increased performance while 2 student groups decreased performance.

English/Language Arts: The District as a whole “maintained” an orange indicator that currently has a metrics value of 62.3 points below standard. Where as 5 student groups maintained comparable performance from the prior year, 3 student groups increased performance while 4 student groups decreased performance.

Mathematics: The District as a whole “maintained” a red indicator that currently has a metrics value of 106.9 points below standard. Whereas 6 student groups maintained comparable performance from the prior year, 3 student groups increased performance while 3 student groups decreased performance.

English Learner Progress Indicator: This Indicator fully reformed for the first time in 2023. This current year, the District holds a yellow indicator where in 46.2% improved a level on the prior ELPAC or maintained the highest level possible. In addition, as compared to the prior year, the district witnessed an increase the number of students who increased their ELPAC score.

Chronic Absenteeism: The District as a whole "Decreased Significantly" to a yellow indicator that currently has a metrics value of 37.4% (improved from 50.5% the year prior). With the elemental contribution to the "All Student"

Suspension: The District as a whole "increased" the suspension rate and holds an or indicator that currently sits at value of 6.3%. In the prior year, only 3 groups improved where 9 student groups had an increase in suspension rate.

The following schools (with associated student groups with red indicators) within the District received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- **Acacia Middle** (All Students, African American, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Academy of Innovation** (All Students, African American, Hispanic, Socioeconomically Disadvantaged, White)
- **Alessandro High** (All Students, African American, English Learner, Hispanic, Homeless Youth, Multiple Races, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Bautista Creek Elementary** (English Learners, Students with Disabilities)
- **Cottonwood** (Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Dartmouth Middle** (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Diamond Valley Middle** (All Students, English Learner, Hispanic, Multiple Races, Socioeconomically Disadvantaged, White)
- **Fruitvale Elementary** (African American, English Learner, Students with Disabilities, White)
- **Hamilton** (All Students, Hispanic, Socioeconomically Disadvantaged, White)
- **Harmony Elementary** (African American, White)
- **Hemet Elementary** (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)
- **Hemet High** (All Students, African American, English Learner, Foster Youth, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities)
- **Jacob Wiens Elementary** (All Students, African American, Hispanic, Multiple Races, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Little Lake Elementary** (Students with Disabilities)
- **Mc Sweeny Elementary** (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Ramona Elementary** (All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Rancho Viejo Middle** (All Students, African American, English Learner, Hispanic, Multiple Races, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Tahquitz High** (All Students, African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)
- **Valle Vista Elementary** (All Students, English Learner, Hispanic, Multiple Races, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **West Valley High** (All Students, African American, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, White)
- **Whittier Elementary** (All Students, African American, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, White)

The following student groups within the District received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- American Indian or Alaska Native
- Black/African American
- English Learner
- Foster Youth
- Hispanic
- Homeless Youth
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

The following student groups, across 27 sites in the district, received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Black/African American
- English Learner
- Foster Youth
- Hispanic
- Homeless Youth
- Multiple Races/Two or More
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

Reflections: Technical Assistance

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

Focus on Improvement

The work of improvement, as it related to improving student outcomes, is a multiyear journey and transcends the development of this or the former 3-year LCAP development cycle. The District, with support of numerous entities, has maintained a focus on system improvement.

The District vision statement reads:

The work of improvement in Hemet Unified School District heavily leverages the element of the vision where the District endeavors to, “design a system that leads to equitable educational outcomes for all students…” In the context of improvement, we are constantly working to understand why our system produces the outcomes we current have while, with great intent and urgency, move levers of change in the system to effect improved outcomes for all students.

The District engages with partners around the work of improvement as a function of both a professional & organizational value to strive for excellence as well requirements associated with Technical Assistance. In Hemet Unified School District, four student groups have persistently underperformed to a level where in the District qualifies for Technical Assistance. Through this lens, the work of improvement – as it relates to the basis of Technical Assistance – is focused on these qualifying student groups: African American students, Native American students, Foster Youth, and Students with Disabilities. All student groups had the lowest indicators in Math, ELA and suspension indicators.

The District engaged with the West-Ed organization to enculturate the practices of improvement with site and district leadership. This path of improvement is now reaching to the classroom with the introduction of Plan-Do-Study-Act practices in the instructional process in the coming years. Other partners, inclusive of Studer-Huron, have come alongside the District to support implementation and effectively iterating on this work. Recently, the LCAP supported the development of the District Scorecard - a real-time tool that visualizes key student outcomes of literacy, suspension events, expulsion events, and chronic absenteeism at site and student group level. Recent iterations bring specific focus to the Differentiated Assistance (DA) and Targeted/Additional Targeted Support & Improvement (ATSI) student groups. This monitoring tool will become the basis of site level Scorecards that will drive action planning and short cycle improvement practices. Joined to the introduction of the classroom level PDSA work, the district and site level monitoring will continue to highlight what, where and how to (re)design our system to deliver on the promise to support our students who are, and have been, furthest from opportunity. Additional outgrowths of this same work include recently developed Career Technical Education and College and Career Readiness scorecards that connect current and historic student information to monitor and anticipate progress.

Additionally, the Riverside County Office of Education (RCOE) continues to provide key support aligned to the work of improvement discussed above. Riverside County Office of Education provides technical support on the development of data visualization structures, strategic support in the area of counseling practices in support of improving graduation rate as well as the college and career readiness, supporting a community around building instructional practices in support of literacy, as well as “as needed” partnership in the area of strategic planning from both a fiscal as well as program point of view. Most recently, the District had the opportunity to consult with representatives from the Riverside County Office of Education as well as the California Collaborative for Educational Excellence (CCEE). In addition to RCOE, the CCEE serves as an ordained Technical Assistance support structure.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Dartmouth Middle School

Rancho Viejo Middle School

Support for Identified Schools

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

Over the past several years, Hemet Unified School District has systemically engaged in the Improvement Science work authored by the Carnegie Foundation. This work, pre-existing in the District as a strategy for improving outcomes for all students – with special attention to those student groups whose performance warranted Hemet Unified School District participation in Differentiated Assistance – is intentionally leveraged as a scaffold to address the conditions leading to CSI identification. In the past three years, we have also partnered with West Ed to further clarify our focus on improvement with additional tools that are being used to assess the needs of our CSI schools and develop a plan that addresses these needs.

The process to Develop CSI Plans: Initial educational partner and leadership meetings facilitated by LEA improvement leads highlighted the use of strategies to synthesize and prioritize the greatest needs based on extensive data analysis. This work, culminating in a Root Cause Analysis, is guided by the work with West Ed and also by the work of Anthony Bryk in the 2017 work, “Learning to Improve: How America’s Schools Can Get Better at Getting Better.” The District sponsored and facilitated these activities, complementing similar work done by the respective school sites. The process elements included a group composed of both site and district representatives:

- Conducting a comprehensive review of data surrounding student outcomes
- Use of improvement tools and strategies to develop succinct problem statements
- Use of strategies to develop possible root causes related to the problem statement

Based on the structured Root Cause Analysis, site and district educational partners held successive meetings, inclusive of site School Site Council meetings, to gather input on the recommended plans to address findings and ideas identified by the Root Cause Analysis.

School sites in CSI augmented the work of their respective School Site Councils in the data analysis and development of plans used to address the prioritized needs related to the CSI designations.

Resource inequities were identified through the local needs' assessment process, which included an analysis of the dashboard data. Resource inequities identified included support for students not meeting standards in literacy as well as additional resources to foster a greater focus on socioemotional learning for all student groups. The LEA supported the identification of resource inequities for each CSI school by providing current dashboard data (suspensions, chronic absenteeism, and internal assessment monitoring data) that enabled the team, in conjunction with the LEA, to analyze leading indicators as well as lagging indicators, thus modeling discussions that the CSI site teams would then have with their SSC and stakeholder groups.

CSI schools – Dartmouth Middle School and Rancho Viejo Middle School - were notified of their CSI status in early 2024. The LEA supported CSI schools in identifying and implementing evidence-based interventions throughout the year. Resources such as What Works Clearinghouse and Evidence for ESSA were shared with both of our CSI schools, and the Director of State and Federal accountability met with principals and their school site councils during their need's assessment process. Plans include activities to build capacity in professional learning communities designed to improve student outcomes, professional development in the area of literacy, and engaging in a more robust multi-tiered system of support for students. SPSAs were then reviewed for coherence, and feedback was given to all CSI schools in terms of how to ensure that CSI funds were reserved for evidence-based interventions. Implementation of CSI activities continues to be monitored through this school year as a continuous improvement cycle with regular PDSA reflection and monitoring meetings. Implementation will be evaluated through the annual evaluation process to assess the effectiveness of the interventions.

Monitoring and Evaluating Effectiveness

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

The District will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement in a variety of ways. Following the identification of the CSI schools in Hemet Unified, the LEA organized three planning sessions with a consultant that engages educational agencies in change efforts through the lens of improvement science.

The LEA has recently expanded the internal capacity to provide support around the Continuous Improvement process. Accordingly, the District meets with site leadership on a regular basis to support root cause analysis efforts as well support the implementation of change ideas. Additionally, the sites augment District support with outside professional services as needed in an effort to continue to refine actions and monitor outcomes.

The District plans to continue to use dashboard data, as well as locally determined leading indicators (NWEA/MAP test scores in Reading and Math) to continue to monitor and evaluate the CSI School Plan.

As the District and the CSI identified schools progress through the 24-25 school year, the District has scheduled quarterly monitoring periods during which the District support team and site principal review student progress as measured by data through the CAASP test management system, internal assessments such as curriculum embedded assessments, NWEA assessments and internal tracking of graduation progress for our continuation school site. In addition, the District and site leadership, in conjunction with the SSC, will evaluate the site's improvement plan, adjust according to a continuous improvement cycle that is built on regular data review, and prepare quarterly reports for the District leadership cabinet team, site leadership team and for site school site council groups.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Perception data was solicited via survey designed to assess/solicit input on the social/emotional, behavioral and academic needs of Hemet Unified School District students. The surveys were developed to match the participants while allowing cross tabulation and analysis to compare and contrast the perceptions of family, staff, and students on the same issues. This data was disaggregated by student group, school level, and grade and otherwise cross-referenced with other survey instruments. Two survey instruments provided information that informed the goals, actions, and services of the LCAP: - ***Hemet USD Student Experience Survey –*** the District received 10,321 responses in grades 3-12 to survey that focused on the student experience related to learning experiences in the classroom, connection to teachers & school, school safety & culture, school facilities, perception of access to support services, as well as overall sense of success and potential to succeed. - ***California Healthy Kids Survey –*** the District administer the CHKS survey to grades 5, 7, 9, and 11 to understand the needs to related to school climate. This climate survey corroborated and connected the Student Experience Survey and provided additional information related to perception of school safety and school connectedness. In addition to multiple survey instruments implemented over the year to understand the student needs related to teaching and learning, as well as culture and climate, the District LCAP Advisory Committee held positions for student representatives from the comprehensive high schools in the District.

Parents	Perception data was solicited via survey designed to assess/solicit input on the social/emotional, behavioral and academic needs of Hemet Unified School District students. The surveys were developed to match the participants while allowing cross tabulation and analysis to compare and contrast the perceptions of family, staff, and students on the same issues. This data was disaggregated by student group, school level, and grade and otherwise cross-referenced with other survey instruments. This survey was conducted over a six-week period in the spring of 2024. Two survey instruments were used to inform the goals, actions, and services of the LCAP as well as inform the outcomes of the Parent Engagement Local Indicator, including: - ***Hemet USD Parent Experience Survey –*** The District received 1,821 responses to an instrument that focuses on the parent experience related to interactions with the site, feedback related to student learning, school academic and disciplinary culture, provision of resources for learning, safety and connectedness, school facilities, and support from school administration and staff. - ***Hemet USD Parent Engagement & Culture Survey –*** The District received 772 responses to a survey that corroborated outcomes of the Parent Experience survey related to school connectedness, academic culture & school climate, as well provided detailed information specialty aligned to the Parent Engagement Local Indicator on the California Dashboard. This instrument gathered open ended feedback on what the District or school should do to start, stop, and continue as it related to supporting the academic and social/emotional outcomes of our students.
Parent Advisory Group	Each school minimally identified a School Site Council representative to form the base membership of the District Parent Advisory Group. This core membership was supported in attendance by both a site administrator as well as the parent liaison for each school. For schools in Idyllwild, Anza, as well as Aguanga, an online “Zoom In” option was offered to ensure ease and opportunity to participate. Online table leaders facilitated identical activities in a simulcast with participants in the in-person setting. Additionally, DELAC parent representatives have a statutory position on the LCAP Parent Advisory Group in addition to the site selected parent representative. Four meetings were held on the following dates: - November 8, 2024 - January 24, 2024 - March 20, 2024 - May 15, 2024

District English Language Advisory Committee (DELAC)	Information and opportunity for input regarding the District's Local Control Accountability Plan was an item on several DELAC agendas through the 2023-24 school year. DELAC Committee members have a dual membership in both the District DELAC and the District LCAP Parent Advisory Committee. The District presented a discussion of the State system of accountability, the California Dashboard, an overview of the District LCAP content, as well as discussion of student outcomes specific to English Learners. Additionally, the proposed LCAP, with proposed changes specifically highlighted, was presented to the group at two separate meetings on April 26, 2024 and May 15, 2024. Members were able and actually provided input on the plan content, and changes, was solicited and received.
Community Members	The Superintendent sits on several community groups connected to the area of Hemet Unified School District. In addition to providing periodic opportunities to engage community members and leaders in a variety of contexts around the District goals, the district also held an annual event know as Principal for a Day on March 15, 2024. In this event, community members were invited to shadow and engage principals for a morning. In addition to highlighting work in the classroom connected to LCAP goals, the culminating activity of the morning was a collaborative feedback exercise discussing the work of the District.
Native American Tribal Advisory Council	Hemet USD held two convenings of the inaugural Tribal Advisory Council. The leadership of the five tribal nations that have tangible connections to the boundaries of Hemet Unified School District. These meetings were held November 1, 2023 and March 6, 2024. The group discusses the assets of Native American students and culture and identified opportunities for the District to support Native American families as well as remove barriers to improved student outcomes.
Hemet Teachers Association (HTA) & California School Employee Association (CSEA)	Executive Cabinet and the Associations' leadership teams met to discuss the planning process surrounding the use of supplemental/concentration funding as it relates to the actions and services outlined the proposed LCAP. A culminating review and input session were complemented by regularly scheduled meetings between District leadership and the Association presidents where in implementation of initiatives is regularly discussed.
Riverside County Office of Education & CCEE	District Leadership consulted with California Collaborative on Educational Excellence (CCEE), joined by leadership of the Riverside County Office of Education. This consultation provided a venue to gather input on practices of the district. This consultation was held on March 7, 2024.
Riverside County SELPA	The District conferred with leaders of the Riverside County SELPA through the course of the spring in development of improvement plans connected to special education accountability structures. Additionally, the District reviewed the proposed LCAP, as well as proposed changes, with SELPA leadership in a feedback session. A specific consultation regarding the LCAP content was held on May 13, 2024.

District Administrators	All district and site administrators engage in monthly Leadership and Lead Learner meetings in Hemet Unified School District. These meetings expressly relate, discuss, or plan around the work described by the District goals. Feedback on the content is gathered in a "Plus/Delta" feedback format. In addition, the District has installed a Principal support system called the "squad" system. In the context of monthly site walks, the site and district leaders observe and evaluate work associated with the goals of the district. Formative feedback then guides both program implementation as well as planning processes for successive LCAP iterations. Additionally, senior district leaders conduct Learning Walks (3x yearly) where in discussions with individual site principals concern implementation of district initiatives and there is express opportunity for feedback on support and implementation.
Site Staff Forums	The Superintendent of Hemet Unified School District facilitated whole staff meetings (certificated and classified) at every school and for each department by division at the District Office. The purpose of these meetings was to gain input on staff connected to District goals (which are currently synonymous the LCAP Goals) as well as collaboratively develop a common set of district values that serve as the basis for communication, system development, collaboration, and leadership. Staff provided feedback on systems and processes related to teaching and learning as well as culture and climate via a "Comments/Kudos/Concerns/Questions" feedback protocol.
Dartmouth Middle School (CSI) Educational Partner Engagement	The Rancho Viejo leadership convened a group of educational partners grounded in the school's School Site Council group. Additional partners, specifically teacher leaders and key parent representatives, joined the core group to provide input in a variety of contexts. District leaders supported the process by providing a menu of research-based activities and interventions, many of which have pre-organized support structures that are shorten the "ramp up" time to being operational at the site level.
Rancho Viejo Middle School (CSI) Educational Partner Engagement	The Rancho Viejo leadership convened a group of educational partners grounded in the school's School Site Council group. Additional partners, specifically teacher leaders and key parent representatives, joined the core group to provide input in a variety of contexts. District leaders supported the process by providing a menu of research-based activities and interventions, many of which have pre-organized support structures that are shorten the "ramp up" time to being operational at the site level.
Equity Multiplier Schools	The various school sites impacted by Equity Multiplier funding include Academy of Innovation, Alessandro High School, and Whittier Elementary. These schools Primarily utilize the school site council structures at their respective sites to gather feedback in the development of goals, actions and services specific to equity multiplier funding.

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

Educational Partner feedback, joined with internal analysis by District staff, substantively influenced decision making related to action/services in the LCAP. The following activities constituted key elements of a regenerative improvement cycle that manifested scaffolds used to solicit feedback as well as those processes that supported the incorporation of feedback into reiterative analysis and evaluation.

The LCAP Advisory meetings served as a venue for educational partners to analyze student performance data in relation to the Local Control Funding Formula (LCFF) Rubric. Also known as the California Dashboard, educational partners engaged in the analysis of student data and provided input on the likely underlying detrimental mechanisms. This information reinforced the renovation of certain action/services and the strategic abandonment of others. LCAP Advisory meetings allowed for group analysis of student performance information, action/services designed to support at risk students, with a special focus on those who demonstrate significant need as identified by the Differentiated Assistance qualification criteria as well as red indicators on the California Dashboard.

Native American Tribal Advisory Council – The convenings of this group spurred action in a multitude of directions. Of significant priority for the group, related to LCAP goals, actions, and services, was the specific need to provide dedicated lines of support and communication to Native American communities. Connected to this priority, the District has a dedicated Native American Community Liaison. The group's input directed the work of the district to focus on building connections with tribal and community providers that support Native American students. Additionally, the Council expressed significant interest in the composition of the merging Ethnic Studies curriculum. This focus related to ensuring the curriculum convey an accurate discussion of the history of local tribal nations. The group further emphasized the desire and need for the district to provide training to staff around the history of local tribes and the needs of Native American students. To this extent, the LCAP supports History/Social Studies teacher professional development that has focused on the local native American history as well as continues to support the parent engagement in place with augmenting the work with a focus on specific supports for Native American students.

Students – Students provided critical information that informed the needs addressed by actions and services in the current LCAP. Students reported the following information related to academic expectations, agency, school connectedness, and safety:

- School Connectedness: Only 49% of students reported having a sense of belonging at school: The sense of school connectedness is the basis of ensuring a sense of student agency from both an academic and social/emotional perspective. This feedback influenced the construction of the LCAP by the strengthening of systems that promote student engagement in high interest activities such as before/after school activities & sports, increasing opportunity and quality of experiences in the area of fine and performing arts, as well as providing and direct LCAP supported staff in connecting students to these high interest activities.
- School Safety: Only 56% of students reported feeling safe at school. Follow up conversations with students indicated that the sense of safety was a function of concerning student behavior in a variety of venues. This finding reinforced the continued investment in supports designed to mitigate negative student behavior inclusive of intervention, counseling, and mental health supports.
- Student Agency: Only 59% of students indicated that they set goals and tracked their progress towards success related to these goals. In the context of self-regulation, student self-assessment (a key element of student goal setting) is a core activity needed to form a sense of "I can succeed." If person does not know where they are in a path, it is impossible to set a goal. With a sense of position relative to a goal, a person can have a sense of agency. In the context of learning, when students have a sense of current learning – and have goals relative to this learning – they are then situated to have the intrinsic motivation to achieve and then take action to do so. This overall sense of agency to succeed, in both academics and behavioral self-management - is the core strategy to improving student outcomes.

- Clean Schools - A core value of the district is to have pristine and clean schools. Only 35% of students reported having clean schools (though 76% of parents reported the same). To this extent, this finding – related to the Basic Services Local Indicator - reinforced the continued investment in clean and updated schools being a critical part of improved student outcomes.

Parents - Students provided critical information that informed the needs addressed by actions and services in the current LCAP. Students reported the following information related to academic expectations, agency, school connectedness, and safety.

- School Connectedness: In contrast to 49% of students feeling connected, 73% of parents perceived their children as being connected to school.
- School Safety - In contrast to 56% of students feeling safe at school, 73% of parents perceive have a positive perception of school safety. Complementing the reinforcement of the student perception, these finding s reinforce the continued investment in actions and services that mitigate negative student behaviors and promote positive, self-adaptive skills on the behalf of students that collectively build a socially positive school environment.
- Student Agency - Complementing the student experience of 59% engaging in the self-assessment centered activity of goal setting, 77% of parents perceive that their children are able to accurately assesses & communicate how well they are performing academically. Additionally, only 78% of parents indicate their children are able to "bounce back" from adversity in the school setting.
- Clean Schools – In contrast to 35% of students having a positive perception of clean schools, 76% of parents had positive perceptions regarding the cleanliness of schools.

LCAP Advisory Group – The LCAP Advisory Group provided feedback that substantively contributed to the "how" of improving outcomes connected to the California Dashboard. Goals, actions, and services influenced by their feedback include the following:

- Introduction and configuration of new goals to the LCAP: The LCAP Advisory Group supported the amendment of the LCAP goals, actions, and services to conform to emerging expectations associated with the updated template changes. Additionally, the group supported the proposed configuration of Goal 4 – Disproportionate Outcomes. Additionally, the group supports changes to goals, actions & services to fully conform to the LCAP template and newly renovated effectiveness criteria.
- (Re)alignment of fiscal resources to maximize educational benefit: the group supported changes to the LCAP that reflect changes to funding sources in order to maximize one-time funds, emerging sources of other state funds, all of which influence changes the presence of actions in the plan.
- Increased focus & urgency to improve practices in order to improve student outcomes: The LCAP Advisory Group voiced concern that student outcomes were not increasing at the rate desired by members of the group. The District leadership shares this sentiment and urgency. The advisory group urgency joined emerging plans for the redeployment of site based instructional coaches, with support at all sites, in the new role of Learning Improvement Specialists. Professionals in this role will provide direct services to students as well as support teachers and other site leaders in understanding the unique needs of the students joined professional practices that leverage student agency, motivation, and instructional practice. Additionally, these specialists will work to understand root causes associated with current student outcomes and work with leaders to redesign system elements around the delivery of various services.

- Continued investment in parent engagement activities: through activities related to analysis of progress captured on the Parent Engagement Local Indicator, parents supported the continued investment in the systems and supports that connect parents to the district experience as well as promote deeper investment of students and parents with their child's learning experience.

DELAC – District English Language Advisory Committee – The Hemet USD DELAC group provided both global and specific input on actions and services in the LCAP including the following:

- Smaller Classes Sizes – members of the DELAC committee voiced and/or agreed with **the importance of** maintaining class sizes at the lowest level possible. Additionally, these comments reflected experiences in the District where there was increased student success (as viewed by the parents) as compared to situations were instruction occurred in the context of high class sizes.
- Continued Support for English Learners – The group agreed with the focus on English Learner support, as well as the support for building biliteracy.

