Board Adopted: 6/17/2025
RCOE Approved: 8/29/2025

2025-26 LCAP

HEMET UNIFIED SCHOOL DISTRICT
Embrace • Educate • Empower
Est. 1966

Local Control Accountability Plan

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

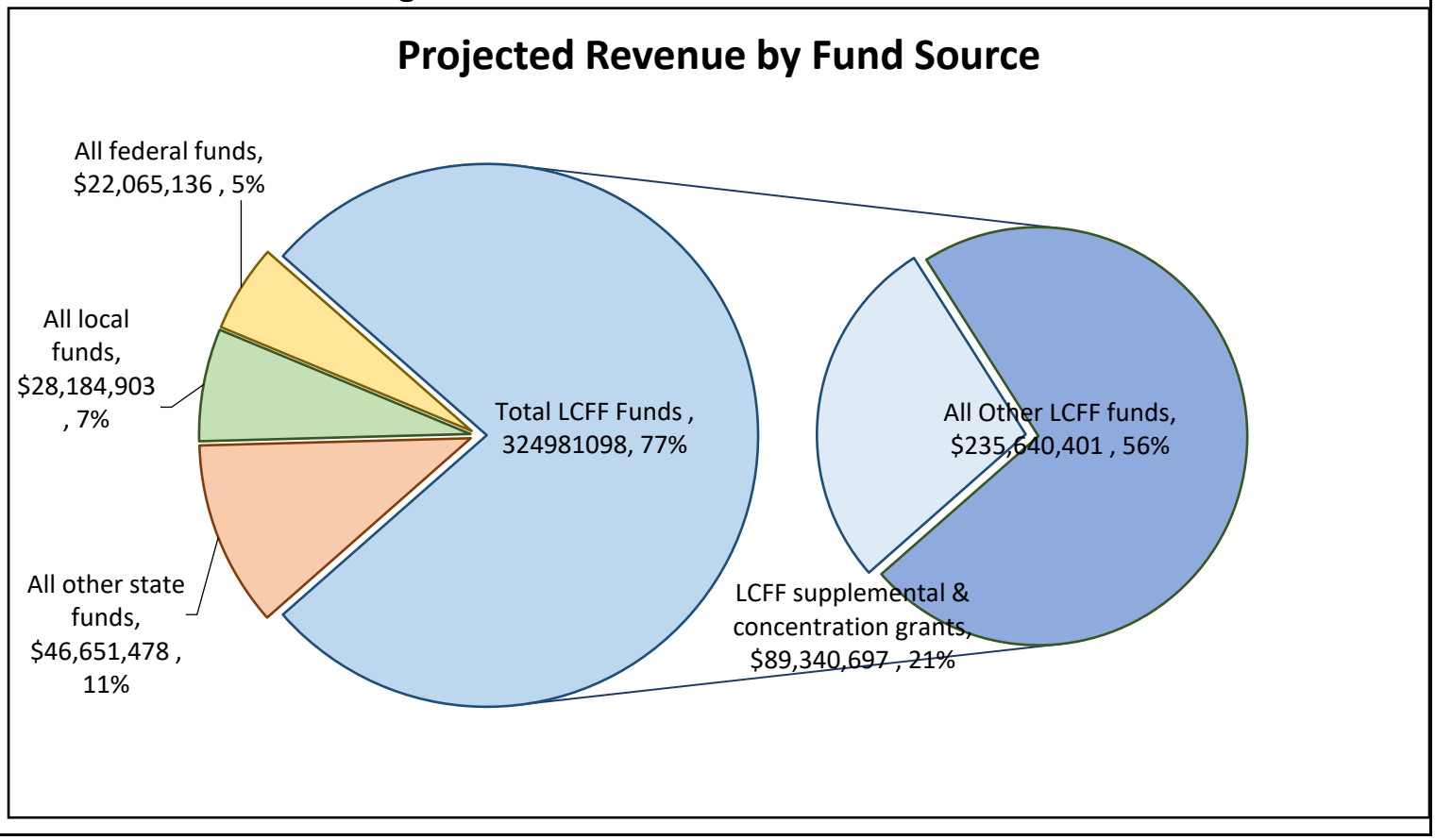
CDS Code: 33670820000000

School Year: 2025-26

LEA contact information: Dr. Christi Barrett - (951) 765-5100 - cbarrett@hemetusd.org