Labor Association Leadership

- Hemet Teachers Association: Through ongoing interactions with association leadership, the association expresses a continued interest in lowering class sizes to the greatest extent possible. In principle, this supports the continued inclusion of the action related to lowering class size. Additionally, on going interactions indicate the continued need to support adverse student behavior thus reinforcing the continued investment in supports available to sites to provide an alternative to suspension and behavioral management.
- California School Employees Association: The association leadership strongly supported the continued focus on literacy. Additionally, the association leadership emphasized a continued focus on chronic absenteeism.

Staff Feedback

Feedback on configuration and substance of professional development:

- The district has adopted a practice of "Plus/Delta" feedback that is used to guide the substance, structure and delivery of professional development activities. This feedback guided the self-assessment process of the Local Indicators as well as elements of actions/services that provide professional development activities. These changes are captured in the relevant descriptions around action/service effectiveness and point to implementation changes to improve outcomes.

Feedback gathered via a survey instrument indicated support for the following:

- Support to intervene and reposed to adverse student behavior (94%)
- Support to maintain and improve infrastructure to support dependable use of instructional technology (91%)
- Support student actions & services that promote overall engagement and participation in extra-curricular activities (90%)
- Only 53% of teachers agree that adults work together with objective to improve academic and social/emotional outcomes for students. This finding reinforces the continued focus on development, implementation, and improvement of a Multitiered System of Support (MTSS) structure.

Equity Multiplier Schools Feedback

The respective schools had councils of the schools receiving equity multiplier funds found a common need around chronic absenteeism for Academy of Innovation and Whittier Elementary School. The school leadership and School Site Council input at Alessandro High School affirmed the focus on the College and Career Indicator. The school leadership and School Site council structures were provided a menu of options to help facilitate the development of a goal, action and service to support chronic absenteeism.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	As a function of rigorous, high quality ***TEACHING*** and high impact ***LEARNING***, all students will graduate from high school, college and career ready.	Broad

State Priorities addressed by this goal.

State Priorities Addressed by Goal 1: 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Depending on the variety and nature of the academic barriers that some students face, at-risk students show poor student outcomes as compared to students who do not face barriers to the same extent. In Hemet Unified School District, 86.6% of students come from a socioeconomically disadvantaged background, are Foster youth, or are currently learning English. The District based the development of this goal on the importance and urgency of the data provided and the associated analysis.

For the following performance indicators – for 2022 to present - there exists the following performance gaps between the student groups as compared to students who do not face the specific barrier to learning:

Cohort Graduation Rate – 2023

Whereas Hemet Unified School District had an overall Graduation Rate of 89.6% in 2023 (improved from 76.5% in 2010), the gap between the following groups compared to all other students are as follows:

- Socioeconomically Disadvantaged Youth: 89.0% socioeconomically disadvantaged students graduated compared to 96.3% of all other students who do not have a socioeconomically disadvantaged background
- Foster Youth: 74.1% (up from 69.4% in the prior year) of Foster Youth graduated compared to 89.8% of all other students who are not fostered youth
- English Learners: 77.5% of English Learners graduated compared to 91.3% of all other students who are not English Learners

A-G Course completion as a primary indicator of College & Career Readiness - 2023

Whereas Hemet Unified School District had an overall A-G completion rate of 49.7% in 2023 (improved from 17.8% in 2012 and 41.3% in 2017)

- Socioeconomically disadvantaged: 46.8% of all socioeconomically disadvantaged graduates completed A-G requirements
- Foster Youth: 25% of all Foster Youth graduates completed A-G requirements (up from 4% in the prior year)
- English Learners: 26.7.8% of all graduating English Learners completed A-G requirements

Career Technical Education Pathway Completion – 2023

Whereas Hemet Unified School District had an overall pathway completion rate - contributing to students being deemed “Prepared” on the College and Career Readiness Metric - of 29.7% (up from 10.8% in 2018 and 27.4% in the prior year)

- Socioeconomically Disadvantaged Youth: 29.0% of Socioeconomically Disadvantaged Youth were Prepared CTE pathway completers
- Foster Youth: 22.6% of Prepared CTE pathway completers were Foster Youth (up from 12.8% in the prior year)
- English Learners: 19.4% of Prepared CTE pathway completers were English Learners

English Language Arts – Spring, 2023 – Grade 3-8 &11

Whereas Hemet Unified School District had an overall proficiency rate of 29.7% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 26.8% met or exceeded the standard for grade level performance as compared to 46.7% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 4.31% of English Learners met or exceeded the standard for grade level performance where as 31.32% of those who are not English Learners met or exceeded standard.
- Foster Youth: 18.2% of English Learners met or exceeded the standard for grade level performance

Mathematics – Spring, 2023 – Grades 3-8 &11

Whereas Hemet Unified School District had an overall proficiency rate of 15.8% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 14.02% met or exceeded the standard for grade level performance as compared to 30.39% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 3.13% of English Learners met or exceeded the standard for grade level performance where as 18.03% of those who are not English Learners met or exceeded standard.
- Foster Youth: 3.3% of Foster youth met or exceeded the standard for grade level performance

Local Indicators:

Implementation of Academic Standards: The District assessment of Implementation of Academic Standards reveals the continuing need to support professional development, with a strong emphasis on K-5 literacy as well as secondary mathematics. Though the implementation of instructional materials aligned to California State Standards in Full Implementation, there exists a need to continue supporting the training of these materials as student performance is not at optimal levels. In terms of Policy & Program Support, the District sees a continuing need to support teacher collaboration in terms of both training on effective collaboration processes as well as sustaining the collaboration time. In terms of Engagement of School Leadership, the District sees a continuing need to support the professional development of both teachers and school leaders as well as the structures to design professional learning for staff at the individual level.

Access to a Broad Course of Study: The District sees a continuing need to further work around building and strengthening CTE pathways as well as providing diverse course offerings in support of A-G completion. The District identified Languages Other than English (LOTE – E) as the A-G area where students require the most support as well as increased opportunity. The District also recognizes the need for continued focus on academic counseling services beyond that which would otherwise be minimally provided to students. These expanded counseling services have brought about recent gains in both A-G completion as well as CTE completion yet current completion rate is not adequate as well as reflect gaps in performance between student groups. Though the District has taken steps to ensure there are no systemic barriers to course access, gaps between student groups for A-G, CTE, overall CCI and Graduation Rates (described above) indicate a continued need to provide ongoing training and collaboration around best practices to mitigate these performance gaps.

Basics: Teacher, Instructional Materials, Facilities: The District sees a continuing need to ensure all students have access to appropriately credentialled teachers, have access to standards aligned instructional material for use at school and home, in addition to learning in schools in good repair. Post pandemic, the District witnessed a continued use of technology enhanced instruction and as such the District sees the need to continue investing in the digital infrastructure necessary to ensure students have access to learning materials online in school and at home. In the context of core instruction, the District sees a continuing need to augment basic learning materials to support the diverse learning needs of our students. Additionally, the District sees a need to continue supporting teachers in their early years in the professional related to obtaining a “clear” teaching credential.

The District developed this goal as the primary mechanism to address shortcomings, as well as gaps between student groups, in overall academic achievement, graduation, and preparation for college and career life opportunities. Together, actions associated with counseling practices, Career Technical Education, enhanced access to academic and vocational counseling, increased access to contemporary technology in the context of learning, ensuring a broad access to A-G and CTE coursework, as well as professional development that complements and synergizes the structural access to coursework and learning is designed to work together to improve measurable student outcomes as measured by the California Dashboard Performance indicators including Graduation Rate, College/Career Index, ELA and Mathematics metrics.

State Priorities Addressed by Goal 1: 4, 5, 7, 8

Key Metrics:

- ***Student Performance Indicators:*** Graduation Rate, College/Career Readiness, English Language Arts, Mathematics

- ***Local Priorities:*** Implementation of Academic Standards, Access to a Broad Course of Study, Basics: Teachers, Instructional Materials, Facilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard District Graduation Rate Baseline: Fall 2023					
1.1	All	89.3%			94%	
1.2	English Learner	78.0%			88%	
1.3	Foster Youth	77.4%			87%	
1.4	Socioeconomically Disadvantaged	88.8%			93%	
1.5	Students with Disabilities	78.7%			88%	
1.6	African American	81.3%			91%	
1.7	American Indian	90.9%			95%	
1.8	Homeless	83.6%			88%	
	College and Career Indicator					
1.9	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%			54%	

1.10	College and Career Indicator (from Dashboard) – Approaching Prepared –	18.9%			38%	
1.11	College and Career Indicator (from Dashboard) – Not Prepared –	37.0%			8%	
	12th Grade Graduates completing all A-G requirements (From Dataquest) Revised Metric*					
1.12	12th Grade Graduates completing all a-g requirements – All –	47.0%			60%	
1.13	12th Grade Graduates completing all A-G requirements – English Learners	26.7%			37%	
1.14	12th Grade Graduates completing all A-G requirements –Foster Youth	25%			35%	

1.14	12th Grade Graduates completing all A-G requirements Socioeconomically Disadvantaged	44.8%			55%	
1.15	12th Grade Graduates completing all A-G requirements –Students w/ Disabilities	18.0%			28%	
1.16	12th Grade Graduates completing all A-G requirements –African-American	31.5%			42%	
1.17	12th Grade Graduates completing all A-G requirements –Hispanic	48.0%			58%	
1.18	12th Grade Graduates completing all A-G requirements –Two or More Races	39.2%			49%	
1.19	12th Grade Graduates completing all A-G requirements – White	48.1%			58%	

	EAP/SBAC Performance					
1.20	ELA SBAC Performance Language Arts (Grade 11)	39.48% Met or Exceeded Standard			50%	
1.21	ELA SBAC Performance Mathematics (Grade 11)	13.85% Met or Exceeded Standard			30%	
	Advanced Placement (AP) Exam Pass Rates					
1.22	Number of passing test events over total students tested Source: Dataquest AP Testing Report Number of students passing at least one test over total students tested Source: College Board Revised metric*	550 Students passed at least one test 1245 Tested 44.18%			55%	

	AP Course Enrollment (Number of students with AP enrollment / Total enrollment grades 9-12)					
1.23	AP Course Enrollment (Local Measure) – All	19.98%			30%	
1.24	AP Course Enrollment (Local Measure) – English Learners	3.02%			18%	
1.25	AP Course Enrollment (Local Measure) – Students w/ Disabilities	5.27%			20%	
1.26	AP Course Enrollment (Local Measure) – African - American	13.05%			28%	
1.27	AP Course Enrollment (Local Measure) – Hispanic	18.18%			30%	
1.28	AP Course Enrollment (Local Measure) – White	26.86%			30%	

	CTE Course Enrollment (Number of students with CTE enrollment / Total enrollment grades 9-12)					
1.30	CTE Course Enrollment (Local Measure) – District	36.47%			50%	
1.31	CTE Course Enrollment (Local Measure) – English Learners	25.38%			40%	
1.32	CTE Course Enrollment (Local Measure) – Students w/ Disabilities	31.74%			46%	
1.33	CTE Course Enrollment (Local Measure – Key Data) – African-American	34.75%			50%	
1.34	CTE Course Enrollment (Local Measure) – Hispanic	36.47%			52%	

1.35	CTE Course Enrollment (Local Measure) – White	37.06%			53%	
	CTE Pathway Completion					
1.36	CTE Pathway Completion (CALPADS 3.15) – District	19.22%			34%	
1.37	CTE Pathway Completion (CALPADS 3.15) – English Learners	21.79%			36%	
1.38	CTE Pathway Completion (CALPADS 3.15) – Students w/ Disabilities	15.08%			30%	
1.39	CTE Pathway Completion (CALPADS 3.15) – African American	12.93%			28%	
1.40	CTE Pathway Completion (CALPADS 3.15) – Hispanic	21.24%			36%	
1.41	CTE Pathway Completion (CALPADS 3.15) – White	16.43%			31%	

1.45	Percentage of pupils who complete both A-G and CTE requirements (Number A-G complete OR CTE pathway complete) AND graduate / Number of graduates) Data Source: Dashboard	18.5% 331 of 1791 Graduates			35%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1A1	Career Technical Education Pathway Support	The goal of the CTE programs involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The District plans to use this resource to expand and enhance the CTE pathways that currently exist. Additionally, this resource provides support for CTSO activities as well as ongoing support for development of curriculum and training on monitoring CTE related student outcomes and services to provide students based on these outcomes. 22-23: This action is being expanded by two pathways with the support of Concentration “add on” funds.	$4,611,216	Yes
1A2	College and Career Transition Support	Hemet Unified School District will continue to supplement the costs associated with Advanced Placement exams for all students. The District also uses this resource to pay for all students to take the PSAT and SAT exams in support of future college admission processes and building awareness of going to college. Additionally, select tutoring scaffolds are supported by this action/service intended to improve academic outcomes to a level associated with college admission requirements.	$396,307	Yes
1A3	Expanded Counseling Services	Hemet Unified School District significantly augments counseling services to provide academic, vocational, and social/emotion counseling to students. Recognizing that 86% of students in the District come from a socioeconomically disadvantage background and/or are foster youth, these student’s circumstance place them at risk for not graduating and/or not becoming college and career ready. This service takes these circumstances into account and is designed to address associated needs.	$6,572,990	Yes

1A4	Access to College Prepatory Coursework	Hemet Unified School District has a long-standing investment and deep development of the Advancement Via Individual Determination (AVID) program. This work intentionally recruits students from disadvantaged backgrounds to engage a college preparatory path of course work and provides significant academic and motivational support to students with the clear endo point of applying, gaining acceptance, and going to college. Additionally, the District is in year three of implementing the International Baccalaureate program at West Valley High School. Though grounded at a single high school, the program is accessible as a resource for all Hemet USD students. The District has installed a philosophy and framework that recruits students to the IB program in a similar manner as the AVID program. To complement these resources, the District complements staffing at high schools and middle schools with additional World Language teachers. As the Language other than English (LOTE) is historically recognized as a potential barrier to meeting college admission requirements, this service intentionally addresses this potential barrier.	$1,477,759	Yes
1A5	Instructional Technology Integration and Support	Hemet Unified School District recognizes the importance of contemporary technology just for teaching and learning but also to ensure students have access to contemporary technology that is necessary to function in society. To this extent, the District continues to make a significant infrastructure investment to ensure all students have immediate access to a digital device to facilitate the learning process. The District will continue investment in 1:1 student devices for all grades.	$9,950,062	Yes

1B	Leadership and Instructional Professional Development	This action integrates the following services to focus on training and coaching Hemet Unified School District educators to improve and sustain TK-12 instruction at a high-level supporting needs, circumstances and conditions of all students: - English/Language Arts Standards Implementation & Support –The District continues to recognize the need for ongoing training teachers in the access and use of these resources as well development of supplemental resources as needed. To support the deep use of the curriculum and associated resources, the District continues with a structure of course and grade level Lead Teachers that receive extended support to act as a local guide in the practices of first, best instruction with these materials. - Math Standards Implementation and Support – Similar to English/Language Arts, the District continues to recognize the need for ongoing training teachers in the access and use of these resources as well development of supplemental resources as needed. To support the deep use of the curriculum and associated resources, the District continues with a structure of course and grade level Lead Teachers that receive extended support to act as a local guide in the practices of first, best instruction with these materials. - Social Studies & Science Standards Implementation & Support – The District recognizes the need to continue training and ongoing support in the implementation of a Next Generation Science Standards aligned curriculum. This support provides both material to teachers to augment core curriculum in addition to specialized coaching in the effective instructional practices associated with science instruction. Similarly, the District is entering into a curriculum adoption for new Social Studies materials. In the initial implementation, the District anticipates the need for a systemic training process and ongoing support.	$5,471,442	Yes

1E	Early Intervention	- **E1 - Preschool -** Provide additional financial support to the District's Preschool program. - **E2 - Extended Day Kindergarten -** Leveraging the established benefit of preschool (as demonstrated by a cohort analysis), the instructional day for Kindergarten will be extended from a "half" day model. This will provide increased instructional time and increased services with the objective of improving the outcomes for all students but especially for the Unduplicated Count Pupils who face barriers to success. 22-23: The implementation of this action/service will extend with the same scope of practice. To this extent, additional kindergarten instructional aides will be supported with Concentration "Add On" funding.	$660,158	Yes
1F	Lower Class Sizes	Hemet Unified School District will maintain incrementally lowered class sizes to facilitate improved student access to teachers. Absent supplemental/concentration grant support, a base service would be provided resulting in significantly higher-class sizes.	$9,796,149	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	As a function of coherent and highly aligned **SYSTEMS OF SUPPORT**, the District will identify and support students' academic and social/emotional needs to ensure equitable student outcomes for all students.	Broad

State Priorities addressed by this goal.

State Priorities: 2, 4

An explanation of why the LEA has developed this goal.

Depending on the variety and nature of the academic barriers that some students face, at-risk students show poor student outcomes as compared to students who do not face barriers to the same extent. In Hemet Unified School District, 87.84% of students come from a socioeconomically disadvantaged background, are Foster youth, or are currently learning English. The District based the development of this goal on the importance and urgency of the data provided and the associated analysis.

Goal 2 is developed as direct support of the work, as well as the data that is the basis, for the work described in Goal1 - Teaching and Learning and Goal 3 – Culture and Climate. In addition to supporting the systems of Goal 1 and 3, Goal 2 also specifies work to address the disparity in equitable outcomes for various student groups. With respect to persistently low performing student groups subject to Education Code 52064(e)(5), please see Goal#4 (new in 2023-24).

Differentiated Assistance: Related to student performance indicators on the California Dashboard, there are student groups in Hemet Unified School District that show significant indicators of distress in two or more state priorities. The following student groups have a qualifying indicator in the following areas:

- **African American students:** ELA & Math (Priority 4 – Pupil Achievement); Suspension Rate (Priority 6 – School Climate)
- **American Indian students:** ELA & Math (Priority 4 – Pupil Achievement); Suspension Rate (Priority 6 – School Climate)
- **Foster Youth:** ELA & Math (Priority 4 – Pupil Achievement); Suspension Rate (Priority 6 – School Climate)
- **Students with Disabilities:** ELA & Math (Priority 4 – Pupil Achievement; Suspension Rate (Priority 6 – School Climate)

In terms of students with disabilities, approximately 45% of students with disabilities come from a socioeconomically disadvantaged background, or are either a Foster Youth or English Learner.

Whereas 86.6% of students in Hemet Unified School District come from a socioeconomically disadvantaged background, or are either a Foster Youth or English Learner, every student group on the California Dashboard has a significant membership of unduplicated pupils. In a 2019 analysis of California Dashboard data, a student level analysis of students not making adequate progress and/or showing significant signs of distress that would connect to a “Red” or “Orange” indicator on the California Dashboard, the analysis found the primary associated factor with academic or social/emotional distress was a student coming from a socioeconomically disadvantaged background. To this extent, the majority of actions and services in this plan are designed for the needs of socioeconomically disadvantaged youth in mind though the approach to implementing many of the actions is designed to also accommodate the variety of needs of the individual student being served by the action.

The District developed this goal as a primary support mechanism for academic and behavior intervention. This goal intentionally supports outcomes that are both specifically associated with this goal as well as the Teaching & Learning goal and the Culture & Climate goal. This goal is intended to provide key interventions and supports when students demonstrate academic or social/emotional distress. By implementing actions associated with student re-engagement, literacy intervention, extended learning opportunities, and English Learner supports, we anticipate an improvement in measurable academic outcomes. Similarly, by addressing student needs via student re-engagement components, homeless student supports, support of additional site administrators, as well as site directed resources to

complement the above district directed actions, we anticipate improved behavioral outcomes where adverse behavior outcomes often are associated with declining and poor academic outcomes.

State Priorities: 2, 4

Local Priorities: Professional Development

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SBAC ELA (from Dashboard)					
2.1	SBAC ELA (From Dashboard) – All	62.3 points below standard			5 points below standard	
2.2	SBAC ELA (From Dashboard) – English Learners	100.6 points below standard			5 points below standard	
2.3	SBAC ELA (From Dashboard) –Foster Youth	89.6 points below standard			5 points below standard	
2.4	SBAC ELA (From Dashboard) – Socioeconomically Disadvantaged	67.9 points below standard			5 points below standard	
2.5	SBAC ELA (From Dashboard) – Students with Disabilities	133.2 points below standard			5 points below standard	
2.6	SBAC ELA (From Dashboard) – African-American	90.8 points below standard			5 points below standard	
2.7	SBAC ELA (From Dashboard) – Two or More Races	50.4 points below standard			5 points below standard	

2.8	SBAC ELA (3-8) (From Dashboard) – White	44.1 points below standard			5 points below standard	
	SBAC Math (3-8) (from Dashboard)					
2.9	SBAC Math (3-8) (From Dashboard) – All	106.9 points below standard			0 Points Below Standard	
2.10	SBAC Math (3-8) (From Dashboard) – English Learners	142.2 points below standard			0 Points Below Standard	
2.11	SBAC Math (3-8) (From Dashboard) –Foster Youth	137.3 points below standard			0 Points Below Standard	
2.12	SBAC Math (3-8) (From Dashboard) – Socioeconomically Disadvantaged	112.5 points below standard			0 Points Below Standard	
2.13	SBAC Math (3-8) (From Dashboard) – Students with Disabilities	164.6 points below standard			0 Points Below Standard	
2.14	SBAC Math (3-8) (From Dashboard) – African-American	140.1 points below standard			0 Points Below Standard	
2.15	SBAC Math (3-8) (From Dashboard) – Two or More Races	99.3 points below standard			0 Points Below Standard	

2.16	SBAC Math (3-8) (From Dashboard) – White	82.3 points below standard			0 Points Below Standard	
2.17	EL Indicator (K-12) (From Dashboard) Baseline: Fall 2023	46.2% Making Progress				
2.18	Students redesignated Fluent English Proficient (total EL redesignated / Dashboard EL population)	377 of 2898 13.01%			25%	
2.19	Implementation of Common Core Aligned Instructional Materials – ELA (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability			Full Implementation & Sustainability	

2.20	Implementation of Common Core Aligned Instructional Materials – Math (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability			Full Implementation & Sustainability	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing

2A	Student Re-engagement	This action/service is designed to specifically identify, intervene, and provide ongoing support on behalf of students when academic and/or social/emotional distress becomes evident. - **Building Assets Reducing Risks (BARR) -** BARR has been implemented at all the comprehensive high schools targeting 9th grade students. BARR provides a comprehensive structure that helps teachers build safe, strong, and trusting relationships with their students. These connections pave the way for every student to engage in learning and have a successful first year in high school. - **Alternative to Suspension** - The Alternative to Suspension program is designed to provide intensive counseling while continuing instruction in an alternate setting, all of which is in lieu of a suspension. Integral in the work is the framework of restorative justice. The program will be implemented at comprehensive middle and high schools within the district. With the expansion of this work across the secondary grade levels and now piloting in the Elementary level, the District expects to see similar decreases in suspension and recidivism of at risk (principally Unduplicated Count Pupils) students. - **Tiered Supports** - Hemet Unified School District will continue providing Tier II Behavior Intervention Specialists (classified staff) at the middle and high school level. These specialists will assist sites with implementing and monitoring Tier II interventions. - **Multi-Tiered System of Supports & Student Study Team Support**: Student Support Services continues the implementation of a team of classified and certificated staff to target drop-out students as well as provide Tier II supports for students across the District. They will also target our Foster Youth students and families by providing access to mentoring services. - **Student Services Support:** Whereas this action/service was historically incorporated into the Education Services Division, the District will continue the expansion of these services. The Student Services Division maintains a statutory focus on the performance and outcomes for Students with Disabilities, Foster Youth, Low Income students, and all students (regardless of student group	$7,195,347	Yes

		designation) who show signs of social/emotional and behavioral distress as measured by leading and lagging indicators. 22-23: This action/service will maintain the same scope yet benefit from deeper implementation as supported by Concentration “add on” funding. Additional teachers will be added to the “ATS” service above as well as additional mental health professionals supporting the “Student Services Support”. This action/service integrates into work and systems described in other actions/services in this plan.		

2B	Literacy & Reading Intervention	As of the fall of 2023, approximately 24% of students in Grades 2-12 had a reading comprehension ability that was at grade level as measured a Lexile metric. The following are elements of this action/service specifically designed to address the literacy needs of all students: - **B1 - Elementary Reading Intervention -** Elementary Schools will continue with implementation of a Reading Intervention program that employs a Reading Intervention Teacher and Instructional Aides. The program involves extensive training and monthly collaboration meetings. The program is grounded in curriculum that is underpinned by the Science of Reading framework. Additional concentration “add on” funding will support additional intervention teachers and instructional aides will augment the implementation of this action. - **B2 - Secondary Reading Intervention:** Read 180 and System 44 will continue to target our middle school students in need of reading intervention. Ongoing training will focus on deep implementation of the program. - **B3 - Tiered Literacy Intervention System – K-12** - The District has identified the need to more strategically address the shortfalls in student literacy needs. The District has identified a need to install a resource and time intensive intervention for students who have the most profound short falls in reading. Additionally, this additional tier of intervention will be integrated into a comprehensive literacy system.	$12,825,399	Yes

2C	Extended Learning Opportunities	This action/service is designed to provide additional opportunities for at risk youth to recover credits as well as receive supplemental instruction, including: - **C1 - 0/7th Period Classes –** Hemet Unified School District will continue to offer opportunities for middle and high schools to expand the number of courses and choices a student can take in their schedules. High school and middle school will offer 0 period or 7th period classes to expand their day. - **C2 - Summer School -** Hemet Unified School District will hold summer school (two sessions) to target and assist high school students who need credit recovery and/or additional classes in order to graduate and meet their A-G requirements. It will expand this year to offer summer school at each of high schools. - **C3 - Credit Recovery -** Hemet Unified School District will expand prior implement a comprehensive plan to address the credit recovery for those students in high school that are not on track to graduate (credit deficient). - **C4 - Additional Instructional Time –** In recent years, the District added 12 instructional minutes to the typical school day across all grade levels in order to provide increased services to students as well as allow for weekly collaboration time for teachers as a method to improve services. The District plans to continue this service as it supports the Policies & Systems element of the Local Indicators. - **C5 – Facility Support** – In support of extending the time facilities are used (in actions C1-C4 above), the District will augment custodial staff to ensure the facilities are functional and support the desired educational outcomes. (Funded with Concentration “Add On” funds)	$9,192,120	Yes

2D1	English Learner Support	This action/service is designed to improve English Learner outcomes. Specifically, the elements of this service are: - English Learner Support: The English 3D program is a powerful English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills needed to reclassify. The target group for this program is our long-term English Learners. This program will complement newly adopted ELA/ELD instructional materials in an appropriate manner. Additionally, every school will have one teacher that will be their English Learner Site Lead. This EL Lead will assist other teachers and administrators with organizing efforts for English Learners, monitoring students for reclassification purposes, and developing an action plan to address the needs of English Learners. The EL Leads also meet throughout the year to attend training and Hemet collaborate with other teachers. Additionally, EL teachers will receive instructional support from Teachers on Special Assignment to promote best instructional practices that translate to higher student achievement. Additionally, Imagine Learning is a computer based supplemental language and literacy program that we have used to target all our English Learners in grades K-5. It is a supplemental program and a goal of 100 minutes per week was set. As a part of the same system of support an additional direct service in the form of tutoring will be provided to EL students. The support identified in this action reflects the District's identified need to provide additional support in vocabulary development and comprehension that complements a core (base service) of an integrated ELA/ELD program with corresponding professional development services. The District provides English Learner support in the following contexts: - *Structured English Immersion* – the preponderance of instruction is provided in English yet the curriculum and presentation of learning materials is designed to support student in various phases of English acquisition	$3,798,313	Yes

		This action will specifically address all schools where the ELPI Indicator is red. Dual-language Immersion – this setting allows for instruction of content aligned to the California State Standards to both native English and students who first speak a language other than English in Spanish.		
2D2	Long Term English Learner Support	HUSD offers an English Learner Site Lead for each school in the district. These site leads focus on all English Learners, but specifically monitor our LTELs with a bi-annual report from each LTEL's teacher. We use Ellevation to send out the monitoring forms for our LTELs. In addition, a reminder and query are sent out every grading triad to check LTEL grades, with the expectation that any students who is not achieving academically in their classes is met with by a counselor or an EL site lead at the site. In addition, a book study was completed with all EL Site Leads during the last year that focused on the report entitled, "Renewing our Promise: Research and Recommendations to Support California's Long-Term English Learners," a Californians Together Research and Policy Report, to not only spark interest in more innovative approaches to supporting out LTELs, but also to reflect on and refine best practices within our system.	$0	No

2E	Homeless Supports	This action/service augments services to Homeless youth provided via the Student Services Division: - **Extended Learning Opportunities for Homeless Youth:** The District Plans to provide opportunities uniquely designed to support homeless youth during the summer as well as during the intersession breaks inside the school year. - **Expanded Independent Study for Homeless Youth:** This service will provide personalized learning opportunities designed and intended for Homeless youth. A district re-engagement team will include mental health professionals, Student Services, as well as other counseling services. **Support for Basic Needs for Homeless Youth:** The District plans to expand the after-school hours at a District facility to provide homeless youth a location to address basic needs including hygiene, basic personal provisions, as well as provide support in connecting to pertinent community resources. These supports are also strategically support the needs of Foster Youth where appropriate.	$303,000	No
2F1	Assistant Principal Support	Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP. Specifically, the increase support is intended to provide more direct services to students including consultation regarding behavioral outcomes, attendance intervention, and monitoring/direction of intervention based on academic outcomes.	$8,506,190	Yes

2F2	Site Directed Support	LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services. Title I funding serves to further strategic intervention aligned with LCFF funded increased or improved services in a site directed manner.	$3,081,175	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	As a function of a positive **CULTURE** and **CLIMATE**, all students (100%) will attend school every day and feel valued and safe.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, 6, 8

An explanation of why the LEA has developed this goal.

Depending on the variety and nature of the academic barriers that some students face, at-risk students show poor student outcomes as compared to students who do not face barriers to the same extent. In Hemet Unified School District, approximately 87% of students come from a socioeconomically disadvantaged background, are Foster youth, or are currently learning English. The District based the development of this goal on the importance and urgency of the data provided and the associated analysis.

Suspension Rate

Whereas Hemet Unified School District had an overall Suspension Rate of 6.3% (up from 5.7% in 2021-22), the gap between the following groups compared to all other students are as follows (as evidenced by the California Dashboard):

- Socioeconomically Disadvantaged: 6.7% socioeconomically disadvantaged students were suspended at least once
- Foster Youth: 11.9% of Foster Youth were suspended at least once
- English Learners: 5.5% of English Learners were suspended at least once

This data is evidence of a clear need to continue supporting students in order to prevent and decrease the rate at which students are excluded from school based on their behavior. In addition to the negative impact on victims of a student's suspendable behavior, a student's suspension results in their exclusion from school and instruction. Additionally, upon a student's return from a suspension, students who successfully re-engage learning often require extensive counseling support as well as ongoing intervention to prevent future negative behaviors from re-occurring. Notably, Hemet USD staff describes the frequency and severity of negative student behavior as increasing dramatically post pandemic.

Chronic Absenteeism:

Whereas Hemet Unified School District had an overall Chronic Absenteeism Rate of 37.4% in 2022-23 (a change from 50.5% in 2021-22), the gap between the following groups compared to all other students are as follows for the 2022-23 SY(as evidenced by California Dashboard):

- Socioeconomically Disadvantaged: 39.1% socioeconomically disadvantaged students were identified as Chronically Absent

- Foster Youth: 46% of Foster Youth were identified as Chronically Absent
- English Learners: 33.7% of English Learners were identified as Chronically Absent

The District has identified a clear and undeniable need to continue working to improve student attendance, with a special focus on Chronic Absenteeism.

Local Indicator: Local Climate Survey

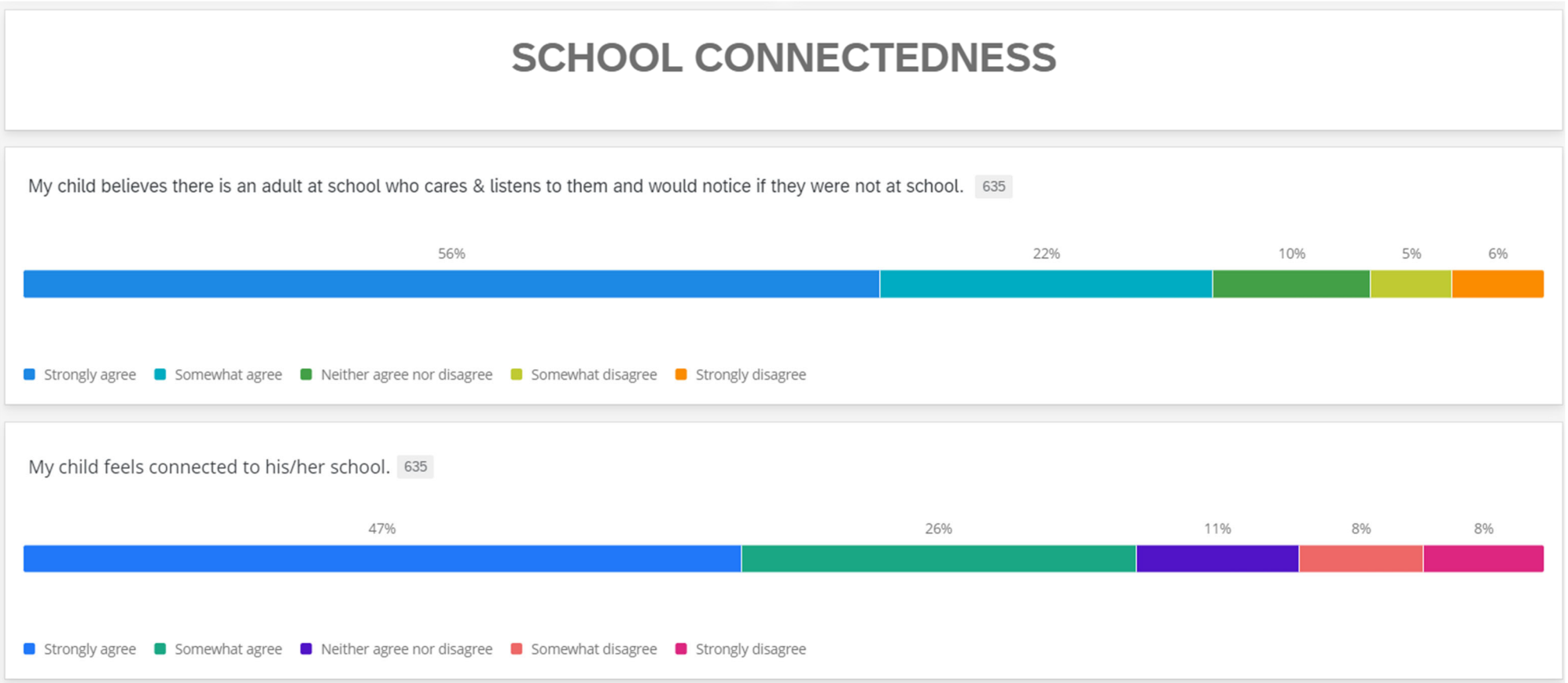
In response to the COVID-19 pandemic, the District significantly augmented information gather from students regarding school climate which is now a consistent practice. In addition to school connectedness and school safety, the District screened students in the area of social/emotional health in a manner that was appropriate for the grade level as well as suited to connect to the delivery of services.

In a recent climate survey, students indicated the following:

- 48% of students who took the survey responded favorably that they feel a part of their school

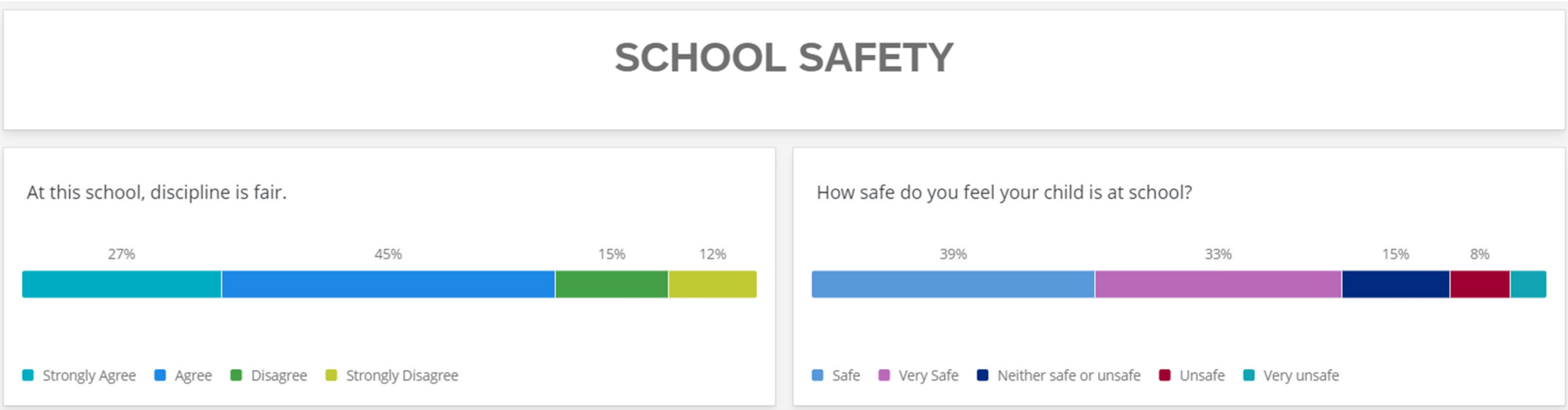
When parents were asked about their perceptions around their child's school connectedness and school safety, the parents provided responses shown below:

Spring, 2024:



In addition, parents were asked about their perceptions around school safety, school discipline and the reasons why they perceive their child to feel unwelcome or uncomfortable:

Spring, 2024:

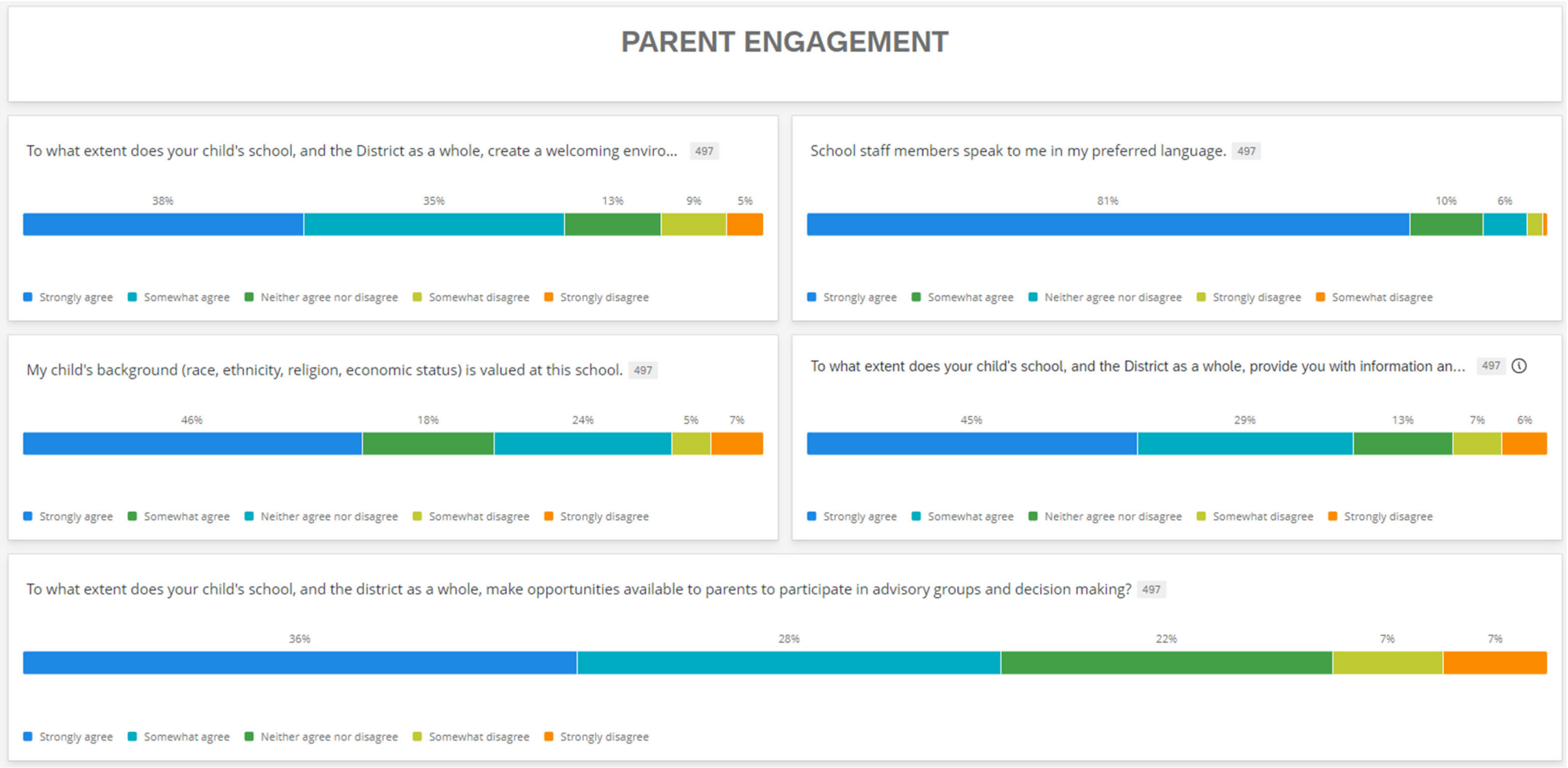


Based on the array of student and parent perception information, the District sees a clear need to the work around supporting student mental health, providing structures that promote connections to school, as well as supporting the social/emotional health of students. Additionally, data around school safety connects to the needs evident in the Suspension Rate student performance indicator. Collectively, the local indicator data around School Climate provides strong evidence to support continued work in addressing student behavior and student social/emotional health as well as promoting structured positive and engaging interactions for students. The metrics and actions of this pulled together that school safety, or the perception thereof, is fundamentally connected to behavior of students as it relates to suspension as well as chronic absenteeism. To this extent, the actions of this goal to build student interests in coming to school as well as engaging positively in educational endeavors.

Local Indicator: Parent Engagement

In the Spring of 2024, the District reached out to parents to gain insight into the family perspective related to academic and social/emotional needs of students in addition to topics associated with the Basics (clean and safe facilities) as well as Parent Engagement. This survey augmented a Parent Experience Survey given in the Fall that was completed by 1597 families. There was a total of 778 respondents comparably representing all schools, grade levels, as well as the racial/ethnic diversity in the District. Demographic information is self-reported by survey respondents and respondents had the option of *not* responding to all questions.

Spring, 2024



The data above illustrated the continued need to support parent engagement in Hemet Unified School District. When compared to the perspective of parents of English Learners and Foster Youth, the need for support is more evident with a less positive profile of responses.

Key Metrics addressed by Goal 3:

State Priorities: 1, 3, 5, 6, 8

Student Performance Indicators: Suspension Rate, Chronic Absenteeism

Local Priorities: Local Climate Survey, Parent Engagement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism (pending from CA School Dashboard)	37.4%			27%	
3.2	Suspension Rate (From Dashboard)- All	6.3%			4%	
3.3	Suspension Rate (From Dashboard)- English Learners	5.5%			4%	
3.4	Suspension Rate (From Dashboard)- Socioeconomically Disadvantaged	6.7%			4%	
3.5	Suspension Rate (From Dashboard)- Students with Disabilities-	10.2%			4%	
3.6	Suspension Rate (From Dashboard)- African American	13.0%			4%	
3.7	Suspension Rate (From Dashboard)- Hispanic	5.3%			4%	
3.8	Suspension Rate (From Dashboard)- Two or More Races	6.7%			4%	

3.9	Suspension Rate (From Dashboard)- White	7.1%			4%	
3.10	Expulsion Rate (From Dataquest)- All	0.3%			.2%	
3.11	Expulsion Rate (From Dataquest)- English Learners	0.3%			.2%	
3.12	Expulsion Rate (From Dataquest)- Socioeconomically Disadvantaged	0.3%			.2%	
3.13	Expulsion Rate (From Dataquest)- Students with Disabilities	0.4%			.2%	
3.14	Expulsion Rate (From Dataquest)- African-American	1.1%			.2%	
3.15	Expulsion Rate (From Dataquest)- Hispanic	0.2%			.2%	
3.16	Expulsion Rate (From Dataquest)- Two or More Races	0.0%			.2%	
3.17	Expulsion Rate (From Dataquest)- White	0.2%			.2%	

3.18	Local Dashboard Indicators-Basics (Williams Act)	Met			Met	
3.19	Local Dashboard Indicators-Standards	Met			Met	
3.20	Local Dashboard Indicators-Parent Engagement	Met			Met	
3.21	Local Dashboard Indicators-Climate	Met			Met	
3.22	Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 5	70%			90%	
3.23	Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 7	52%			85%	

3.24	Perception of School Connectedness- Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 9	50%			75%	
3.25	Perception of School Connectedness- Students (inclusive of unduplicated pupils and students with exceptional needs) – Grade 11	49%			75%	
	Perception of School Climate - Staff					
3.26	Culture of working together to improve outcomes Two highest rankings of five	63%			80%	

3.27	High Expectations – Academic & behavioral outcomes Strongly Agree/Agree	63%			80%	
3.28	Student Learning Environment – Supportive & inviting place to learn Strongly Agree/Agree	80%			90%	
3.29	Supports – Provides supports when needed Strongly Agree/Agree	84%			90%	
3.30	Perception of School Safety- Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 5	71%			100%	

3.31	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 7	58%			100%	
3.32	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 9	54%			100%	
3.33	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 11	57%			100%	
3.34	Perception of School Safety Safe place Staff	74%			100%	
3.35	Perception of School Safety-Safe place for students - Parents	72%			100%	

3.36	Attendance Rate-All Source: Local Student Information System	91.7% Year to Date			96%	
3.37	HS Dropout Rate-All Source: Dataquest	7.3%			0%	
3.38	HS Dropout Rate-English Learners	11.9%			0%	
3.39	HS Dropout Rate-Socioeconomically Disadvantaged	7.6%			0%	
3.40	HS Dropout Rate-Students with Disabilities	9.2%			0%	
3.41	HS Dropout Rate-African-American	15.7%			0%	
3.42	HS Dropout Rate-Hispanic	6.2%			0%	
3.43	HS Dropout Rate-Two or More Races	15.4%			0%	
3.44	HS Dropout Rate-White	7.4%			0%	
3.45	MS Dropout Rate-All Source: CALPADS	10 Students			0%	
3.46	MS Dropout Rate-African-American	3 Students			0%	

3.47	MS Dropout Rate-Hispanic	6 Students			0%	
3.48	MS Dropout Rate-White	1 Student			0%	
	Dashboard District Graduation Rate Baseline: Fall 2023					
3.49	All	89.3%			94%	
3.50	English Learner	78.0%			88%	
3.51	Foster Youth	77.4%			87%	
3.52	Socioeconomically Disadvantaged	88.8%			93%	
3.53	Students with Disabilities	78.7%			88%	
3.54	African American	81.3%			91%	
3.55	American Indian	90.9%			95%	
3.56	Homeless	83.6%			88%	
3.57	Two or More Races	83.9%			88%	
	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%			65%	
3.58	College and Career Indicator (from Dashboard) – Approaching Prepared	18.9%			20%	