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

Budget Overview for the 2025-26 School Year

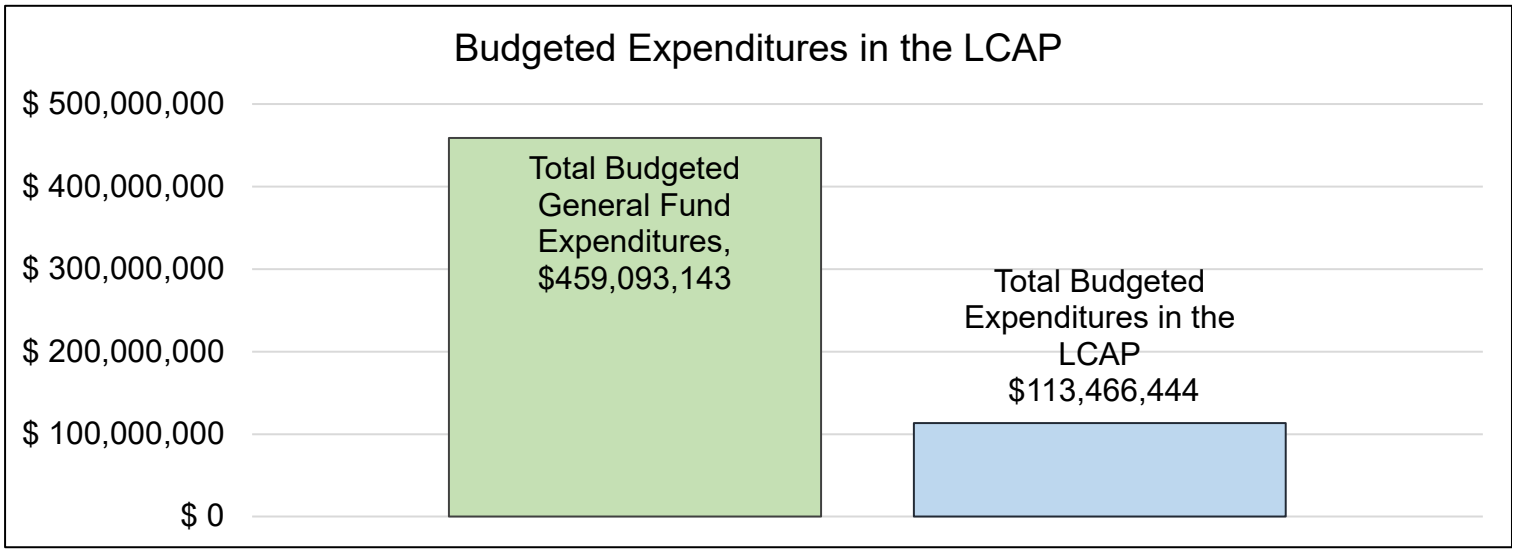


This chart shows the total general purpose revenue Hemet Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hemet Unified School District is $421,882,615.00, of which $324,981,098.00 is Local Control Funding Formula (LCFF), $46,651,478.00 is other state funds, $28,184,903.00 is local funds, and $22,065,136.00 is federal funds. Of the $324,981,098.00 in LCFF Funds, $89,340,697.00 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hemet Unified School District plans to spend $459,093,143.00 for the 2025-26 school year. Of that amount, $113,466,444.00 is tied to actions/services in the LCAP and $345,626,699.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