3.59	College and Career Indicator (from Dashboard) – Not Prepared	37.0%			15%	
3.60	Culture/Climate Williams Act- Students have textbooks and materials	100% of Students had textbooks			100% of Students had textbooks	
3.61	Culture/Climate Williams Act- % of Schools with Overall “Good” Rating or better	100% had either “Good” or “Exemplary” Rating			100% had either “Good” or “Exemplary” Rating	
3.62	Teaching Credential- Clear Credentials (TAMO)	82%			95%	
3.63	Teaching Credential- Out of Field (TAMO)	3.6%			1%	
3.64	Teaching Credential- Ineffective (TAMO)	1.1%			0%	
3.65	Staff Experience Survey Total Responses	2424			2,700	

3.66	Parent Experience Survey (Inclusive of parents if Unduplicated Pupils and parents of students with exceptional needs) Total Respondents	1597			4,000	
3.67	Student Experience Survey Total Respondents	10321			12,000	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Student Outcome Monitoring	This action/service is designed to investigate, identify and direct interventions to address gaps in student outcomes at both the program level or perspective of race/ethnicity. The District is at an emerging level of implementation with regards to the system of Continuous Improvement as supported by the Carnegie Institute and the WestEd organization. This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. This work will support all district level divisions as well as support sites in similar improvement work. Key Metrics: Formative program evaluation	$37,569	Yes

3B	Parent Engagement & Support	Hemet Unified School District plans to continue and strengthen systems and structures to promote and support parents in the process of being highly involved with their child's education. The resources associated with this action/service focus on continued implementation of several ongoing systems. - **B1 - Parent Liaisons -** At the elementary level, this action supports the work of parent liaisons located at each elementary school. Feedback from both focus groups indicate this structure is highly effective and is an ongoing need. - **B2 - Parent Resource Center** - The District maintains a Parent Resource Center (PRC) that serves as both a primary point of contact for parents seeking help as well as coordinating and training structure for site-based parent liaisons. Similar to site base parent liaisons, feedback about the PRC indicates it is a highly effective structure in supporting parents reluctant to engage the school district as well as those who seek support in assisting their children in their education. 22-23: This action service will maintain the same scope yet witness increased depth of implementation. Concentration "Add on" funds will provide for an additional parent liaison. 22-24: Federal Title I funding will strategically support this action/service. Key Metrics: - Local Indicator- Parent Engagement Parent Survey/Perception Data	$3,026,135	Yes

3C	Specialized Educational Options	This action/service is designed to support specialized educational options for students and parents. - **Dual Language Academy** – the District recently started a dual language program at Hemet Elementary School in the fall of 2017. As students' progress through the grade levels, the District recognizes a need to provide a high-quality venue to progress through the middle school years. This action/service supports the evolving needs of this unique educational option. - **Online Instruction** – in response to the COVID-19 pandemic, the District introduced a fully online educational option for parents and students. As of the Spring of 2021, there is sizable parent interest in continuing their children in an online setting past the physical return to school. This action supports the continued implementation of this program offering as well as supporting additional support services. In the 2022-23, additional concentration "add on" funding will continue to support increased staffing in order to improve the depth and breadth of services. 2023-24: This action/service prominently supports the Academy of Innovation online and independent study school.	$10,224,591	Yes

3D	High Interest Student Engagement Opportunities	School connectedness is a primary indicator and essential element for student success. This action/service supports continued investment in high interest student engagements. The following elements, student feedback is positive and student outcome metrics suggest there is a correlation between program participation and improved student outcomes. - **D1 - Afterschool Athletics** – this action supports middle school and high school athletics. This is a supplement to program elements funded out of base funding. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. - **D2 - K-12 Music** – this action supports a portion of personnel, band instrument purchase and repair, as well as some ongoing uniform costs. The music program that provides both instrumental and vocal music instruction to all interested 3rd through 12th-grade students will continue to expand. Schools will target Low Income (LI) and Foster Youth (FY) students to participate in this arts program. Instruments are provided for students who are unable to afford one for use during the school year. In the 2022-23 school year, the District will utilize additional concentration “add on” funding to increase the number of elementary band and music teachers. - **D3 – Elementary Athletics -** this action/service, similarly to after school athletics in the secondary setting, is designed to increase student engagement via increased opportunity to participate in school and district level athletic events in the elementary setting. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. 22-23: This action service will maintain the same scope yet witness increased depth of implementation. Key Metrics:	$6,303,510	Yes

		- School Connectedness perception data Cohort Analysis of student outcomes		
3E	Chronic Absenteeism	This action service specifically addresses identifying and addressing the needs of students who are chronically absent. Resources associated with this cost will support personnel reaching out to chronically absent students and families. This action integrates into work and systems described by other actions/services in this plan. Key Metrics: Chronic Absenteeism Indicator	$542,607	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	By June, 2025, as evidenced by the California Dashboard for the 2024-25 school year, all reportable student groups – at both the school and district level - would be shown by one of the following dashboard colors: Blue, Green, Yellow, or Orange OR minimally a 10% improvement of the action associated California Dashboard metric	Broad Goal

State Priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

The District developed this goal specifically to address student groups, at the district and site level, who currently have a performance indicator at the lowest level. The District is extending work from the prior Goal 4 (2023-24 LCAP Cycle) focused on disproportionate outcomes that was the basis of various student level monitoring systems. In the current goal structure, these tools will be joined to the work of site based personnel that are specifically focused on improvement of student outcomes related to any indicator on the related campus. Though the tools, strategies and approach to improvement will be common across all actions, the work will differentiate by action specific to the indicator involved. Each action below describes the common nature of the work but also specifies the related actions/services in the LCAP that will be enhanced by the improvement work. In that the performance of the sites varies, though there are common patterns of student group related outcomes, the improvement work will be identify system issues/needs at the site level (related to work of the correlating action/service) and work to address the root causes that result in diminished performance. To this extent, the anticipated services will be the same in the context of evaluating and effecting change of the pre-existing systems, but the specific work will be variable base on the site. The work will leverage the data visualizations build for the prior year to monitor outcomes and evaluate effectiveness of the improvement work. The staff associated with the action/services will also provide academic intervention instruction to students in ELA and math. Though students in unduplicated pupil groups show low performance in these indicators, the metric table below shows additional non-unduplicated pupil groups showing distress and to this extent, these actions are designed to be delivered to all students though outcome monitoring and intervention will evaluate the address needs of Low Income, English Learners and foster Youth.

As discussed on the plan summary the path of improvement for the district involves numerous partners. This work has collectively informed the approach of this goal. The District engaged with the West-Ed organization to enculturate the practices of improvement with site and district leadership. This path of improvement is now reaching to the classroom with the introduction of Plan-Do-Study-Act practices in the instructional process in the coming years. Other partners, inclusive of Studer-Huron, have come alongside the District to support implementation and effectively iterating on this work. Recently, the LCAP supported the development of the District Scorecard - a real-time tool that visualizes key student outcomes of literacy, suspension events, expulsion events, and chronic absenteeism at site and student group level. Recent iterations bring specific focus to the Differentiated Assistance (DA) and Targeted/Additional Targeted Support & Improvement (ATSI) student groups. This monitoring tool will become the basis of site level Scorecards that will drive action planning and

short cycle improvement practices. Joined to the introduction of the classroom level PDSA work, the district and site level monitoring will continue to highlight what, where and how to (re)design our system to deliver on the promise to support our students who are, and have been, furthest from opportunity. Additional outgrowths of this same work include recently developed Career Technical Education and College and Career Readiness scorecards that connect current and historic student information to monitor and anticipate progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

4.1	ELA (California Dashboard)	-62.3 DFS ALL Dartmouth Middle -80.8 Diamond Valley Middle -79.6 Hamilton -60.7 Hemet Elementary -71.0 Tahquitz High -50.6 West Valley High -45.7 Whittier Elementary -91.3 AA Fruitvale Elementary -83.2 Hemet Unified -90.8 Rancho Viejo Middle -87.9 Whittier Elementary -135.8 AI Hemet Unified -89.3 EL Bautista Creek Elementary -84.4 Dartmouth Middle -127.1 Hemet Elementary -78.9 Hemet High -127.3 Hemet Unified -100.6 McSweeny Elementary -81.9 Rancho Viejo Middle -111.9			-45.4 DFS ALL Dartmouth Middle -58.9 Diamond Valley Middle -64.4 Hamilton -49.1 Hemet Elementary -57.4 Tahquitz High -40.9 West Valley High -36.9 Whittier Elementary -73.9 AA Fruitvale Elementary -67.3 Hemet Unified -73.5 Rancho Viejo Middle -71.1 Whittier Elementary -109.9 AI Hemet Unified -72.3 EL Bautista Creek Elementary -68.3 Dartmouth Middle -102.9 Hemet Elementary -63.8 Hemet High -103.0 Hemet Unified -81.4 McSweeny Elementary -66.3 Rancho Viejo Middle -90.6	

			Tahquitz High	-139.0				Tahquitz High	-112.5
			West Valley High	-136.2				West Valley High	-110.2
			Winchester Elementary	-86.6				Winchester Elementary	-70.1
		FOS	Hemet Unified	-89.6			FOS	Hemet Unified	-72.5
		HI	Dartmouth Middle	-84.8			HI	Dartmouth Middle	-68.6
			Diamond Valley Middle	-83.9				Diamond Valley Middle	-67.9
			Hamilton	-58.5				Hamilton	-47.3
			Hemet Elementary	-70.6				Hemet Elementary	-57.1
			Hemet High	-52.0				Hemet High	-42.0
			Tahquitz High	-55.4				Tahquitz High	-44.8
		MR	Diamond Valley Middle	-75.8			MR	Diamond Valley Middle	-61.3
		SED	Dartmouth Middle	-87.2			SED	Dartmouth Middle	-70.6
			Diamond Valley Middle	-81.3				Diamond Valley Middle	-65.8
			Hamilton	-60.8				Hamilton	-49.2
			Hemet Elementary	-71.6				Hemet Elementary	-57.9
			Hemet High	-54.6				Hemet High	-44.1
			Rancho Viejo Middle	-71.5				Rancho Viejo Middle	-57.8
			Tahquitz High	-57.5				Tahquitz High	-46.5
			Valle Vista Elementary	-71.8				Valle Vista Elementary	-58.1
			West Valley High	-46.8				West Valley High	-37.8
			Whittier Elementary	-93.1				Whittier Elementary	-75.3

		SWD Bautista Creek Elementary -111.5 Dartmouth Middle -156.2 Fruitvale Elementary -132.0 Hemet Elementary -148.4 Hemet High -164.4 Hemet Unified -133.2 Jacob Wiens Elementary -133.6 McSweeny Elementary -137.1 Rancho Viejo Middle -158.7 Tahquitz High -133.1 West Valley High -136.2 WH Acacia Middle -87.9 Hamilton -57.4 West Valley High -56.1 Whittier Elementary -89.3			SWD Bautista Creek Elementary -90.2 Dartmouth Middle -126.4 Fruitvale Elementary -106.8 Hemet Elementary -120.1 Hemet High -133.1 Hemet Unified -107.8 Jacob Wiens Elementary -108.1 McSweeny Elementary -111.0 Rancho Viejo Middle -128.5 Tahquitz High -107.7 West Valley High -110.2 WH Acacia Middle -71.1 Hamilton -46.4 West Valley High -45.4 Whittier Elementary -72.3	

4.2	Math			points				Year 3	
		ALL	Acacia Middle	-153.0			ALL	Acacia Middle	-111.5
			Dartmouth Middle	-122.0				Dartmouth Middle	-88.9
			Diamond Valley Middle	-126.4				Diamond Valley Middle	-92.1
			Hemet High	-139.4				Hemet High	-101.6
			Hemet Unified	-106.9				Hemet Unified	-77.9
			Ramona Elementary	-96.0				Ramona Elementary	-70.0
			Rancho Viejo Middle	-125.1				Rancho Viejo Middle	-91.2
			Tahquitz High	-134.4				Tahquitz High	-98.0
		AA	Acacia Middle	-187.6			AA	Acacia Middle	-136.8
			Hemet Unified	-140.1				Hemet Unified	-102.1
			Rancho Viejo Middle	-159.4				Rancho Viejo Middle	-116.2
		AI	Hemet Unified	-118.8			AI	Hemet Unified	-86.6
		EL	Acacia Middle	-185.1			EL	Acacia Middle	-134.9
			Bautista Creek Elementary	-103.7				Bautista Creek Elementary	-75.6
			Dartmouth Middle	-168.6				Dartmouth Middle	-122.9
			Diamond Valley Middle	-150.3				Diamond Valley Middle	-109.6
			Fruitvale Elementary	-95.9				Fruitvale Elementary	-69.9
			Hemet Elementary	-118.6				Hemet Elementary	-86.5
			Hemet High	-200.5				Hemet High	-146.2
			Hemet Unified	-142.2				Hemet Unified	-103.7
			Rancho Viejo Middle	-189.3				Rancho Viejo Middle	-138.0
			Tahquitz High	-202.9				Tahquitz High	-147.9
		FOS	Hemet Unified	-137.3			FOS	Hemet Unified	-100.1
		HI	Acacia Middle	-151.6			HI	Acacia Middle	-110.5
			Academy of Innovation	-146.3				Academy of Innovation	-106.7
			Dartmouth Middle	-130.6				Dartmouth Middle	-95.2
			Diamond Valley Middle	-126.9				Diamond Valley Middle	-92.5
			Hemet High	-152.2				Hemet High	-111.0

			Hemet Unified	-111.3				Hemet Unified	-81.1	
			Rancho Viejo Middle	-129.4				Rancho Viejo Middle	-94.3	
			Tahquitz High	-140.5				Tahquitz High	-102.4	
		MR	Diamond Valley Middle	-128.7			MR	Diamond Valley Middle	-93.8	
			Rancho Viejo Middle	-102.1				Rancho Viejo Middle	-74.4	
		SED	Acacia Middle	-152.8			SED	Acacia Middle	-111.4	
			Dartmouth Middle	-128.4				Dartmouth Middle	-93.6	
			Diamond Valley Middle	-127.2				Diamond Valley Middle	-92.7	
			Hamilton	-116.8				Hamilton	-85.1	
			Hemet Elementary	-95.3				Hemet Elementary	-69.5	
			Hemet High	-154.1				Hemet High	-112.3	
			Hemet Unified	-112.5				Hemet Unified	-82.0	
			Ramona Elementary	-96.9				Ramona Elementary	-70.6	
			Rancho Viejo Middle	-132.6				Rancho Viejo Middle	-96.7	
			Tahquitz High	-140.3				Tahquitz High	-102.3	
		SWD	Acacia Middle	-224.3			SWD	Acacia Middle	-163.5	
			Bautista Creek Elementary	-134.7				Bautista Creek Elementary	-98.2	
			Dartmouth Middle	-198.6				Dartmouth Middle	-144.8	
			Fruitvale Elementary	-144.2				Fruitvale Elementary	-105.1	
			Hemet Elementary	-151.2				Hemet Elementary	-110.2	
			Hemet High	-224.6				Hemet High	-163.7	
			Hemet Unified	-164.6				Hemet Unified	-120.0	
			Jacob Wiens Elementary	-152.9				Jacob Wiens Elementary	-111.5	
			McSweeny Elementary	-152.4				McSweeny Elementary	-111.1	
			Ramona Elementary	-136.6				Ramona Elementary	-99.6	
			Rancho Viejo Middle	-200.8				Rancho Viejo Middle	-146.4	
			Tahquitz High	-200.3				Tahquitz High	-146.0	
			Whittier Elementary	-160.4				Whittier Elementary	-116.9	

		WH	Acacia Middle	-149.8			WH	Acacia Middle	-109.2		
			Dartmouth Middle	-97.8				Dartmouth Middle	-71.3		
			Diamond Valley Middle	-107.7				Diamond Valley Middle	-78.5		
			West Valley High	-118.1				West Valley High	-86.1		

4.3	Suspension					

		Rate
ALL	Acacia Middle	14.3
	Cottonwood	6.00
	Dartmouth Middle	15.90
	Hamilton	8.40
	Jacob Wiens Elementary	7.30
	McSweeny Elementary	5.90
	Ramona Elementary	6.10
	Rancho Viejo Middle	15.00
	Valle Vista Elementary	8.70
AA	Acacia Middle	31.20
	Alessandro High	15.10
	Fruitvale Elementary	6.10
	Harmony Elementary	13.20
	Hemet High	17.10
	Hemet Unified	13.00
	Jacob Wiens Elementary	16.00
	Rancho Viejo Middle	27.90
	Tahquitz High	13.60
	West Valley High	10.50
AI	Hemet Unified	13.80
EL	Acacia Middle	12.60
	Dartmouth Middle	20.30

		Year 3
ALL	Acacia Middle	10.4
	Cottonwood	4.4
	Dartmouth Middle	11.6
	Hamilton	6.1
	Jacob Wiens Elementary	5.3
	McSweeny Elementary	4.3
	Ramona Elementary	4.4
	Rancho Viejo Middle	10.9
	Valle Vista Elementary	6.3
AA	Acacia Middle	22.7
	Alessandro High	11.0
	Fruitvale Elementary	4.4
	Harmony Elementary	9.6
	Hemet High	12.5
	Hemet Unified	9.5
	Jacob Wiens Elementary	11.7
	Rancho Viejo Middle	20.3
	Tahquitz High	9.9
	West Valley High	7.7
AI	Hemet Unified	10.1
EL	Acacia Middle	9.2
	Dartmouth Middle	14.8

			Rancho Viejo Middle	14.80				Rancho Viejo Middle	10.8
			Valle Vista Elementary	6.90				Valle Vista Elementary	5.0
		FOS	Hemet High	23.30			FOS	Hemet High	17.0
			Hemet Unified	11.90				Hemet Unified	8.7
		HI	Dartmouth Middle	16.40			HI	Dartmouth Middle	12.0
			Hamilton	8.20				Hamilton	6.0
			Jacob Wiens Elementary	4.70				Jacob Wiens Elementary	3.4
			McSweeny Elementary	5.30				McSweeny Elementary	3.9
			Ramona Elementary	4.60				Ramona Elementary	3.4
			Rancho Viejo Middle	12.40				Rancho Viejo Middle	9.0
			Valle Vista Elementary	7.30				Valle Vista Elementary	5.3
		HOM	Acacia Middle	15.00			HOM	Acacia Middle	10.9
			Hemet High	12.50				Hemet High	9.1
			Hemet Unified	9.00				Hemet Unified	6.6
		MR	Jacob Wiens Elementary	16.70			MR	Jacob Wiens Elementary	12.2
			Valle Vista Elementary	7.30				Valle Vista Elementary	5.3
		SED	Acacia Middle	14.30			SED	Acacia Middle	10.4
			Cottonwood	7.30				Cottonwood	5.3
			Dartmouth Middle	17.00				Dartmouth Middle	12.4
			Hamilton	8.50				Hamilton	6.2
			Jacob Wiens Elementary	7.40				Jacob Wiens Elementary	5.4
			McSweeny Elementary	6.10				McSweeny Elementary	4.4
			Ramona Elementary	6.50				Ramona Elementary	4.7

			Rancho Viejo Middle	16.40				12.0	
			Valle Vista Elementary	9.60				7.0	
		SWD	Acacia Middle	25.30			SWD	18.4	
			Bautista Creek Elementary	4.70				3.4	
			Cottonwood	8.30				6.1	
			Dartmouth Middle	16.80				12.2	
			Fruitvale Elementary	6.50				4.7	
			Hemet Unified	10.20				7.4	
			Jacob Wiens Elementary	13.00				9.5	
			Little Lake Elementary	7.70				5.6	
			Ramona Elementary	14.60				10.6	
			Rancho Viejo Middle	22.80				16.6	
			Valle Vista Elementary	12.20				8.9	
		WH	Acacia Middle	16.70			WH	12.2	
			Cottonwood	6.70				4.9	
			Dartmouth Middle	15.00				10.9	
			Fruitvale Elementary	7.20				5.2	
			Harmony Elementary	6.50				4.7	
			Jacob Wiens Elementary	8.90				6.5	
			McSweeny Elementary	9.90				7.2	
			Ramona Elementary	13.50				9.8	
			Rancho Viejo Middle	18.60				13.6	

			Valle Vista Elementary 12.10 Whittier Elementary 7.80			Valle Vista Elementary 8.8 Whittier Elementary 5.7	
4.4	Chronic Absenteeism		Rate ALL Academy of Innovation K-8 31.9 AA Academy of Innovation K-8 58.10 Fruitvale Elementary 62.00 EL Whittier Elementary 45.30 HI Academy of Innovation K-8 27.50 MR Rancho Viejo Middle 50.00 SED Academy of Innovation K-8 31.70 WH Academy of Innovation K-8 31.00 Hamilton 49.10 PI Hemet Unified 55.30			Year 3 ALL Academy of Innovation K-8 23.3 AA Academy of Innovation K-8 42.4 Fruitvale Elementary 45.2 EL Whittier Elementary 33.0 HI Academy of Innovation K-8 20.0 MR Rancho Viejo Middle 36.5 SED Academy of Innovation K-8 23.1 WH Academy of Innovation K-8 22.6 Hamilton 35.8 PI Hemet Unified 40.3	
4.5	Graduation Rate		AA Alessandro High 57.6 EL Alessandro High 64.3 HOM Alessandro High 62.0			AA Alessandro High 76.7 EL Alessandro High 85.6 HOM Alessandro High 82.5	

4.6	College & Career Indicator					

		CCI Rate
ALL	Alessandro High	5.50
AA	Alessandro High	3.10
EL	Alessandro High	4.00
HI	Alessandro High	5.40
HOM	Alessandro High	0.00
MR	Alessandro High	8.30
SED	Alessandro High	5.00
SWD	Alessandro High	6.50
WH	Alessandro High	7.30

		Year 3
ALL	Alessandro High	15
AA	Alessandro High	15
EL	Alessandro High	15
HI	Alessandro High	15
HOM	Alessandro High	15
MR	Alessandro High	15
SED	Alessandro High	15
SWD	Alessandro High	15
WH	Alessandro High	15

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing

4A	ELA Performance Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of English/Language Arts. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to improvement of the ELA performance indicator, the improvement specialists will specifically work with site instructional staff on the implementation of the methodologies (described above) in the context of ELA instruction. Effectiveness of this action will be measured by change in Lexile assessment data, interim benchmark assessment data, classroom walkthrough data (specific to ELA instruction), California Dashboard ELA Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using Lexile assessments as a leading indicator of progress towards improving ELA outcomes. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 ○ 1B – Instructional Leadership & Professional Development - Goal 2	$ 0.00	No

		○ 2A – Multitiered Systems of Support ○ 2B1 – Literacy & Reading Intervention ○ 2B2 – Secondary Reading Intervention - Goal 3 ○ 3D3 – Student Outcome Support This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for ELA.		

4B	Math Performance Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of mathematics.
		
		Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas.
		
		With specific respect to improvement of the Math performance indicator, the improvement specialists will specifically work with site instructional staff on the implementation of the methodologies (described above) in the context of Math instruction.
		
		Effectiveness of this action will be measured by change in math interim benchmark assessment data, classroom walkthrough data (specific to math instruction), California Dashboard math Indicator data, and educational partner (teacher, administrator, student) feedback.
		
		Principals will implement day action plans using interim benchmark assessments as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric.
		
		Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services.
		
		Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		
		- Goal 1
		  o 1B – Instructional Leadership & Professional Development
		- Goal 2
		  o 2A – Multitiered Systems of Support
			$ 0.00	No

		- Goal 3 o 3D3 – Student Outcome Support This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for math.		

4C	Suspension Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of student behavior. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to the Suspension performance indicator, the improvement specialists will work with site administrators, counselors, and site behavioral support staff to implement the improvement methodologies described above to understand and address the root causes of negative behavioral outcomes. Effectiveness of this action will be measured by change in total number of suspensions, total number of expulsions, California Dashboard Suspension Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using suspension metrics (# of suspension incidents) and expulsion metrics (# expulsions) as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 o 1A3 - Counseling - Goal 2	$ 0.00	No

		○ 2A – Multitiered Systems of Support ○ 2A - Alternative to Suspension ○ 2A - Behavior & Wellness ○ 2F1 – Assistant Principal Support - Goal 3 ○ 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Suspension</u>.		

4D	Chronic Absenteeism Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the Chronic Absenteeism Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to the Chronic Absenteeism performance indicator, the improvement specialists will work with site administrators, counselors, and district based attendance specialists (assigned to specific sites) to understand and address the student level root causes around non-attendance. These findings will define objectives in site level action plans specific to Chronic Absenteeism. Effectiveness of this action will be measured by change in attendance rate (translated to Chronic Absenteeism), California Dashboard Chronic Absenteeism Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level attendance rates (aggregated to the total percentage of students identified as Chronic Absentees) as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the 30/90 action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:	$ 0.00	No

		- Goal 1
		  - 1A3 - Counseling
		- Goal 2
		  - 2A – Multitiered Systems of Support
		  - 2A – Student Services
		- Goal 3
		  - 3D3 – Student Outcome Support
		  - 3E – Chronic Absenteeism
		
		This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Chronic Absenteeism.		

4E	Graduation Rate Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the Graduation Rate Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to the Graduation Rate performance indicator, the improvement specialists will work with site administrators, counselors, and credit recovery teachers to understand and address the root causes of student specific issues that impede expected progress towards graduation. Effectiveness of this action will be measured by change in measurement of students “on track” to graduation based on credit sufficiency, monitoring course enrollment and gradebook progress on towards credit attainment, California Dashboard Graduation Rate Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level student level course grade data, course enrollment, and credit accrual as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Additionally, counselors will complete intensive, student group level monitoring on a periodic basis to form the basis of proactive interactions with students not making adequate progress.	$ 0.00	No

		Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		- Goal 1
		  o 1A3 - Counseling
		- Goal 2
		  o 2A – Multitiered Systems of Support
		  o 2A – High School Readiness
		  o 2C1 – Expanded 0/7th Periods
		  o 2C2 – High School Summer School
		  o 2C3 – Credit Recovery
		- Goal 3
		  o 3D3 – Student Outcome Support
		This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Graduation Rate.		

4F	College/Career Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the Graduation Rate Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to the College & Career Readiness Indicator performance indicator, the improvement specialists will work with site administrators, counselors, and district CTE leadership to understand and develop action plans to address the current enrollment, success, and completion patterns associated with CTE pathway completion, A-G requirement completion, Seal of Biliteracy attainment, completion of concurrent coursework, as well as overall progress towards graduation. Effectiveness of this action will be measured by A-G completion, CTE course enrollment and completion, progress towards other elements of CCI metric, California Dashboard College & Career Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level student level course grade data, course enrollment, and credit accrual as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Additionally, counselors will complete intensive, student group level monitoring on a periodic basis to form the basis of proactive interactions with students not making adequate progress.	$ 0.00	No

		Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		- Goal 1
		  o 1A1 – Career Technical Education
		  o 1A2 – Support of SAT/PSAT/AP Testing
		  o 1A3 – Counseling
		  o 1A4 – World Languages Support
		  o 1A4 – AVID
		- Goal 2
		  o 2A – Multitiered Systems of Support
		- Goal 3
		  o 3D3 – Student Outcome Support
		This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Graduation Rate.		

Goal

Goal #	Description	Type of Goal
5	Alessandro High School - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will increase the College and Career Indicator rate by at least 5% per year. This goal will focus on the following student groups: “All Students”, Black/African American, English Learners, Hispanic, Homeless Youth, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups.	Equity Multiplier

State Priorities addressed by this goal.

5

An explanation of why the LEA has developed this goal.

Alessandro High School is the recipient of Equity Multiplier funding via recent legislation. The school convened educational partners, in the context of their School Site Council, to conduct a comprehensive needs analysis and develop goals, actions and services related to those needs. The needs analysis helped educational partners, as well as site and district leadership, develop a focus on College and Career Readiness. This focal point was selected based the nature of the academic program in that Alessandro High School is a continuation high school in Hemet USD. To this extent, the leadership and educational partners overwhelmingly agree preparing students for College and Career is a critical and immediate purpose and need.

District and site leadership reviewed teacher credentialing data captured by the Teacher Assignment Monitoring Outcome Report. Though there is opportunity to improve in this area, it was decided upon to focus on this goal above.

For the purposes of this goal, the All Student group is joined by the student groups that had a Red indicator in the California Dashboard as of December, 2023.

The following actions and services relate to the specific use of the Equity Multiplier funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career	Very Low All Students- 5.5% African American - 3.1% English Learners - 4% Hispanic - 5.4% Homeless - 0% SED - 5% SWD - 6.5% White - 7.3%	[Insert outcome here]	[Insert outcome here]	Medium All Students- 35% African American - 35% English Learners - 35% Hispanic - 35% Homeless - 35% SED - 35% SWD - 35% White - 35%	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
A	AHS - Increased Counseling Support	This funding source will provide an additional counselor to monitor class success, course completion in relationship to both meeting graduation requirements as well as strategic enrollment in CTE pathways as well as concurrent enrollment in course work at Mt. San Jacinto JC. This work will be supported with tools and strategies to strategically monitoring, with higher frequency, students who have membership in student groups that are red on the California Dashboard. CTE pathway enrollment, A-G course related enrollment, as well as class success will be both leading indicators and metrics used to determine overall effectiveness of the action.	$160,175	No
B	AHS - Intervention TOSA	This funding source will be used to implement a new and additional service to support credit recovery and attendance. This role will work with individual students, first with those in the red student groups, to understand and remove barriers first to attendance and second to understand and remover barriers to the individual circumstances around course completion. Additionally, this role will facilitated additional opportunities for students attempt and complete courses needed for graduation.	$122,250	No
C	AHS - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. This coaching and support work will also focus on the installation of instructional PDSA cycles.	$147,143	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	Academy of Innovation - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Chronic Absenteeism rate by at least 5% per year. This goal will focus on the following student groups: “All Students”, Black/African American, Hispanic, Socioeconomically Disadvantaged, and White student groups.	Equity Multiplier

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

The Academy of Innovation is the recipient of Equity Multiplier funding via recent legislation. The school convened educational partners, in the context of their School Site Council, to conduct a comprehensive needs analysis and develop goals, actions and services related to those needs.

The Academy of Innovation is a hybrid online school based on the independent study model. In this instructional model, work completion is equated to attendance. With this in mind, the completion of work would not only ameliorate the Chronic Absenteeism Indicator, but also have a meaningful connection to overall academic outcomes captured by the ELA and Mathematics Indicators.

District and site leadership reviewed teacher credentialing data captured by the Teacher Assignment Monitoring Outcome Report. Though there is opportunity to improve in this area, it was decided upon to focus on this goal above.

For the purposes of this goal, the All Student group is joined by the student groups that had a Red indicator in the California Dashboard as of December, 2023.

The following actions and services relate to the specific use of the Equity Multiplier funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism	All Students – 31.9% African American – 58.1% Hispanic – 27.5% SED – 31.7% White – 31%			All Students – 15% African American – 20% Hispanic – 15% SED – 15% White – 15%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
A	AoI - Increased Counseling Support	This funding source will provide an additional counselor to monitor class success and social/emotional needs of students. In the context of AoI, due to the nature of the instructional delivery model, student connectedness is an issue that staff is especially thoughtful about. To this extent, the additional counselor will increase proactive contact with students and especially those demonstrating distress in the form of incomplete work status.	$160,175	No
B	AoI - Intervention TOSA	This funding source will be used to implement a new and additional service to support credit recovery and attendance. This role will work with individual students, first with those in the red student groups, to understand and remove barriers first to attendance and second to understand and remover barriers to the individual circumstances around work completion.	$164,350	No
C	AoI - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. This coaching and support work will also focus on the installation of instructional PDSA cycles.	$147,143	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
7	Whittier Elementary - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Chronic Absenteeism rate by at least 5% per year. This goal will focus on the following student groups: “All Students”, Black/African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups.	Equity Multiplier

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

Whittier Elementary School is the recipient of Equity Multiplier funding via recent legislation. The school convened educational partners, in the context of their School Site Council, to conduct a comprehensive needs analysis and develop goals, actions and services related to those needs. The following actions and services relate to the specific use of the Equity Multiplier funding.

Educational partners joined the philosophy of site leadership that there is a strong connection between regular attendance at school and academic success. The group agreed on the importance of focusing on Chronic Absenteeism a primary lever of change.

District and site leadership reviewed teacher credentialing data captured by the Teacher Assignment Monitoring Outcome Report. Though there is opportunity to improve in this area, it was decided upon to focus on this goal above.

Whittier Elementary School is one of twelve elementary schools in Hemet USD. Serving 886 students, 92.3% of whom are Socioeconomically Disadvantaged, 17.7% are English Learners, and 1.8% are Foster Youth, and 28.5% of students met the “Instability” criteria set out by the California Department of Education.

For the purposes of this goal, the All Student group is joined by the student groups that had a Orange Indicator in the California Dashboard as of December, 2023. There were no specific student groups with a Red Indicator in Chronic Absenteeism.

The following actions and services relate to the specific use of the Equity Multiplier funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronic Absenteeism	All Students – 45.3% African American – 49.2% Two or More Races – 45.1% White – 50.5%			All Students – 30% African American – 30% Two or More Races – 30% White – 30%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
A	WES - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. In the context of the site focus on chronic absenteeism, the Specialist will provide direct intervention services to chronically absent students as well as join with other site staff to address barriers to attendance, hence related academic outcomes, at the student level to bring about both improved attendance as well as improved academic outcomes.	$172,393	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$87,445,866	$11,034,921

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.363%	3.84%	$8,602,371.90	42.205%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1A	Relevant Data: Whereas all students had a graduation rate of 89.6% as compared to socioeconomically disadvantaged students (89.0%), English Learners (77.5%), and Foster Youth (74.1%), students in these pupil groups had lower graduation rates and CCI completion rates as compared to students who did not meet those student group criteria. Student Need: Intervention related to dipropionate outcomes These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Academic outcomes - Course enrollment - 4 year planning - Social/emotional needs	These actions will address the disproportionate outcomes by delivering the following increased services: - Increased student group level and individual monitoring of student outcomes contributing to the College Career Indicator. - Provide professional development to counselors to train on and improve systems to monitor student outcomes and provide interventions. - Organize and execute specific data monitoring activities that prompt student level interactions and interventions This action is being provide on an LEA wide basis based on the following: - Delivery of counseling services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: These actions are bring provided on a District wide basis and we expect that all students will benefit. Conversely, we expect the graduation rate and the metrics associated with, and collectively form, the College and Career Indicator to improve at an increased rate for SED, EL, and foster youth as compared to students not considered to be an unduplicated pupil count student group. We expect this to occur as will intentionally monitor outcomes associated with these groups more frequently and direct services to these at-risk groups accordingly. We expect these accelerated improved outcomes for SED, EL and foster youth as the adults implementing the actions and services will	Metrics to monitor: - A-G enrollment & completion - CTE enrollment & completion - AP/IB/DE enrollment & completion - The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		implement systems to actively monitor and intervene as needed for these student groups recognizing the thresholds and indicators for student distress may be different and the strategies to engage are different due to student life experiences. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, fewer counselors would be available to provide services to students. Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would maintain a minimal counseling structure where multiple elementary schools would share a counselor and secondary schools would have counseling staff serving more than 900 students per counselor. Additionally, Career Technical coursework would only exist in course offerings that also served as core graduation requirements or could be provided by staff who were credentialed to teach in additional core graduation requirement areas. Additionally, support for AP and IB coursework would be minimized significantly. All other elements of the action/service would likely not be offered as a part of base services. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: Increase in graduation rate – - All Students: 82.8% in 2017 to 89.6% in 2023. - Low Income: 80.8% in 2017 to 89.0% in 2023. - English Learner: 60.3% in 2017 to 78.3% in 2023. - Foster Youth: 53.3% in 2017 to 74.1% in 2023.	

1B	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: These disproportionate outcomes highlight a need for improved instruction related to: - Delivering core ELA instruction at a rigorous level connected to California State Standards in ELA and math - Implement/strengthen systems that decrease the variation in instruction and student outcomes across student groups, classrooms at a grade level, across sites at related grade levels across the district.	These actions will address the disproportionate outcomes by delivering the following increased services: - Strengthening a system of instructional leadership where the district identified Lead Teachers in ELA/math at the secondary and grade level at the elementary level - Continued focus on stalling best instructional practices across the district - Introduction of a system to measure the frequency of use and quality of use of associated instructional practices - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Though this is focused on English Learners and Low Income students, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: This action is being provided on a District wide basis and we expect that all students will benefit. Conversely, we expect student performance as measured by SBAC ELA and math performance indicators to improve at an increased rate compared to that of the students who are not socioeconomically disadvantaged. We expected these accelerated outcomes as the professional development for teachers	Metrics to monitor: - Classroom walkthrough tool measuring quality and frequency of use of instructional practices - ELA and math benchmark assessments connected to use of instructional practices - ELA/math SBAC outcomes - Local Indicator: Standards Implementation The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		and administrators is designed specifically to identify the instructional needs of our socioeconomically disadvantaged youth and design, monitor, and evaluate learning experiences with the objective of improving student outcomes. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, this additional professional develop structure would be significantly attenuated. Absent LCFF Supplemental and Concentration funding, training for textbook adoptions would be made optional and would be absent coaching on implementation, improvement and differentiation based on the needs of English Learners as well as other instructional needs. Additionally, additional materials outside the physical textbook – used to support and enhance instruction – would not likely be purchased to support student learning. Lastly, administrative training would not likely be funded by the District outside that which is required by any legislation in place. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Implementation of classroom based PDSA cycles connected to newly implemented systems of internal benchmark assessments - Validation of student progress (as measured by internal benchmark assessments) by external benchmark assessments	

		- Implementation of system to monitor quality and frequency of instructional practices that will direct changes to professional development activities Evidence & research basis to support expectations: **Impact of Teacher Leadership on Student Learning**: **York-Barr and Duke (2004)** conducted a comprehensive review of literature and found that teacher leadership can positively influence student learning by fostering a collaborative school culture, promoting effective instructional practices, and encouraging a focus on student achievement. The study highlights that teacher leaders often serve as instructional coaches, mentors, and curriculum specialists, roles that directly support classroom teachers in improving their practice. Source: York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316. **Distributed Leadership and Student Outcomes**: **Harris and Spillane (2008)** discuss the concept of distributed leadership, where leadership responsibilities are shared among multiple staff members, including teacher leaders. Their research indicates that this approach can lead to improved teaching practices and better student outcomes because it leverages the skills and expertise of a broader group of educators.	

		Source: Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31-34. **Teacher Leadership and School Improvement**: **Sebastian, Huang, and Allensworth (2016)** found that schools with strong teacher leadership structures tend to have better instructional quality and student achievement. Their study emphasizes the importance of teacher leaders in implementing school improvement initiatives and supporting professional development. Source: Sebastian, J., Huang, H., & Allensworth, E. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education*, 123(1), 69-108. **Professional Learning Communities (PLCs) and Teacher Leadership**: **Vescio, Ross, and Adams (2008)** reviewed studies on Professional Learning Communities and found that teacher leaders play a critical role in PLCs by guiding collaborative discussions, sharing best practices, and supporting continuous improvement efforts. This collaborative approach has been linked to positive student outcomes. Source: Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. **Teacher Leadership and Educational Equity**:	

		Wenner and Campbell (2017) explored how teacher leadership contributes to educational equity by advocating for all students and ensuring that instructional practices meet the diverse needs of the student population. Teacher leaders are often at the forefront of initiatives aimed at closing achievement gaps. Source: Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134-171. These studies collectively suggest that teacher leaders are instrumental in driving school improvement, enhancing instructional quality, and ultimately improving student outcomes through their roles in mentoring, professional development, and collaborative decision-making.	

1E	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Early acclimation to instruction that facilitates foundational instruction ultimately leading to early literacy	These actions will address the disproportionate outcomes by delivering the following increased services: - **E1 - Preschool -** Provide additional financial support to the District’s Preschool program. - **E2 - Extended Day Kindergarten -** Leveraging the established benefit of preschool (as demonstrated by a cohort analysis), the instructional day for Kindergarten will be extended from a “half” day model. This will provide increased instructional time and increased services with the objective of improving the outcomes for all students but especially for the Unduplicated Count Pupils who face barriers to success. This action is being provide on an LEA wide basis based on the following: - All student groups in the HUSD systems underperform expectations around early literacy. To this extent, this service will be provided to all students with special focus on unduplicated pupils. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, this additional support for both preschool and expanded day kindergarten would likely be greatly attenuated or discontinued entirely.	Metrics to monitor: - Desired Results Development Profile (DRDP) results (preschool) - Early Literacy assessment results (Kindergarten) - Staff & Leadership Feedback - Parent Feedback

		In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Increased assessment and improved assessment practices will help better identify individual student growth and needs as well as better define program effectiveness in the preschool setting - Improved implementation of literacy curriculum, modified and standardized elementary master schedules, and continued teacher training will support improved outcomes for the extended day kindergarten aspect of this action.	

1F	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Additional instructional contact time needed to provide differentiated instruction and intervention related to ELA and math outcomes, in addition to content literacy in all subject matter.	These actions will address the disproportionate outcomes by delivering the following increased services: - Increase 1:1 student-teacher instructional opportunities to facilitate learning leading to closing achievement gaps. This action is being provide on an LEA wide basis based on the following: - All students, unduplicated pupils and non-unduplicated pupils, receive this action/service simultaneously as they are in classes together. Expected Outcome: This action is intended to improve measurable student outcomes, including SBAC ELA and Mathematic performance (ultimately connected to and associated with A-G qualification and CTE pathway completion) by specifically increase student access to teachers in a targeted manner. In so far, a teacher is more likely to build effective professional interactions supporting student performance in a class of 33 as opposed to 40+ students, this action is designed to intentionally provide greater agency on the part of the teacher to provide instructional support to targeted students as opposed to the class as a whole. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the district would see increased class sizes due to there being fewer teachers. Absent LCFF Supplemental and Concentration funding, class sizes would be both significantly larger as well as being staffed by credentialled teachers who otherwise	Metrics to monitor: - Parent feedback vis interviews and surveys - Outcomes of classrooms where absent the funds, mixed grade levels would be taught in the same room (elementary) The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		currently provide direct support to students that is tailored to the needs of students who come from low income backgrounds, are learning to speak English, or who are Foster Youth. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - The District will intentionally use this funding to minimize the number of "combo" or combination - multi grade level classrooms in the elementary setting. - The District will continue work to ensure parity of high impact course work in the secondary setting regardless of course requests (e.g. Ensure comparable offerings at smaller schools). Evidence & research basis to support expectations: As evidenced by a meta-analysis of studies related to the association of class size and learning outcomes, David Zyngier (Zyngier, D., 2020) aggregated findings that suggested there was a positive relationship between lower class size in grades K-4 and improved academic outcomes. Complementing this finding, McLoyd (1998, *Am Psychologist*) highlights the importance of tailored instruction – as is being proposed by this LCAP action service – for socioeconomically disadvantaged youth. In addition to lower class size, the supplemental staff allows for increased surveillance and interventions first targeted to socioeconomically disadvantaged students.	

		Meta-Analyses: **Hattie (2005)** conducted a meta-analysis of various educational interventions and found that reducing class size has a positive impact on student achievement, though the effect size can vary. Smaller class sizes were particularly beneficial in the early grades and for students from disadvantaged backgrounds. Source: Hattie, J. (2005). The paradox of reducing class size and improving learning outcomes. *International Journal of Educational Research*, 43(6), 387-425. **California Class Size Reduction (CSR) Initiative**: California implemented a large-scale class size reduction initiative in the late 1990s, reducing class sizes in K-3 to 20 students. Studies showed mixed results initially, but further analysis revealed that sustained smaller class sizes led to significant improvements in reading and math scores, particularly for low-income and minority students. Source: Bohrnstedt, G. W., & Stecher, B. M. (2002). What We Have Learned About Class Size Reduction in California. *California Department of Education*. **International Evidence**: Research from the Organisation for Economic Co-operation and Development (OECD) has shown that smaller class sizes are associated with higher academic achievement across various countries. The benefits are	

		often more pronounced in schools with a high proportion of disadvantaged students. Source: OECD. (2012). *Education at a Glance 2012: OECD Indicators*. OECD Publishing.	

2A	Relevant Data: The District views student suspension and chronic absenteeism as key indicators of student dis-engagement. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: Suspension: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) DA Groups: Native American: 13.8% (increased 5.5.% from prior year) African American: 13.0% (increased 1.8% from prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Students with Disabilities: 10.2% (increased 0.7% from prior year) Chronic Absenteeism: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year)	These actions will address the disproportionate outcomes by delivering the following increased services: - Building Assets Reducing Risks (BARR) – select 9th grade teachers, counselors and sit administrators develop and implement a systemic monitoring and intervention process to monitor both academic and social/emotional outcomes for 9th grade students. - Alternative to Suspension - The Alternative to Suspension program is designed to provide intensive counseling while continuing instruction in an alternate setting, all of which is in lieu of a suspension. Integral in the work is the framework of restorative justice. The program will be implemented at comprehensive middle and high schools within the district. - Tiered Supports - Hemet Unified School District will continue providing Tier II Behavior Intervention Specialists (classified staff) at the middle and high school level. These specialists will assist sites with implementing and monitoring Tier II interventions. - Multi-Tiered System of Supports & Student Study Team Support: A comprehensive Multi-tiered Systems of Support (MTSS) process was developed during the 2023-24 school year. This MTSS system reflects current best practices as well as strategic changes for the 2024-25 school year. - Student Services Support: The Student Services Division maintains a statutory focus on the performance and outcomes for Students with Disabilities, Foster Youth, Low Income students, and all students (regardless of student group designation) who show signs of social/emotional and behavioral distress as measured by leading and lagging indicators. - Deeper use of continuous improvement practices to direct changes to implementation of action/service	Metrics to monitor: - Suspension Rate - Chronic Absenteeism - Dropout Rate The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) DA Groups: Native American: 13.8% (increased 5.5.% from prior year) African American: 13.0% (increased 1.8% from prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Students with Disabilities: 10.2% (increased 0.7% from prior year) Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Monitoring and intervening on behalf of students who demonstrate behavioral issues - Providing alternative to suspension to promote student re-engagement - Providing a continuum of academic and social/emotional support services to prevent escalation of restrictive services and potentially negative student outcomes	in order to increase the effective as measured by the identified metrics. This action/service is being provide on an LEA wide basis based on the following: - The District maintains that all students are general education students first. To this extent, the continuum of MTSS articulated services is designed to abrogate negative student outcomes regardless of instructional setting. Additionally, the District will employ a District and School Scorecard system joined to a student level early warning system recently developed. This integrated system will alert school staff to seminal changes in student momentum. The system is designed to serve all students yet the unduplicated and differentiated assistance student groups will be the focal point of monitoring and intervention. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: - The actions proposed will intentionally surveil the risk factors as well as the endpoints for suspension and chronic absenteeism for these two student groups. As a result of the higher attentiveness to foster and socioeconomically disadvantaged youth, services will be directed to these groups and tailored to the individual needs of these students. Accordingly, we expect outcomes for these groups to improve at an accelerated rate as measured by adverse behavioral events, suspension rate, attendance rate as well the chronic absenteeism end point.	