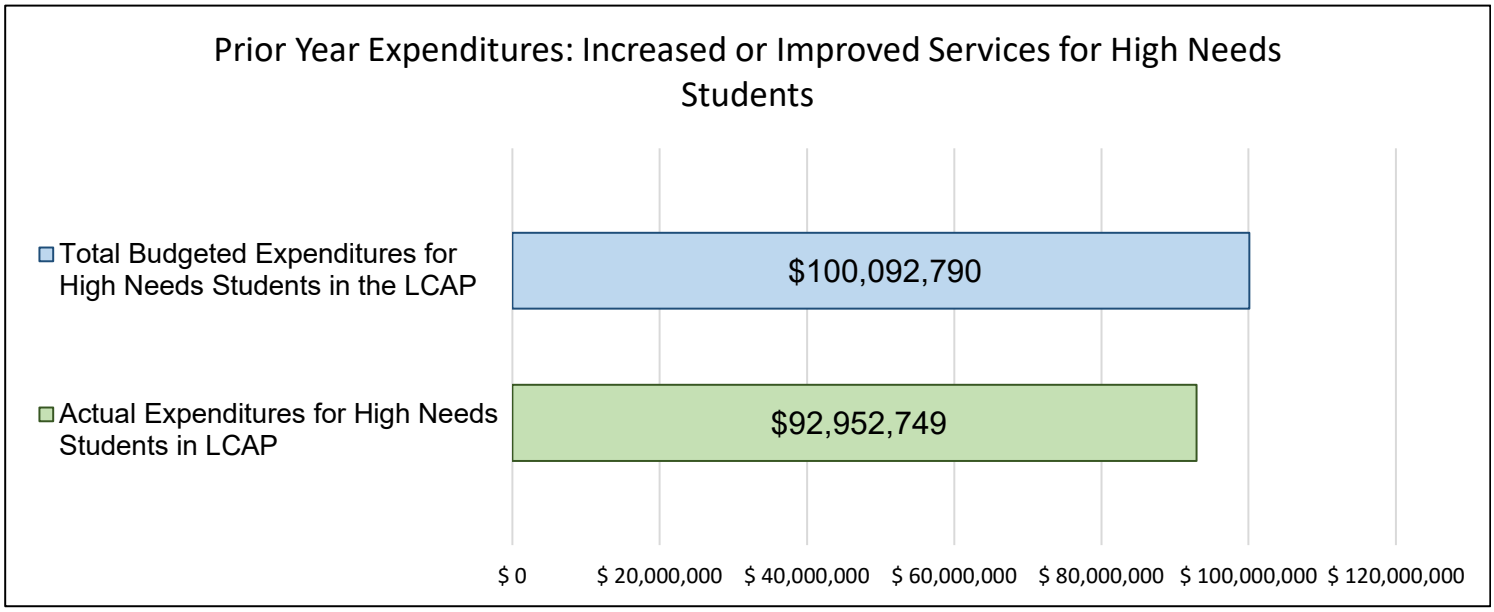
General fund expenditures not included in the LCAP are base classroom teachers and support staff, district office administrative and support staff, as well as maintenance, facilities, student transportation, utilities, debt service, insurance and other basic operational, instructional and instructional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

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

In 2025-26, Hemet Unified School District is projecting it will receive $89,340,697.00 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 $98,408,073.00 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 2024-25



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 2024-25, Hemet Unified School District's LCAP budgeted $100,092,790.00 for planned actions to increase or improve services for high needs students. Hemet Unified School District actually spent $92,952,749.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $7,140,041.00 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. The District plans to apply carry over supplemental/concentration dollars to 2025-26 goals, actions and services in the LCAP.

Local Control and Accountability Plan

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

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

Plan Summary 2025-26

General Information

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

The Hemet Unified School District serves approximately 21,995 students (an increase from 21,676 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 2024 California Dashboard, California Department of Education identifies approximately 86.8% of students as Socioeconomically Disadvantaged, 13.8% of students as English Learners (up from 13.4% in the prior year), and 1.4% of students as Foster Youth (up from 0.8% the prior year).

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.

Hemet Unified School District (HUSD) organizes its systemwide improvement efforts around four core priority areas that drive district planning and accountability: **Champion Student Success**, **Cultivate High-Performing Teams**, **Strengthen Community Confidence**, and **Careful and Responsible Management of Resources**. These areas are grounded in the district's mission to *Embrace, Educate, and Empower* every student and reflect a commitment to equity, excellence, and coherence across schools. Each priority area is associated with aligned goals, measurable outcomes, and key strategies such as improved graduation and A–G completion rates, staff professional development, family engagement initiatives, and transparent use of fiscal and human capital resources.

The HUSD Instructional Framework is the district's core model for guiding high-quality, standards-based teaching and learning across all classrooms. It is designed to ensure that instruction is rigorous, culturally responsive, and aligned to California State Standards. Central elements of the framework include clear learning intentions and success criteria, student engagement through purposeful tasks, use of formative assessment to drive instructional decisions, and the promotion of academic discourse. Site and district leaders use the framework to calibrate observations, identify areas for professional learning, and support continuous instructional improvement through coaching, PLC collaboration, and aligned leadership development.

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:

2024-25 Cohort:
- Alessandro High School
- Academy of Innovation
- Whittier Elementary School

New for 2025-26:
- Fruitvale Elementary School
- Jacob Wiens 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 46% as compared the last year with 44.1% of students were prepared (increase of 1.6%). In the current year, the following student groups trail the 46% "All Student" average by 10% or more: African American (29.4% - Increased from 27.3%), English Learners (21.8% - up from 18.1%), Students with Disabilities (20.3% - up from 19.3%), Foster Youth (11.8% - down from 14.8%), Homeless students (29% - up from 27.1%), Long Term English Learners (22.1%).