		Absent LCFF Supplemental and Concentration funding, the additional support structure provided by both district and site-based intervention staff would be significantly minimized. Additional resources to train staff on the unique issues surrounding student distress in socioeconomically disadvantaged and foster youth and how this manifest in adverse behavior subject to suspension or withdrawal leading to chronic absenteeism would be minimized or eliminated. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the district would not likely provide mental health services to augment the counseling services already offered. Additionally, in the absence of supplemental/concentration funding, the district would not provide the increase service of the BARR program and the continuum of interventions in the MTSS structure was be greatly attenuated. In prior years, the district has found this action/service was found to have marginal effectiveness. Notably all student groups in the district had improved Chronic Absenteeism rates. Though formative program evaluation, parent input, and staff input highlighted the positive outcomes associated with these actions, the measurable outcome of suspension rate witness increases for many student groups. Changes to Improve Effectiveness: The district has pivoted the deployment of staff and plans to increase professional development for classroom teachers to address the negative student behaviors in class. Additionally, the District is deepening the use of	

		improvement science tools to better understand the root causes of negative outcomes. Evidence & research basis to support expectations: **Impact on Chronic Absenteeism**: **Henderson, Petrosino, Guckenburg, and Hamilton (2011)** conducted a study on the impact of MTSS on school attendance and found that MTSS interventions, including positive behavior interventions and supports (PBIS), significantly reduced chronic absenteeism. Schools that implemented these interventions saw improved attendance rates as they provided targeted support to students at different levels of need. Source: Henderson, S., Petrosino, A., Guckenburg, S., & Hamilton, S. (2011). What are the effects of different policy and practice interventions on student outcomes in elementary and secondary schools? *Campbell Systematic Reviews*. **Freeman et al. (2015)** explored the relationship between MTSS and student attendance in schools implementing PBIS. The study demonstrated that schools using PBIS experienced a decrease in chronic absenteeism by creating a positive school climate and providing tiered supports to address attendance issues. Source: Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2015). Relationship between school-wide positive behavior interventions and supports and academic, attendance, and behavior outcomes in high schools. *Journal of Positive Behavior Interventions*, 17(4), 209-219.	

		Impact on Suspension Rates: **Bradshaw, Mitchell, and Leaf (2010)** found that implementing school-wide positive behavioral interventions and supports (SWPBIS), a component of MTSS, resulted in significant reductions in suspension rates. The study highlighted that schools with SWPBIS had fewer disciplinary incidents and suspensions due to the proactive and preventive nature of the support systems. Source: Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12(3), 133-148. **Childs, Kincaid, George, and Gage (2016)** conducted a longitudinal study on the effects of MTSS/PBIS on suspension rates and found that sustained implementation of these supports led to a significant decrease in suspension rates over time. The study emphasized the importance of fidelity in implementation for achieving these outcomes. Source: Childs, K. E., Kincaid, D., George, H. P., & Gage, N. A. (2016). The relationship between school-wide implementation of positive behavior intervention and supports and student discipline outcomes. *Journal of Positive Behavior Interventions*, 18(2), 89-99. **Comprehensive Reviews and Meta-Analyses**: **Horner et al. (2009)** conducted a comprehensive review of PBIS implementation and its outcomes, finding	

		consistent evidence that these interventions reduce both absenteeism and suspension rates. The review highlighted that schools with well-implemented PBIS frameworks saw improvements in overall school climate, leading to better attendance and lower suspension rates. Source: Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, 42(8). **McIntosh, Girvan, Horner, and Smolkowski (2014)** provided a meta-analysis of PBIS studies, showing that schools implementing PBIS had lower rates of office discipline referrals and suspensions. This reduction in disciplinary actions was associated with more positive student behaviors and improved academic outcomes. Source: McIntosh, K., Girvan, E. J., Horner, R. H., & Smolkowski, K. (2014). Education not incarceration: A conceptual model for reducing racial and ethnic disproportionality in school discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), 4. These studies and reviews consistently demonstrate that MTSS, particularly when incorporating PBIS, can effectively reduce chronic absenteeism and suspension rates by fostering a supportive and proactive school environment.	

2B	Literacy & Reading Intervention Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the "All" student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Additionally, internal data indicates that 24.4% of students in Grades 2-12 were at the 50th percentile Lexile (as defined by the CDE Lexile Hub) as measured by a Lexile assessment. Though this is up from 17% in Fall of 2021, this corroborates overall SBAC performance in ELA and underscores the need for support in this area. Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Literacy instruction and assessment in grades K-12 - ELA related outcomes	These actions will address the disproportionate outcomes by delivering the following increased services: - Elementary reading intervention services will be provided by a Reading Intervention Teacher instructional aid. The intervention structure will leverage the 95% Curriculum and be driven by Acadiance assessments. - Literacy Specialists will utilize several curricular platforms to target secondary students who are demonstrating distress in ELA SBAC or inhouse Lexile assessment performance. - Professional development centered in the science of reading is at the core of this work. Ongoing professional development is at the core of this work for elementary and secondary intervention staff. In addition, LTRS training is provided for all certificated staff based on interest. As of 2024, approximately 60% of certificated staff have completed LTRS training. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - In that all students are assessed and provide instruction in a common setting, this service will be provided to unduplicated and non-unduplicated pupils in a seamless fashion. - In that unduplicated pupils (low income, foster youth, English learners) are at risk of having lagging outcomes as compared to other peers, all students will be individually assessed and their unique instructional needs will drive the instruction plan for students. Site level and classroom level planning	Metrics to monitor: - Leading Lexile assessment data (reading comprehension) - Leading foundational reading skills (e.g. Acadiance) data - SBAC ELA outcomes - Professional Development quantity, frequency, formative PD feedback information from participants driving improvement practices The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		will first specifically connect assessment results of these student groups to instructional plans and similarly, student outcomes of unduplicated pupil groups will be analyzed at the district level to further refine and deliver professional development. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: Basis of Increased/Improved Service: in the absence of the supplemental/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these services would likely be greatly attenuated or not provided at various grade levels. Absent LCFF Supplemental and Concentration funding, any grade level focus on literacy would occur via the use of core instructional materials. There would likely not be additional teachers to provide targeted support to struggling readers, nor additional training for staff to address the unique needs of students who are unable to read by the end of 2nd grade. Reading intervention in the secondary setting would be significantly minimized and triaged to the most in need students. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Since the Fall of 2021, Gr. 2-12 achievement in the inhouse Lexile assessment has improved from 17% to 24% with the greatest gains in the targeted implementation of grades K-2.	

		In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Staff feedback is gathered from all professional development activities. This feedback has led to an increased focus on providing model lessons and coaching. Additionally, increased PD is being arranged for Instructional Aides to support intervention services by the teacher. - In addition, the district is pivoting to implement Corrective Reading at various grade levels based on evidence of localized improved outcomes in piloted trials of the practice. Evidence & research basis to support expectations: The Science of Reading (SoR) literacy interventions have shown significant promise in improving English Language Arts (ELA) outcomes on the Smarter Balanced Assessment Consortium (SBAC) tests. Here is a summary of the evidence and the basis for these improvements: **Foundational Skills Emphasis**: The Science of Reading emphasizes explicit, systematic instruction in foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Research indicates that early and consistent instruction in these areas can lead to significant improvements in reading proficiency, which translates into better performance on standardized tests like the SBAC.	

		Source: National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. *National Institute of Child Health and Human Development*. **Evidence from State Initiatives**: **Mississippi's Literacy-Based Promotion Act**: Implemented in 2013, this act incorporates SoR principles, including intensive reading instruction and professional development for teachers. Since its implementation, Mississippi has seen substantial gains in ELA outcomes, as reflected in the National Assessment of Educational Progress (NAEP) scores, which are consistent with improvements seen in SBAC outcomes in other states with similar interventions. Source: Weyer, M. (2020). Mississippi's Literacy-Based Promotion Act: Effects on Reading Achievement and Retention. *Educational Evaluation and Policy Analysis*, 42(2), 249-269. **Structured Literacy Approaches**: Structured literacy, a key component of the Science of Reading, has been shown to be effective for all students, particularly those with reading difficulties such as dyslexia. Studies have found that structured literacy approaches lead to significant improvements in reading accuracy, fluency, and comprehension, which are critical for performing well on assessments like the SBAC. Source: Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure	

		in at-risk children. *Journal of Educational Psychology*, 90(1), 37-55. **Longitudinal Studies and Meta-Analyses**: **Longitudinal Studies**: Longitudinal data from districts implementing SoR-aligned curricula show sustained improvements in reading scores over multiple years. For instance, districts that adopted SoR practices demonstrated higher growth rates in ELA SBAC scores compared to those that did not. Source: Petscher, Y., & Kim, Y. S. (2011). The Longitudinal Relationship Between Reading and Writing in Academically At-Risk First Grade Children. *Journal of Educational Psychology*, 103(3), 662-676. **Meta-Analyses**: Meta-analyses of reading interventions grounded in the Science of Reading principles consistently show large effect sizes for improving reading outcomes. These interventions not only improve basic reading skills but also enhance higher-order comprehension abilities critical for success on standardized tests. Source: Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, 36(3), 250-287. **Impact on SBAC Outcomes**: **Direct Impact on SBAC**: Schools and districts that have implemented Science of Reading-based interventions	

		report significant improvements in SBAC ELA scores. This is attributed to the comprehensive, evidence-based approach of SoR that addresses all critical components of reading. Source: California Department of Education. (2020). Analysis of SBAC ELA Scores in Relation to Reading Interventions. *California Department of Education Reports*.	

2C	Relevant Data: As of the 2023 CA Dashboard release: - **A-G Completion:** 39.1% (LI), 16.1% (FY), and 20.3% (EL) of these respective student groups completed A-G coursework as opposed to 41.3% completion rate for the “All Student” student group. - **CTE Completion:** 20.0% (LI), 22.6% (FY), 19.4% (EL) of these respective student groups completed a CTE pathway as compared to 29.7% of the “All Student” student group. - **Graduation Rate:** 88.8% (LI), 77.4% (FY), and 78% (EL) of these respective student groups graduated as compared to the 89.3% of students in the “All Student” student group. Student Need: - There is a need to provide increased support related to ensuring all students meet core graduation requirements, and completed A-G and CTE requirements in an equitable manner These disproportionate outcomes highlight a need for targeted monitoring, increased access and interventions related to: - Core graduation required coursework - A-G Coursework	These actions will address the disproportionate outcomes by delivering the following increased services: - ***0/7th Period Classes -*** Unified School District will continue to offer opportunities for middle and high schools to expand the number of courses and choices a student can take in their schedules. High school and middle school will offer 0 period or 7th period classes to expand their day. - ***Summer School -*** Hemet Unified School District will hold summer school (two sessions) to target and assist high school students who need credit recovery and/or additional classes in order to graduate and meet their A-G requirements. It will expand this year to offer summer school at each of high schools. - ***Credit Recovery -*** Hemet Unified School District will expand prior implement a comprehensive plan to address the credit recovery for those students in high school that are not on track to graduate (credit deficient). - ***Additional Instructional Time –*** In recent years, the District added 12 instructional minutes to the typical school day across all grade levels in order to provide increased services to students as well as allow for weekly collaboration time for teachers as a method to improve services. The District plans to continue this service as it supports the Policies & Systems element of the Local Indicators. - ***Facility Support –*** In support of extending the time facilities are used (in actions C1-C4 above), the District will augment custodial staff to ensure the facilities are functional and support the desired educational outcomes. (Funded with Concentration “Add On” funds). This need exists due to the extended hours the facilities are open to accommodate the educational activities. Absent the	Metrics to monitor: - Graduation Rate - A-G Completion - CTE Completion The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	- CTE Coursework	additional funding, this service would be provided in a limited manner. - - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. - counselors will use specific monitoring systems to intentionally direct academic counseling services for foster youth in addition to specific support systems centered in the Student Services Division monitoring and intervening at the earliest signs of distress associated with a threat to graduation - English Learners are subject to quarterly academic progress monitoring. To this extent, this additional monitoring will involve graduation progress monitoring to ensure this action/service is initiated as soon as possible. This higher frequency of integrated support exceed that which is otherwise delivered to all students absent for concern about student group status. - Socioeconomically disadvantaged youth are currently indicating profound disengagement compared to youth who do not come from a socioeconomically disadvantaged background in the context of the COVID-19 pandemic. The shortfalls in course completion are prompting unprecedented expansion of extended learning opportunities to collectively improve the graduation rate. In that 82% of our students come from a socioeconomically disadvantaged background, this represents a preponderance of the student body. Counselors will be additionally monitoring graduation progress for socioeconomically disadvantaged students with a higher frequency and directing this resource accordingly.	

		This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. - Though this service is provided to all students, these student groups – as a function of increased monitoring will likely be directed to these resources more expeditiously to mitigate the negative impact on their respective Graduation Rate. Expected Outcome: Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Though the four-year cohort graduation rate for all students witness slight losses in the 2019-20 school year – likely associated with COVID-19 pandemic, the graduation rate has improved from 2017 to present in the following manner: o Foster Youth: 64.3% to 74.1% o English Learners: 64.9% to 77.5% o Low Income: 77.1% to 89.0%	

		- The more significant gains associated with expanded course access was in the area of A-G completion. The following outlines gains in A-G completion from 2017 to present:
		  o English Learners: 15.5% to 26.7%
		  o Homeless Youth: 26.4% to 34.7%
		  o Low Income: 37.9% to 46.8%
		
		Evidence & research basis to support expectations:
		
		Impact of Summer Programs:
		
		Cooper et al. (2000) conducted a meta-analysis of summer school programs and found that they have positive effects on student achievement, particularly in reading and math. Summer programs help prevent learning loss and provide opportunities for credit recovery, which are critical for staying on track for graduation.
		
		Source: Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000). **Making the Most of Summer School: A Meta-Analytic and Narrative Review**. *Monographs of the Society for Research in Child Development*, 65(1), 1-118.
		
		Increased Instructional Time:
		
		Kidron and Lindsay (2014) reviewed various studies and found that increased instructional time, including extended school days and years, leads to higher academic achievement and improved graduation rates. This additional time allows for more personalized instruction and helps address learning gaps.	

		Source: Kidron, Y., & Lindsay, J. (2014). **The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes**. *Institute of Education Sciences*. **School Environment and Academic Performance**: **Uline and Tschannen-Moran (2008)** found that the physical condition of school facilities is directly related to student performance. Clean, well-maintained facilities create a positive learning environment that supports student engagement and achievement, which are crucial for graduation and A-G completion. Source: Uline, C., & Tschannen-Moran, M. (2008). **The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement**. *Journal of Educational Administration*, 46(1), 55-73. **Impact of School Maintenance**: **Earthman (2002)** highlighted the importance of the physical environment in schools, stating that clean and well-maintained facilities lead to better student outcomes, including higher test scores and graduation rates. Proper maintenance ensures a safe and conducive learning environment. Source: Earthman, G. I. (2002). **School Facility Conditions and Student Academic Achievement**. *UCLA's Institute for Democracy, Education, and Access*. **Comprehensive School Reform**: **Borman et al. (2003)** reviewed comprehensive school reform models that integrate extended learning time,	

		summer programs, and facility improvements. These reforms have shown significant positive effects on student achievement and graduation rates, demonstrating the importance of a holistic approach. Source: Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). **Comprehensive School Reform and Student Achievement: A Meta-Analysis**. *Review of Educational Research*, 73(2), 125-230.	

2F	Relevant Data: - Suspension Rate: - Chronic Absenteeism The District views student suspension and chronic absenteeism as key indicators of student dis-engagement. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: Suspension: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Chronic Absenteeism: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year)	These actions will address the disproportionate outcomes by delivering the following increased services: - **Assistant Principals -** Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP. - **Increase Site Support -** LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services. Title I funding serves to further strategic intervention aligned with LCFF funded increased or improved services in a site directed manner. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service	Metrics to monitor: - Alternative to Suspension usage (number of referrals and change over time for students with multiple referrals), Other Means of Correction implementation - Educational Partner Feedback (teacher and administrator feedback) and formative program evaluation - Feedback form School Site Council in context of SPSA development & evaluation

	These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Student behavior & support - Intervention related to attendance trends (eventually manifested by the Chronic Absenteeism metric) - More flexible support of Title I directed actions/services focused on academic outcomes, suspension, chronic absenteeism.	will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: This action is intended to improve the measurable student outcomes in the area of SBAC ELA and Math results (Goal 2 metrics), as well as fostering improved outcomes with student perception data in Goal 3, where in the increased prevalence of site administration allows for increased instructional supervision that specifically results in increased teacher facility and capacity to address shortcomings in academic or behavioral outcomes. Specifically, site administrators can specifically support identification and provision of intervention and/or credit recovery classes, provide “just in time” support and professional development to teachers, in addition to reducing variance in instructional practices across courses/grade levels where by tangibly decreasing gaps in measurable student outcomes across some student groups. Additionally, this action is intended to improve the measurable student outcomes by providing site leaders access to increased resources to support SBAC ELA and Mathematics outcomes at the site. In that Hemet USD requires site allocated supplemental and concentration resources to be included in the site Single Plan for Student Achievement (with all the attendance monitoring and outcome analysis provided in context of the School Site Council). Additionally, Hemet USD	

		requires all schools to have ELA and Mathematics goals, actions, and services in their plans where in these resources are directly connected. Ultimately, these resources – through the disseminated site based Single Plan for Student Achievement structure – are connected to services designed to improve ELA and math student outcomes. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, there would be a significant attenuation, or in some cases, an absence of additional administrative support at the site level to address student discipline and introduce interventions to address chronic absenteeism. Additionally, in the context of the site directed supplemental/concentration funds to augment Title I funding, the reduction of these funds would translate to the reduced impact of Title I funded services as these unrestricted funds provide resources and supplies not allowable by Title I funding. Additionally, these actions and services have historically shown to be effective in Hemet USD as evidenced by: - Educational Partner feedback, specifically qualitative feedback conferred through the analysis of current year actions in the process of SPSA development process. - In the context of Assistant Principal support, association feedback indicates this action/service provides a desired level of service compared to not having this level of support. Evidence & research basis to support expectations:	

		Reducing Suspension Rates **Leadership and School Climate**: **Gregory, Skiba, and Noguera (2010)** found that effective school leadership is associated with a positive school climate, which in turn reduces suspension rates. Administrators who foster supportive relationships, set high expectations, and use restorative practices rather than punitive measures see lower suspension rates. Source: Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?. *Educational Researcher*, 39(1), 59-68. **Restorative Practices**: **Dupper (2010)** reported that schools where administrators support and implement restorative practices experience significant reductions in suspensions. These practices involve addressing conflicts through dialogue and reconciliation rather than punishment. Source: Dupper, D. R. (2010). *A New Model of School Discipline: Engaging Students and Preventing Behavior Problems*. Oxford University Press. **Professional Development**: **Mitchell and Bradshaw (2013)** highlighted that administrators who invest in professional development for teachers on classroom management and positive behavior interventions see a decrease in suspension	

		rates. Training staff to manage behavior effectively without resorting to suspensions is crucial. Source: Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology*, 51(5), 599-610. **Reducing Chronic Absenteeism** **Supportive Leadership**: **Allensworth and Easton (2007)** demonstrated that schools with supportive leaders who engage with students and families to address attendance barriers see reduced rates of chronic absenteeism. Supportive leadership includes providing resources and creating a welcoming environment. Source: Allensworth, E. M., & Easton, J. Q. (2007). *What Matters for Staying On-Track and Graduating in Chicago Public Schools*. Consortium on Chicago School Research. **Data-Driven Interventions**: **Balfanz and Byrnes (2012)** found that when administrators use data to identify and support students at risk of chronic absenteeism, they can implement targeted interventions that significantly reduce absenteeism. This includes regular monitoring and outreach to families. Source: Balfanz, R., & Byrnes, V. (2012). *The Importance of Being in School: A Report on*	

		Absenteeism in the Nation's Public Schools. Johns Hopkins University Center for Social Organization of Schools. **Building Relationships**: **Sheldon and Epstein (2004)** reported that strong relationships between school administrators, teachers, students, and parents are key to reducing chronic absenteeism. Administrators who prioritize relationship-building create a sense of community that encourages attendance. Source: Sheldon, S. B., & Epstein, J. L. (2004). Getting students to school: Using family and community involvement to reduce chronic absenteeism. *The School Community Journal*, 14(2), 39-56. **Comprehensive Interventions** **Whole-School Approaches**: **Cheney, Flower, and Templeton (2008)** emphasized the effectiveness of whole-school interventions led by administrators. These interventions often include multi-tiered systems of support (MTSS) that address both behavior and attendance issues comprehensively. Source: Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *Journal of Special Education*, 42(2), 108-126. **Policy Implementation**:	

		Osher et al. (2010) highlighted that administrators who implement supportive policies and practices, such as positive behavior interventions and supports (PBIS), see lower suspension rates and improved attendance. These policies create a more inclusive and supportive school environment. Source: Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How can we improve school discipline?. *Educational Researcher*, 39(1), 48-58.	

3A	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to ELA and math outcomes that, joined to other actions and services in this document, will improve outcomes.	These actions will address the disproportionate outcomes by delivering the following increased services: - This action/service is designed to investigate, identify and direct interventions to address gaps in student outcomes at both the program level or perspective of race/ethnicity. - The District is at an emerging level of implementation with regards to the system of Continuous Improvement as supported by the Carnegie Institute and the WestEd organization. This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. This work will support all district level divisions as well as support sites in similar improvement work. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Delivery of counseling services is provide to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level.	Metrics to monitor: - Use of student group level data monitoring tools - Educational Partner feedback on the use of data analysis tools to improve systemic outcomes

		Expected Outcome: These actions are bring provided on a District wide basis and we expect that all students will benefit. Conversely, we expect the graduation rate and the metrics associated with, and collectively form, the College and Career Indicator to improve at an increased rate for SED, EL, and foster youth as compared to students not considered to be an unduplicated pupil count student group. We expect this to occur as will intentionally monitor outcomes associated with these groups more frequently and direct services to these at-risk groups accordingly. We expect these accelerated improved outcomes for SED, EL and foster youth as the adults implementing the actions and services will implement systems to actively monitor and intervene as needed for these student groups recognizing the thresholds and indicators for student distress may be different and the strategies to engage are different due to student life experiences. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, fewer counselors would be available to provide services to students. The following is research evidence that defines the connection between using student level data and improving ELA and Math outcomes for English Learners and Socioeconomically Disadvantaged youth: **Targeted Interventions and Personalized Instruction** 1. **Response to Intervention (RTI)**: Research by Fuchs and Fuchs (2006) demonstrates that Response to Intervention (RTI) frameworks, which involve regular monitoring of student progress in ELA and math, help identify and support struggling learners early. This approach is	

		particularly beneficial for English learners and socioeconomically disadvantaged students as it provides timely and targeted interventions that address specific learning gaps (Fuchs, D., & Fuchs, L. S., 2006). 2. **Progress Monitoring and Academic Achievement**: A study published in the *Journal of Educational Psychology* found that regular progress monitoring in ELA and math leads to significant improvements in academic achievement for disadvantaged students. The study emphasized that progress monitoring allows teachers to adjust instruction based on individual student needs, resulting in better outcomes for English learners and low-income students (Stecker, P. M., Fuchs, L. S., & Fuchs, D., 2008). **Data-Driven Instruction** 1. **Data Utilization in Schools**: Hamilton et al. (2009) reported that schools using data-driven instruction to monitor student performance in ELA and math are better equipped to meet the needs of English learners and socioeconomically disadvantaged youth. The study found that teachers who regularly analyze student performance data can tailor their teaching strategies to address the unique challenges faced by these student groups (Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J., 2009). 2. **Formative Assessment**: Black and Wiliam (1998) in their seminal work on formative assessment highlighted the positive impact of continuous assessment on student learning. Formative assessment practices, which include	

		regular monitoring of student progress, are shown to enhance learning outcomes for all students, especially those from disadvantaged backgrounds. The study found that formative assessments help teachers identify learning gaps and provide immediate feedback, which is crucial for English learners and low-income students (Black, P., & Wiliam, D., 1998). **Educational Equity and Accountability** 1. **Every Student Succeeds Act (ESSA)**: The Every Student Succeeds Act emphasizes the importance of monitoring academic progress for all student groups, including English learners and socioeconomically disadvantaged students. The legislation mandates that schools regularly assess student performance in ELA and math and use this data to improve instructional practices and ensure educational equity (U.S. Department of Education, 2015). 2. **National Center for Education Statistics (NCES)**: Reports from the NCES highlight that student-level monitoring helps identify achievement gaps and allows for the implementation of targeted support programs. Regular assessment and progress monitoring are crucial in addressing the academic needs of English learners and disadvantaged students, leading to improved educational outcomes (NCES, 2019). **References** 1. **Fuchs, D., & Fuchs, L. S. (2006).** Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly, 41*(1), 93-99.	

		2. **Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2008).** Progress monitoring as essential practice within response to intervention. *Journal of Educational Psychology, 100*(1), 15-29. 3. **Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009).** Using student achievement data to support instructional decision making. *U.S. Department of Education*. 4. **Black, P., & Wiliam, D. (1998).** Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-148. 5. **U.S. Department of Education. (2015).** Every Student Succeeds Act (ESSA). 6. **National Center for Education Statistics. (2019).** The condition of education 2019.	

3B	Relevant Data: Parent Engagement Local Indicator: - 7 of 12 elements are identified as "Full Implementation" - 5 of 12 elements are identified as "Full Implementation and Sustainability" Student Need: As evidenced by the California Healthy Kids Survey, below are the metrics associated with school connectedness (% of students who feel connected to school) of unduplicated pupils. The following is a summation of research that defines the positive relationship between student connectedness & engagement as it relates to parent engagement: - A review conducted by Chen et al. (2023) examined 33 articles involving 47,307 students and 3,391 parents. The review found that parental involvement, including activities such as homework assistance and school discussions, positively influences student engagement. This engagement, which includes behavioral, emotional, and cognitive components, enhances students' academic success and adjustment to school environments (MDPI).	These actions will address the state priorities by delivering the following increased services: - **B1 - Parent Liaisons -** At the elementary level, this action supports the work of parent liaisons located at each elementary school. Feedback from both focus groups indicate this structure is highly effective and is an ongoing need. - **B2 - Parent Resource Center** - The District maintains a Parent Resource Center (PRC) that serves as both a primary point of contact for parents seeking help as well as coordinating and training structure for site-based parent liaisons. Similar to site base parent liaisons, feedback about the PRC indicates it is a highly effective structure in supporting parents reluctant to engage the school district as well as those who seek support in assisting their children in their education. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - The District has a single point of contact for parents at both the site and at the District level. To this extent, the services is delivered in a seamless manner for all parents and students. The needs of low income, foster youth, and English Learners are identified at the point of interaction and services is differentiated based on the respective needs. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome:	Metrics to monitor: - Parent Engagement Local Indicator related metrics - Parent Experience Survey Data - California Healthy Kids Survey – School Connectedness - Parent Liaison contacts and services provided - Parent Center contacts and services provided - Educational parterner feedback regarding the impact of services provided by the two action elements.

	- - **Brookings Institution Report**: The Brookings Institution published a report highlighting the importance of family-school partnerships. The report emphasizes that students who feel connected to their school are more likely to exhibit positive behaviors and achieve higher academic performance. This sense of connectedness is significantly enhanced by active parental involvement in school activities and open communication between parents and school staff (Brookings). - **Sustainability Journal Article**: An article in the journal *Sustainability* discusses the relationship between parental involvement and student engagement. The study indicates that effective parental involvement strategies, such as regular communication with teachers and participation in school events, foster a supportive environment that promotes a strong sense of school connectedness among students. This connectedness is crucial for their overall academic and social development (MDPI). - **Meta-Analysis on Family Involvement**: A meta-analysis by Wilder (2014) in the *Review of*	- **Parent Liaisons -** This action is intended to improve the measurable outcomes by increasing parent access, engagement, and overall sense of being welcomed in the school setting as measured by the Parent Engagement Local Indicator on the California Dashboard. There is a historic pattern in Hemet USD where in students with poor academic and social/emotional outcomes have a higher correlation of having parents who feel disenfranchised and/or disconnected with the District, this action service is designed to improve communication with schools as well as provide a venue assist parents in supporting their student's academic and social/emotional development. - **Parent Resource Center -** This action is intended to improve the measurable outcomes by increasing parent access, engagement, and overall sense of being welcomed in the school setting as measured by the Parent Engagement Local Indicator on the California Dashboard. There is a historic pattern in Hemet USD where in students with poor academic and social/emotional outcomes have a higher correlation of having parents who feel disenfranchised and/or disconnected with the District, this action service is designed to improve communication with schools as well as provide a venue assist parents in supporting their student's academic and social/emotional development. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the District would likely provide this services are significantly attenuated manner, or in some fiscal scenarios, not at all. In this sense, this services acts to provide an increased service above the base services of the district.	

	Educational Research found that family involvement is a key predictor of student academic achievement. The analysis showed that students with involved parents were more likely to feel connected to their school, which in turn led to better academic outcomes and lower dropout rates. The study emphasized the need for schools to engage parents actively in their children's education to foster this sense of connectedness (MDPI). The following are school connectedness metrics associated with student need of unduplicated pupil groups: English Learners: Grade 7: 68% vs. 52% of non-EL students Grade 9: 53% vs 49% of non-EL students Grade 11: 48% vs 49% of non-EL students Socioeconomically Disadvantage Students: As the CHKS is anonymous but does ask about parent education level (PEL), the parent education level of “Less than high school” and “High School Graduation” is used as a proxy indicator for Socioeconomically Disadvantage status.	Absent LCFF Supplemental and Concentration funding, the additional support to sites in the form of Parent Liaisons would be significantly minimized. Additionally, staffing from the Parent Resource Center would be redirected to support classroom instruction to the greatest extent possible. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Qualitative Feedback from Parents: Parent survey data indicates the Parent Engagement services – at both the site and District level – are highly effective in providing support to parents and improving the sense of connectedness. - Services Delivered: The District maintains records of services delivered to students and families via the Parent Engagement and support structure. - Local Indicator: All self-identified metrics are either “Full Implementation” or “Full Implementation and Sustainability” Evidence & research basis to support expectations: **Academic Outcomes** **Henderson and Mapp (2002)**: Their comprehensive review found that students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programs, pass their classes, earn credits, attend school regularly, have better social skills, and adapt well to school. Source: Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and*	

	The points below Less than high school PEL Grade 7: 46% Grade 9: 40% Grade 11: 39% High School Diploma PEL Grade 7: 52% Grade 9: 50% Grade 11: 48% From the student perspective, parent engagement accelerates learning in a variety of ways. In the younger years, parent support of learning at home – including support of homework and reading to their children – is a known accelerant of learning. As students get older, students whose parents continue to prioritize learning, model continued learning, and are able to share & support in their child's learning experiences are more likely to have high levels of learning and experience positive academic outcomes. The above concept is the basis of this action and this action seeks to remove barriers to parent engagement for parents who historically are the most removed from the school setting. These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - providing services to mitigate factors	*Community Connections on Student Achievement*. Southwest Educational Development Laboratory. **Fan and Chen (2001)**: A meta-analysis of 25 studies found a positive and significant relationship between parental involvement and students' academic achievement. The involvement includes various activities, such as helping with homework, attending school events, and engaging in educational discussions at home. Source: Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. **Graduation Rates** **Jeynes (2007)**: A meta-analysis by Jeynes reviewed various studies and found that parental involvement is associated with higher graduation rates. This involvement includes monitoring school activities, helping with homework, and attending school meetings. Source: Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. *Urban Education*, 42(1), 82-110. **Barnard (2004)**: Barnard's longitudinal study found that children whose parents were highly involved in their education were more likely to complete high school. The study tracked students from kindergarten through 12th grade and highlighted the long-term benefits of early parental involvement.	

	outside of school that impede attendance - Providing increased access for parents to communicate with schools and advocate as needed	Source: Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26(1), 39-62. **College-Going Rates** **Catsambis (2001)**: Research by Catsambis found that parental involvement significantly influences students' aspirations to attend college. Parents who discuss the importance of education and college, help with college preparation, and maintain high expectations see their children more likely to pursue higher education. Source: Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5(2), 149-177. **Hill and Tyson (2009)**: Hill and Tyson's meta-analytic review found that parental involvement, particularly in the form of academic socialization (communicating expectations, fostering educational aspirations, and discussing learning strategies), positively affects adolescents' academic achievement and their likelihood of enrolling in college. Source: Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763.	

3C	Relevant Data: Educational partner feedback (Parent survey) show a high degree of connectedness and confidence in both AoI and HDLA – 90%+ (schools supported by this action/service) As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the "All" student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Below is the research that provides a nexus between improved academic outcomes as it relates to use of educational options programs by English Learners and Socioeconomically Disadvantaged youth: - **School Choice and Academic Outcomes**: Research conducted by Betts and Tang (2019) in the *Journal of School Choice* found that school choice programs, such as charter schools and voucher programs, lead to improved academic outcomes for students	These actions will address the disproportionate outcomes by delivering the following increased services: - **Dual Language Academy** – the District recently started a dual language program at Hemet Elementary School in the fall of 2017. As students' progress through the grade levels, the District recognizes a need to provide a high-quality venue to progress through the middle school years. This action/service supports the evolving needs of this unique educational option. - **Online Instruction** – in response to the COVID-19 pandemic, the District introduced a fully online educational option for parents and students. As of the Spring of 2021, there is sizable parent interest in continuing their children in an online setting past the physical return to school. This action supports the continued implementation of this program offering as well as supporting additional support services. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Both schools are open to all students in the district and instruction occurs in a seamless interaction with mixed groups of unduplicated pupils and students not include din the unduplicated pupil count. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome:	Metrics to monitor: Numbers of unduplicated pupils participating in programs supported by this action ELA SBAC Math SBAC Educational Partner Feedback regarding school confidence The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard (if possible)

	from disadvantaged backgrounds. The study showed that students participating in school choice programs had higher ELA and Math scores compared to their peers in traditional public schools. These programs often provide specialized curricula and teaching methods that better address the needs of English learners and socioeconomically disadvantaged students. - **Bilingual Education Programs**: A study by Slavin et al. (2011) in *Educational Researcher* examined the impact of bilingual education programs on English learners. The researchers found that bilingual programs, which offer instruction in both the student's native language and English, significantly improved ELA and Math scores. These programs also promoted greater student engagement by making the curriculum more accessible and relevant to English learners. Student Need: Socioeconomically disadvantaged students have an ongoing need for learning environments that are flexible to the hardships this student groups experience. This action specifically considers the need for flexibility in the delivery model to match the needs of socioeconomically disadvantaged	Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these specialized academic settings would likely be greatly attenuated or not present altogether. The intention of this action/service is to provide students and families a fundamentally different setting that matches the overall instructional needs of the students that select to go these schools. Absent LCFF Supplemental and Concentration funding, all students – regardless of how the needs associated with coming from a socioeconomically disadvantaged background are supported in these environments – would attend a single, far less flexible traditional school configuration. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Both schools are introducing the position of the Learning Improvement Specialist to their campus. The staff in these positions will focus on ELA & math instruction, issues around Chronic Absenteeism, as well as support improvement processes in the area of the suspension indicator. Bases on the role of this person, findings of root cause analysis activities and other improvement processes will inform the pivots that these schools can take to improve these outcomes. Evidence & research basis to support expectations: With respect to Dual Language Immersion:	

	students. The specialized educational options associated with this action are designed to both support flexible educational settings as well as have pedagogy that provides accelerated educational achievement and provide increased access to college and career readiness. The nature of the student circumstance drives the basis and implementation of this action. Students who happen to come from a socioeconomically disadvantaged background are at higher risk for poor or discrepant academic performance as they are less likely to access early childhood education and access to other educational opportunities in and out of the home. These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: The nature of these gaps often varies and require a greater degree of individual attention and is the basis of supporting continued implementation of the Academy of Innovation (online instruction and independent study setting that supports greater 1:1 access). Additionally, for some students who speak more than English or who have a personal or familiar guidance to be bilingual, this motivating factor is the basis to support the continued	**Improved Academic Outcomes** **Thomas and Collier (2012)**: Thomas and Collier's research indicates that students in dual language programs outperform their peers in monolingual programs in both reading and math by middle school. Their longitudinal studies found that English learners (ELs) in dual language programs scored significantly higher on standardized tests compared to ELs in English-only programs. Source: Thomas, W. P., & Collier, V. P. (2012). *Dual Language Education for a Transformed World*. Dual Language Education of New Mexico/Fuente Press. **Umansky and Reardon (2014)**: This study analyzed the performance of English learners in dual language immersion programs in comparison to those in English immersion programs. It found that dual language students had higher SBAC scores in both ELA and math by the time they reached high school. Source: Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. *American Educational Research Journal*, 51(5), 879-912. **Valentino and Reardon (2015)**: Valentino and Reardon's research on the effects of dual language immersion programs showed that students in these programs had higher academic achievement in ELA and math by the end of elementary school. The study emphasized the long-term academic benefits of dual language immersion.	

	implementation of a Dual Immersion program described by this action.	Source: Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis*, 37(4), 612-637. **Mechanisms for Improvement** **Enhanced Cognitive Skills**: Dual language immersion programs enhance cognitive skills such as problem-solving, multitasking, and attention control. These cognitive benefits contribute to improved performance in both ELA and math. Source: Bialystok, E., & Barac, R. (2012). Cognitive effects of bilingual education: Evidence from the United States. *Language Teaching*, 45(1), 4-12. **Bilingual Proficiency**: Students in dual language programs develop proficiency in two languages, which strengthens their overall language skills and positively impacts their performance in ELA. Bilingualism also supports better understanding and application of math concepts. Source: Lindholm-Leary, K. J., & Genesee, F. (2014). Dual language education in the United States. *Journal of Immersion and Content-Based Language Education*, 2(2), 153-181. **Cultural Competence and Engagement**: Dual language programs foster cultural competence and student engagement, creating a more inclusive and motivating learning environment. This increased engagement leads to higher academic performance.	

		Source: Steele, J. L., Slater, R., Li, J., Zamarro, G., & Miller, T. (2015). The effect of dual-language immersion on student achievement: Evidence from lottery data. *American Educational Research Journal*, 52(4), 701-726. **Empirical Evidence from SBAC Scores** **California Department of Education (CDE) Reports**: Data from the California Department of Education show that students in dual language immersion programs consistently perform better on SBAC tests in both ELA and math compared to their peers in traditional programs. Source: California Department of Education. (2018). *California Assessment of Student Performance and Progress (CAASPP) System Results*. **District-Level Studies:** Localized studies, such as those conducted in the San Francisco Unified School District, have shown that students in dual language immersion programs achieve higher SBAC scores in ELA and math compared to those in English-only programs. Source: San Francisco Unified School District. (2019). *Evaluation of Dual Language Programs*. Evidence with respect improving student outcomes as a function of engaging online education as an educational option: **Flexible Learning and Accessibility**: **Means et al. (2010)** found that students in online learning conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction. The flexibility of online education can	

		cater to different learning styles and paces, potentially leading to better academic outcomes. Source: Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. U.S. Department of Education. **Individualized Instruction**: **Freidhoff (2018)** noted that online schools can provide personalized learning experiences that are tailored to individual student needs, which can be beneficial for students who require more tailored instruction than is available in traditional classrooms. Source: Freidhoff, J. R. (2018). Michigan's K-12 Virtual Learning Effectiveness Report. *Michigan Virtual Learning Research Institute*. **Increased Engagement and Self-Paced Learning**: **Borup, Graham, and Davies (2013)** highlighted that online learning environments can increase student engagement and allow for self-paced learning. This is particularly beneficial for students who thrive in less traditional learning environments. Source: Borup, J., Graham, C. R., & Davies, R. S. (2013). The nature of adolescent learner interaction in a virtual high school setting. *Journal of Computer Assisted Learning*, 29(2), 153-167.	

3D	Relevant Data: Local data indicates socioeconomically disadvantaged youth who participate in extracurricular activity have a 30% plus higher total GPA as compared to similar students who do not engage outside the school day. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the "All" student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% The research below outlines the nexus between arts/music education & extracurricular athletics with improved student outcomes: ***Arts and Music Education*** ***Increased Academic Achievement****:* A study published in the *Journal of Educational Psychology* found that students who participated in music education programs had higher academic achievement, particularly in mathematics and reading. The research	These actions will address the disproportionate outcomes by delivering the following increased services: - **D1 - Afterschool Athletics –**This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as after school athletics, school staff intends to leverage increased school engagement and connectedness into improved academic outcomes. - **D2 - K-12 Music** – This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as music, band and choir, school staff intends to leverage increased school engagement and connectedness into improved academic outcomes. - **D3 – Non high School Athletics -** This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as dramatically expanded opportunity and frequency of school or district athletic competitions that foreshadow experiences in the secondary grades, school staff intends to leverage increased school engagement	Metrics to monitor: - Cohort associated outcomes in graduation rate, ELA, Math - Cohort associated Educational partner feedback on the impact/effectiveness of these services The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard (where possible).

	suggests that the cognitive skills developed through music education, such as spatial-temporal skills, are transferable to other academic subjects (Schellenberg, 2006). ***Enhanced Cognitive Development****:* A comprehensive study by the *National Endowment for the Arts* (NEA) highlighted that arts education, including music, visual arts, and theater, positively impacts cognitive development, critical thinking, and verbal skills. The study found that students involved in arts education performed better on standardized tests and had higher GPAs (Catterall, Dumais, & Hampden-Thompson, 2012). ***Improved Engagement and Motivation****:* Research by the *Arts Education Partnership* (2013) demonstrated that arts education improves student engagement and motivation, leading to better attendance and reduced dropout rates. The report emphasized that students who participate in arts programs are more likely to be engaged in school and pursue higher education. ***Extracurricular Athletics*** ***Higher Academic Performance****:* A study published in the *Journal of School Health* found a positive correlation between participation in school sports and academic performance. The	and connectedness into improved academic outcomes. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: Parents of socioeconomically disadvantaged youth repeatedly cited the importance and beneficial effects of extracurricular activities in promoting their children's engagement in school in both the LCAP parent survey as well as in the online parent advisory group meetings. A student survey cited strong support by socioeconomically disadvantaged students for extracurricular activities including band, music, and after-school athletics in the secondary setting. Fredericks & Eccles (2006) demonstrated demonstrably positive impact extracurricular activity participation had on academic and social/emotional outcomes. Local data indicates socioeconomically disadvantaged youth who participate in extracurricular activity have a 30% plus	

	research indicated that student-athletes had higher GPAs, better attendance records, and lower dropout rates compared to non-athletes (Fox, Barr-Anderson, Neumark-Sztainer, & Wall, 2010). ***Development of Life Skills****:* The *Aspen Institute's Project Play* reported that participation in youth sports helps develop essential life skills such as teamwork, discipline, and time management, which are associated with improved academic outcomes. The report highlighted that these skills contribute to better performance in school and future career success (Aspen Institute, 2015). ***Positive Behavioral Outcomes****:* Research by the *Centers for Disease Control and Prevention* (CDC) found that students who participate in extracurricular athletics exhibit fewer behavioral problems and higher levels of school connectedness. These positive behavioral outcomes are linked to improved academic performance and overall well-being (CDC, 2010). Citations ***Schellenberg, E. G. (2006).*** *Music and cognitive abilities.* Journal of Educational Psychology, 98*(2), 457-468.* ***Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012).*** *The*	higher total GPA as compared to similar students who do not engage outside the school day. In order to improve outcomes for socioeconomically disadvantaged youth – which are supported by both research and local outcome evidence - the District will continue to provide extracurricular activities. School staff will regular review participation by socioeconomically disadvantaged youth, and associated outcomes, and will provide additional support as needed if these youth present with signs of distress. Though this service will be provided to all students, the action – joined to additional outcome monitoring and intervention – is the basis of the expectation that socioeconomically disadvantaged youth engaged in these programs will experience accelerated growth by any performance indicator and/or local school connected data. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these services would be greatly attenuated or eliminated as they are above base services. Absent LCFF Supplemental and Concentration funding, extracurricular activities would be significantly minimized or totally unfounded. High school athletics would be significantly minimized with the likely elimination of all freshmen sports and some mid-level sports. Additionally, music instruction would be curtailed and minimized to courses in high school that support graduation requirements. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by:	

	arts and achievement in at-risk youth: Findings from four longitudinal studies. National Endowment for the Arts. ***Arts Education Partnership. (2013).*** *Preparing students for the next America: The benefits of an arts education.* ***Fox, C. K., Barr-Anderson, D., Neumark-Sztainer, D., & Wall, M. (2010).*** *Physical activity and sports team participation: Associations with academic outcomes in middle school and high school students.* Journal of School Health, 80*(1), 31-37.* ***Aspen Institute. (2015).*** *Project Play: Reimagining youth sports in America.* ***Centers for Disease Control and Prevention. (2010).*** *The association between school-based physical activity, including physical education, and academic performance.* Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Provide high interest activities for students to promote attendance with an expected improvement in academic outcomes	Local data indicates socioeconomically disadvantaged youth who participate in extracurricular activity have a 30% plus higher total GPA as compared to similar students who do not engage outside the school day. Evidence & research basis to support expectations: **After-School Sports** **Increased Academic Performance and Graduation Rates**: **Stearns and Glennie (2010)** found that participation in high school sports is associated with higher graduation rates. Students engaged in sports develop time management skills, discipline, and a sense of belonging, all of which contribute to academic success. Source: Stearns, E., & Glennie, E. J. (2010). Opportunities to Participate: Extracurricular Activities' Distribution Across and Academic Correlates in North Carolina High Schools. *Sociology of Education*, 83(1), 11-39. **Improved Test Scores**: **Fox, Barr-Anderson, Neumark-Sztainer, and Wall (2010)** reported that students who participate in physical activities, including sports, tend to have better grades and higher scores on standardized tests such as the SBAC. Source: Fox, C. K., Barr-Anderson, D., Neumark-Sztainer, D., & Wall, M. (2010). Physical activity and sports team participation: Associations with academic outcomes in middle school and high school students. *Journal of School Health*, 80(1), 31-37. **Music Education**	

		Enhanced Cognitive and Academic Skills: **Schellenberg (2004)** found that music lessons can enhance IQ and academic performance. Music education improves skills such as memory, attention, and language abilities, which are critical for academic success. Source: Schellenberg, E. G. (2004). Music Lessons Enhance IQ. *Psychological Science*, 15(8), 511-514. **Higher Academic Achievement**: **Johnson and Memmott (2006)** demonstrated that students involved in high-quality music programs scored higher on standardized tests, including math and reading assessments, compared to those who were not involved in music. Source: Johnson, C. M., & Memmott, J. E. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. *Journal of Research in Music Education*, 54(4), 293-307. **Extracurricular Engagement** **Improved Academic Outcomes and Graduation Rates**: **Eccles and Barber (1999)** found that participation in extracurricular activities is positively associated with higher grades, increased school engagement, and higher graduation rates. These activities provide students with opportunities to develop social skills, leadership qualities, and a sense of commitment. Source: Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band:	

		What kind of extracurricular involvement matters?. *Journal of Adolescent Research*, 14(1), 10-43. **Positive Impact on Standardized Test Scores**: **Lamborn, Brown, Mounts, and Steinberg (1992)** showed that students who participate in extracurricular activities tend to perform better on standardized tests, including ELA and math assessments. Extracurricular engagement promotes a well-rounded education and helps students apply academic concepts in practical settings. Source: Lamborn, S. D., Brown, B. B., Mounts, N. S., & Steinberg, L. (1992). Putting School in Perspective: The Influence of Family, Peers, Extracurricular Participation, and Part-time Work on Academic Engagement. *Advances in Motivation and Achievement*, 7, 199-226. **Comprehensive Benefits** **Holistic Development**: Extracurricular activities, including sports and music, support holistic development by fostering physical, cognitive, emotional, and social growth. This holistic development is linked to better academic performance and higher engagement in school, which contributes to improved SBAC scores and graduation rates. Source: Mahoney, J. L., Larson, R. W., Eccles, J. S. (2005). *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs*. Psychology Press.	

3E	Relevant Data: As evidence by the 2023 California Dashboard, the district Chronic Absenteeism rate is 37.4% with equally (if not disproportionate outcomes) of 35.5% (Els), 38.8% (LI), and 49.8% (FY). Student Need: - Attend school at least 95% of the academic year These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Attendance - Barriers to coming to school	These actions will address the disproportionate outcomes by delivering the following increased services: - This action will support attendance specialists in working with students and families, in concert with site staff, to address issues around non attendance. In this situation, undupliocated pupils will be monitored more frequently using newly developed student level monitoring tools. - The actions proposed will intentionally surveil the risk factors as well as the endpoints chronic absenteeism. As a result of the higher attentiveness to foster and socioeconomically disadvantaged youth, services will be directed to these groups and tailored to the individual needs of these students. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Especially in the wake of the COVID-19 pandemic, the District has identified Chronic Absenteeism as the primary emphasis of the District alongside of Literacy. To this extent, the District is focusing on socioeconomically disadvantaged youth and understanding their individual needs. As schools and the District work with chronically absent youth, with a focus on low income youth, the strategy to consider their respective needs is to tailor interventions to each individual student. Though many of these services are available to all students, the configuration of the services will be done on a case by case basis.	Metrics to monitor: - Chronic Absenteeism - Educational Partner Feedback – empathy interviews with parents of impacted students The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		- Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: We expect outcomes for these groups to improve at an accelerated rate as measured by adverse events, attendance rate as well the chronic absenteeism end point. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these services would be greatly attenuated and be the site staff would assume a greater degree of responsibility to work with non-attending youth. Absent LCFF Supplemental and Concentration funding, the additional support structure provided by both district and site-based intervention staff would be significantly minimized. Additional resources to train staff on the unique issues surrounding student distress in socioeconomically disadvantaged and foster youth and how this manifest in non-attendance leading to chronic absenteeism would be minimized or eliminated. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - 2023 Dashboard: Improvement in Chronic Absenteeism from 50.5% to 37.4% Evidence & research basis to support expectations:	

		Enhanced Student Performance **Early Warning Systems**: **Balfanz, Herzog, and Mac Iver (2007)** found that early warning systems (EWS) using data analysis to track indicators such as attendance, behavior, and course performance can identify at-risk students early. Interventions based on these indicators significantly improved student retention and academic performance. Source: Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist*, 42(4), 223-235. **Improved Graduation Rates** **Data Systems in Dropout Prevention**: **Rumberger and Lim (2008)** reviewed dropout prevention strategies and found that effective data analysis systems are crucial for identifying students at risk of dropping out. Schools that implemented comprehensive data systems and targeted interventions saw significant improvements in graduation rates. Source: Rumberger, R. W., & Lim, S. A. (2008). Why Students Drop Out of School: A Review of 25 Years of Research. *California Dropout Research Project Report*. **Comprehensive Data Systems**: **Faria et al. (2017)** examined the impact of comprehensive data systems in the Houston Independent School District. The study found that the use of data to inform instructional	

		practices and interventions led to improved student performance and higher graduation rates. Source: Faria, A. M., Heppen, J. B., Li, Y., Stachel, S., Jones, W., Sawyer, K., & Francis, B. (2017). Getting Students on Track for Graduation: Impacts of the Early Warning Intervention and Monitoring System After One Year. *American Institutes for Research*. **Informed Decision-Making** **Principal Data Use**: **Wayman, Midgley, and Stringfield (2006)** explored how principals use data to make instructional decisions. Their study found that schools with principals who effectively used data analysis to guide decisions had better student outcomes, as these leaders could identify and address instructional weaknesses promptly. Source: Wayman, J. C., Midgley, S., & Stringfield, S. (2006). Leadership for Data-Based Decision-Making: Collaborative Educator Teams. *Journal of School Leadership*, 16(5), 453-473. **Data-Driven School Leadership**: **Knapp, Copland, and Swinnerton (2007)** emphasized that data-driven school leadership involves using data to set goals, monitor progress, and make informed decisions. Schools led by data-savvy administrators demonstrated higher student achievement and more effective interventions. Source: Knapp, M. S., Copland, M. A., & Swinnerton, J. A. (2007). Understanding the Promise and Dynamics of Data-Informed Leadership. *Yearbook of the National Society for the Study of Education*, 106(1), 74-104.	

		Practical Implementation **Professional Development and Support**: **Hamilton et al. (2009)** discussed the importance of professional development and support for teachers in using data effectively. Schools that invested in training educators to analyze and apply data saw improvements in teaching practices and student outcomes. Source: Hamilton, L. S., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data to Support Instructional Decision Making. *Institute of Education Sciences*. **Data-Driven Culture**: **Datnow, Park, and Wohlstetter (2007)** highlighted the need for creating a data-driven culture within schools. They found that schools with a culture that values data use for continuous improvement had better academic outcomes and more effective interventions. Source: Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving With Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students. *Center on Educational Governance*.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2D	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - English Learner: 4.3% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - ELA instruction and specific, intentional and effective designated ELD instruction as well as support for EL students in other areas of instruction	This action/service is designed to improve English Learner outcomes. Specifically, the elements of this service are: - English Learner Support: The English 3D program is a powerful English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills needed to reclassify. The target group for this program is our long-term English Learners. This program will complement newly adopted ELA/ELD instructional materials in an appropriate manner. - English Language Lead Support: Additionally, every school will have one teacher that will be their English Learner Site Lead. This EL Lead will assist other teachers and administrators with organizing efforts for English Learners, monitoring students for reclassification purposes, and developing an action plan to address the needs of English Learners. - Additional specific support and monitoring will be provided to Long Term English learners in a specific attempt to decrease the number of Long Term Els as well as promote reclassification prior to year 4 of EL support.	Metrics to monitor: - Reclassification rate - ELPI performance - Feedback from EL Site Leads

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

In the 2021-22 school year, the additional concentration “add on” funding was used to specifically support the Specialized Educational Options action/service (Goal 3, Action C) where in the funding augmented staff to provide services at the Academy of Innovation.

The following is an outline of additional staffing funded with concentration grant add on funding:

- Increase Kindergarten Instructional Aide staffing (Goal 1, Action E)
- Additional band and music teachers at the elementary level (Goal 3, Action D2)
- Additional CTE pathway teachers in the high school level (Goal 1, Action A1)
- Additional staff at the Academy of Innovation (School of Choice) (Goal 3, Action 3)
- New Literacy Intervention teachers at the secondary level (Goal 2, Action B2)
- Increased Reading Intervention Teachers & Instructional Aides (Goal 2, Action B1)
- Additional custodians to improve services at all schools (Goal 2, Action C5)
- Additional mental health professionals and behavior support technicians (Goal 2, Action A)

For the 2024-25 LCAP cycle, the expenditure pattern described above will stay in place.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No Schools Under 55%	**Students** / **Classified** / **Ratio - # students per adult in category** **ES** 10545 699 15.1 **Middle School** 4778 172 27.8 **High Schools** 6675 315 21.2
Staff-to-student ratio of certificated staff providing direct services to students	No Schools Under 55%	**Students** / **Certificated** / **Ratio - # students per adult in category** **ES** 10545 658 16.0 **Middle School** 4778 220 21.7 **High Schools** 6675 379 17.6

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 227,944,604	$ 87,445,866	38.363%	3.842%	42.205%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 100,092,790	$ 1,073,629	$ -	$ 3,879,249	$ 105,045,668.00	$ 69,479,266	$ 35,566,402

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	A1	Career Technical Education Pathway Support	All	Yes	LEA-wide	All	High Schools	Ongoing	$ 2,709,505	$ 1,901,711	$ 4,611,216	$ -	$ -	$ -	$ 4,611,216	0.000%
1	A2	College and Career Transition Support	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-income	High Schools	Ongoing	$ -	$ 396,307	$ 396,307	$ -	$ -	$ -	$ 396,307	0.000%
1	A3	Expanded Counseling Services	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-income	All	Ongoing	$ 4,659,896	$ 1,913,094	$ 5,176,232	$ -	$ -	$ 1,396,758	$ 6,572,990	0.000%
1	A4	Access to College Prepatory Coursework	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-income	High Schools	Ongoing	$ 1,075,231	$ 402,528	$ 1,477,759	$ -	$ -	$ -	$ 1,477,759	0.000%
1	A5	Instructional Technology Integration and Support	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	$ 1,391,321	$ 8,558,741	$ 9,950,062	$ -	$ -	$ -	$ 9,950,062	0.000%
1	B	Leadership and Instrucitonal Professional Development	All	Yes	LEA-wide	All	All	Ongoing	$ 3,806,890	$ 1,664,552	$ 5,471,442	$ -	$ -	$ -	$ 5,471,442	0.000%
1	E	Early Intervention	All	Yes	LEA-wide	All	All	Ongoing		$ 660,158	$ 341,386	$ -	$ -	$ 318,772	$ 660,158	0.000%
1	F	Lower Class Sizes	All	Yes	LEA-wide	All	All	Ongoing	$ 9,796,149	$ -	$ 9,796,149	$ -	$ -	$ -	$ 9,796,149	0.000%
2	A	Student Re-engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 281,799	$ 6,913,548	$ 7,195,347	$ -	$ -	$ -	$ 7,195,347	0.000%
2	B	Literacy & Reading Intervention	All	Yes	LEA-wide	All	All	Ongoing	$ 10,877,425	$ 1,947,974	$ 12,825,399	$ -	$ -	$ -	$ 12,825,399	0.000%
2	C	Extended Learning Opportunities	All	Yes	LEA-wide	All	All	Ongoing	$ 8,478,247	$ 713,873	$ 9,192,120	$ -	$ -	$ -	$ 9,192,120	0.000%
2	D1	English Learner Support	All	Yes	Limited	English Learners	All	Ongoing	$ 2,612,514	$ 1,185,799	$ 3,290,434	$ -	$ -	$ 507,879	$ 3,798,313	0.000%
2	D2	Long Term English Learner Support	All	No	Limited	English Learners	A	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	E	Homeless Supports	All	No	Limited	All	All	Ongoing		$ 303,000		$ -	$ -	$ 303,000	$ 303,000	0.000%
2	F1	Assistant Principal Support	English Learner	Yes	LEA-wide	All	All	Ongoing	$ 7,941,546	$ 564,644	$ 8,506,190	$ -	$ -	$ -	$ 8,506,190	0.000%
2	F2	Site Directed Support	All	Yes	LEA-wide	All	All	Ongoing	$ 573,581	$ 2,507,594	$ 3,081,175	$ -	$ -	$ -	$ 3,081,175	0.000%
3	A	Student Outcome Monitoring	All	Yes	LEA-wide	All	All	Ongoing		$ 37,569	$ 37,569	$ -	$ -	$ -	$ 37,569	0.000%
3	B	Parent Engagment & Support	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	$ 1,417,550	$ 1,608,585	$ 1,673,295	$ -	$ -	$ 1,352,840	$ 3,026,135	0.000%
3	C	Specialized Educational Options	Socioeconomically Disadvantaged	Yes	LEA-wide	All	Elementary & Middle Schools	Ongoing	$ 9,545,004	$ 679,587	$ 10,224,591	$ -	$ -	$ -	$ 10,224,591	0.000%
3	D	High Interest Student Engagement Opportunities	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All (D1), Academy of Innovation & Hemet Dual Language Academy (D2), Secondary (D3)	Ongoing	$ 3,154,740	$ 3,148,770	$ 6,303,510	$ -	$ -	$ -	$ 6,303,510	0.000%
3	E	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	$ 236,089	$ 306,518	$ 542,607	$ -	$ -	$ -	$ 542,607	0.000%
4	A	ELA Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	B	Math Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	C	Suspension Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

4	D	Chronic Absenteeism Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	E	Graduation Rate Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	F	College/Career Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	A	AHS - Increased Counseling Support	All	No	Schoolwide	All	Alessandro HS	Ongoing	$ 160,175	$ -	$ -	$ 160,175	$ -	$ -	$ 160,175	0.000%
5	B	AHS - Intervention TOSA	All	No	Schoolwide	All	Alessandro HS	Ongoing	$ 80,000	$ 42,250	$ -	$ 122,250	$ -	$ -	$ 122,250	0.000%
5	C	AHS - Learning Improvement Specialist	All	No	Schoolwide	All	Alessandro HS	Ongoing	$ 147,143	$ -	$ -	$ 147,143	$ -	$ -	$ 147,143	0.000%
6	A	AoI - Increased Counseling Support	All	No	Schoolwide	All	Academy of Innovation	Ongoing	$ 160,175	$ -	$ -	$ 160,175	$ -	$ -	$ 160,175	0.000%
6	B	AoI - Intervention TOSA	All	No	Schoolwide	All	Academy of Innovation	Ongoing	$ 80,000	$ 84,350	$ -	$ 164,350	$ -	$ -	$ 164,350	0.000%
6	C	AoI - Learning Improvement Specialist	All	No	Schoolwide	All	Academy of Innovation	Ongoing	$ 147,143	$ -	$ -	$ 147,143	$ -	$ -	$ 147,143	0.000%
7	A	WES - Learning Improvement Specialist	All	No	Schoolwide	All	Whittier ES	Ongoing	$ 147,143	$ 25,250	$ -	$ 172,393	$ -	$ -	$ 172,393	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 227,944,604	$ 87,445,866	38.363%	3.842%	42.205%	$ 100,092,790	0.000%	43.911%	**Total:**	$ 100,092,790
								LEA-wide Total:	$ 96,802,356
								Limited Total:	$ 3,290,434
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	A1	Career Technical Education Pathway Supp	Yes	LEA-wide	All	High Schools	$ 4,611,216	0.000%
1	A2	College and Career Transition Support	Yes	LEA-wide	Low-income	High Schools	$ 396,307	0.000%
1	A3	Expanded Counseling Services	Yes	LEA-wide	Low-income	All	$ 5,176,232	0.000%
1	A4	Access to College Prepatory Coursework	Yes	LEA-wide	Low-income	High Schools	$ 1,477,759	0.000%
1	A5	Instructional Technology Integration and Su	Yes	LEA-wide	All	All	$ 9,950,062	0.000%
1	B	Leadership and Instrucitonal Professional D	Yes	LEA-wide	All	All	$ 5,471,442	0.000%
1	E	Early Intervention	Yes	LEA-wide	All	All	$ 341,386	0.000%
1	F	Lower Class Sizes	Yes	LEA-wide	All	All	$ 9,796,149	0.000%
2	A	Student Re-engagement	Yes	LEA-wide	All	All	$ 7,195,347	0.000%
2	B	Literacy & Reading Intervention	Yes	LEA-wide	All	All	$ 12,825,399	0.000%
2	C	Extended Learning Opportunities	Yes	LEA-wide	All	All	$ 9,192,120	0.000%
2	D1	English Learner Support	Yes	Limited	English Learners	All	$ 3,290,434	0.000%
2	F1	Assistant Principal Support	Yes	LEA-wide	All	All	$ 8,506,190	0.000%
2	F2	Site Directed Support	Yes	LEA-wide	All	All	$ 3,081,175	0.000%
3	A	Student Outcome Monitoring	Yes	LEA-wide	All	All	$ 37,569	0.000%
3	B	Parent Engagment & Support	Yes	LEA-wide	All	All	$ 1,673,295	0.000%
3	C	Specialized Educational Options	Yes	LEA-wide	All	Elementary & Middle Schools	$ 10,224,591	0.000%

3	D	High Interest Student Engagement Opportu	Yes	LEA-wide	All	All (D1), Academy of Innovation & Hemet Dual Language Academy (D2), Secondary (D3)	$ 6,303,510	0.000%
3	E	Chronic Absenteeism	Yes	LEA-wide	All	All	$ 542,607	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 113,302,401.00	$ 95,262,749.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	A1	Career Technical Education Pathway Support	Yes	$ 3,722,271	$ 3,938,129
1	A2	College and Career Transition Support	Yes	$ 667,268	$ 421,407
1	A3	Expanded Counseling Services	Yes	$ 6,104,224	$ 5,113,314
1	A4	Access to College Prepatory Coursework	Yes	$ 1,782,167	$ 1,416,759
1	A5	Instructional Technology Integration and Support	Yes	$ 19,012,237	$ 15,265,156
1	B	Leadership and Instrucitonal Professional Development	Yes	$ 5,364,020	$ 4,708,503
1	C	Site Based Instructional Coaching	No	$ 1,557,206	$ -
1	D	Professional Development Days	No	$ 1,725,095	$ -
1	E	Early Intervention	Yes	$ 1,464,585	$ 110,529
1	F	Lower Class Sizes	Yes	$ 9,796,149	$ 10,446,278
2	A	Student Re-engagement	Yes	$ 9,608,054	$ 6,969,409

2	B1	Elementary Reading Intervention	Yes	$ 6,262,312	$ 4,856,072
2	B2	Secondary Reading Intervention	Yes	$ 1,454,964	$ 1,128,243
2	B3	Tiered Literacy Intervention System - K-12	Yes	$ 6,687,083	$ 5,185,459
2	C1	Extended Learning Opportunities: 0/7th Period Classes	Yes	$ 513,309	$ 397,620
2	C2	Extended Learning Opportunities: Summer School	Yes	$ 1,145,492	$ 887,323
2	C3	Extended Learning Opportunities: Credit Recovery	Yes	$ 548,877	$ 425,172
2	C4	Extended Learning Opportunities: Additional Instructional Time	Yes	$ 4,707,633	$ 3,646,634
2	C5	Extended Learning Opportunities: Facility Support	Yes	$ 2,128,629	$ 1,648,883
2	2D	English Learner Support	Yes	$ 3,031,447	$ 2,833,984
2	2E	Homeless Supports	No	$ 526,433	$ -
2	F1	Assistant Principal Support	Yes	$ 7,374,807	$ 7,539,437
2	F2	Site Directed Support	Yes	$ 3,404,015	$ 2,098,085
3	A	Student Outcome Monitoring	Yes	$ 188,186	$ 5,927
3	B1	Parent Engagement & Support: Parent Liaisons	Yes	$ 1,404,459	$ 1,437,978
3	B2	Parent Engagement & Support: Parent Resource Center	Yes	$ 1,263,293	$ 87,998
3	C	Specialized Educational Options	Yes	$ 3,222,010	$ 8,481,773
3	D1	High Interest Student Engagement Opportunities	Yes	$ 1,297,198	$ 1,226,525
3	D2	High Interest Student Engagement Opportunities	Yes	$ 5,966,500	$ 3,688,023

3	D3	Elementary Athletics	Yes	$ 825,636	$ 763,696
3	E	Chronic Absenteeism	Yes	$ 546,842	$ 534,433
4	A	Early Warning System	No	$ -	$ -
4	B	Parent Group & Parent Consultations	No	$ -	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 85,730,924	$ 105,030,915	$ 95,262,746	$ 9,768,169	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	A1	Career Technical Education Pathway Support	Yes	$ 3,722,271	$ 3,938,129.00	0.00%	0.00%
1	A2	College and Career Transition Support	Yes	$ 667,268	$ 421,407.00	0.00%	0.00%
1	A3	Expanded Counseling Services	Yes	$ 5,395,836	$ 5,113,314.00	0.00%	0.00%
1	A4	Access to College Prepatory Coursework	Yes	$ 1,550,014	$ 1,416,759.00	0.00%	0.00%
1	A5	Instructional Technology Integration and Support	Yes	$ 19,012,237	$ 15,265,156.00	0.00%	0.00%
1	B	Leadership and Instrucitonal Professional Development	Yes	$ 5,364,020	$ 4,708,503.00	0.00%	0.00%
1	E	Early Intervention	Yes	$ 1,186,826	$ 110,526.00	0.00%	0.00%
1	F	Lower Class Sizes	Yes	$ 9,796,149	$ 10,446,278.00	0.00%	0.00%
2	A	Student Re-engagement	Yes	$ 9,608,054	$ 6,969,409.00	0.00%	0.00%
2	B1	Elementary Reading Intervention	Yes	$ 5,602,416	$ 4,856,072.00	0.00%	0.00%
2	B2	Secondary Reading Intervention	Yes	$ 1,454,964	$ 1,128,243.00	0.00%	0.00%
2	B3	Tiered Literacy Intervention System - K-12	Yes	$ 6,687,083	$ 5,185,459.00	0.00%	0.00%
2	C1	Extended Learning Opportunities: 0/7th Period Classes	Yes	$ 513,309	$ 397,620.00	0.00%	0.00%
2	C2	Extended Learning Opportunities: Summer School	Yes	$ 1,145,492	$ 887,323.00	0.00%	0.00%

2	C3	Extended Learning Opportunities: Credit Recovery	Yes	$ 548,877	$ 425,172.00	0.00%	0.00%
2	C4	Extended Learning Opportunities: Additional Instructional Time	Yes	$ 4,707,633	$ 3,646,634.00	0.00%	0.00%
2	C5	Extended Learning Opportunities: Facility Support	Yes	$ 2,128,629	$ 1,648,883.00	0.00%	0.00%
2	2D	English Learner Support	Yes	$ 3,031,447	$ 2,833,984.00	0.00%	0.00%
2	F1	Assistant Principal Support	Yes	$ 7,374,807	$ 7,539,437.00	0.00%	0.00%
2	F2	Site Directed Support	Yes	$ 1,992,116	$ 2,098,085.00	0.00%	0.00%
3	A	Student Outcome Monitoring	Yes	$ 188,186	$ 5,927.00	0.00%	0.00%
3	B1	Parent Engagement & Support: Parent Liaisons	Yes	$ 1,404,459	$ 1,437,978.00	0.00%	0.00%
3	B2	Parent Engagement & Support: Parent Resource Center	Yes	$ 90,636	$ 87,998.00	0.00%	0.00%
3	C	Specialized Educational Options	Yes	$ 3,222,010	$ 8,481,773.00	0.00%	0.00%
3	D1	High Interest Student Engagement Opportunities	Yes	$ 1,297,198	$ 1,226,525.00	0.00%	0.00%
3	D2	High Interest Student Engagement Opportunities	Yes	$ 5,966,500	$ 3,688,023.00	0.00%	0.00%
3	D3	Elementary Athletics	Yes	$ 825,636	$ 763,696.00	0.00%	0.00%
3	E	Chronic Absenteeism	Yes	$ 546,842	$ 534,433.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 223,878,937	$ 85,730,924	8.10%	46.39%	$ 95,262,746	0.00%	42.55%	$ 8,602,371.90	3.84%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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