Graduation Rate: The District as a whole "Improved" to a green indicator that currently has a value of 90.4% (up from 89.3%). Whereas 5 student groups maintained comparable performance from the prior year, all other student groups increased performance as demonstrated by the California Dashboard.

English/Language Arts: The District as a whole "Improved" an orange indicator that currently has a metric value of 55.7 points below standard. Where as only 1 student groups maintained comparable performance from the prior year, all other of the 13 student groups increased performance.

Mathematics: The District as a whole "Improved" to an orange indicator that currently has a metrics value of 103.8 points below standard. Whereas 5 student groups maintained comparable performance from the prior year, 6 student groups increased performance while 1 student groups decreased performance.

English Learner Progress Indicator: This current year, the District holds an orange indicator where in 40.6% improved a level on the prior ELPAC or maintained the highest level possible.

Chronic Absenteeism: The District as a whole "Decreased" and maintained a yellow indicator that currently has a metric value of 33.4% (improved from 37.4% the year prior).

Suspension: The District as a whole "decreased" the suspension rate and the indicator currently sits at value of 5.1% (down from 6.3%). In the current year, 10 groups improved, 3 groups maintained, and where 1 student group 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. These schools are the basis of Goal 4 – Disproportionate Outcomes - and will be monitored for the duration of the 3 year cycle of the LCAP.

- **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** (All Students, 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

Learning Recovery Emergency Block Grant

For the 2025-25 school year, Hemet USD will carry unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The use of these funds be strategically join to action/services in the following areas of the LCAP:

Goal #1 – Champion Student Success; Actions:

- 1D2 – Alternative to Suspension - $2,263,748
- 1B – Extended Day Kindergarten - $951,453
- 1C3 – Literacy Initiative - $1,192,197
- 1E3 – Credit Recovery - $1,057,453
- 1E1 – Expanded School Day - $659,928

The Goal Analysis section for Goal #1, where there exists a discussion of planned changes – inclusive of the introduction of LREBG joined action/services – maintains a discussion of the LREBG aligned Needs Assessment and the rationale for the actions as it relates to the parameters for acceptable use of LREBG funding.

LREBG Needs Assessment Summary

Purpose and Methodology

This needs assessment is developed pursuant to EC §32526(d)(1–6), requiring LEAs to identify:

Pupils in greatest need of learning recovery supports,

Metrics indicating low academic performance, chronic absenteeism, or disengagement, and

Evidence-based rationale for fund use aligned to allowable purposes.

Findings were drawn from the 2024 California School Dashboard, site-level data, local academic diagnostics, and student group performance trends. The assessment incorporated input from HUSD's LCAP development process and technical assistance activities with WestEd, RCOE, and CCEE.

Academic Performance: English Language Arts and Mathematics

Required Metrics per EC §32526(d)(2)(A)

Dashboard data shows **districtwide performance in the Orange range for both ELA and Math**, with key student groups scoring in the Red or Orange indicators.

ELA Distance from Standard (DFS):

- All Students: **-55.7 (Yellow)**
- English Learners: **-91.8 (Red)**
- Foster Youth: **-84.0 (Red)**
- Students with Disabilities (SWD): **-128.6 (Red)**
- SED: **-60.9 (Orange)**

Math Distance from Standard:

- All Students: **-103.8 (Orange)**
- English Learners: **-134.8 (Red)**
- Foster Youth: **-128.6 (Red)**
- SWD: **-161.1 (Red)**
- SED: **-109.6 (Orange)**

Schools with Highest Need (Low/Very Low in ELA/Math):

Acacia Middle, Hemet Elementary, Alessandro High, Fruitvale Elementary, and **McSweeny Elementary** each have multiple student groups in the Red performance level for both ELA and Math.

Local Indicators: Local diagnostic and benchmark assessments corroborate Dashboard trends, with K–3 assessments (e.g., Acadiance, Lexile and 95% Assessment data) showing significant percentages of students performing below grade level in phonics and fluency.

Chronic Absenteeism

Required Metrics per EC §32526(d)(2)(B)

Overall District Rate: 33.4% (Yellow)

Groups in Orange or Red:

- Foster Youth: **Orange**
- English Learners: **Orange**
- SWD: **Orange**
- African American and Homeless Youth: **Orange**

High-Need Schools:

Fruitvale Elementary: 45.3% CA rate

Academy of Innovation: 31.9% → 17.6% (improving)

Whittier Elementary: 36.5%

Site-level monitoring tools confirm patterns of disengagement and chronic absence among unduplicated pupils, particularly in early grades and at continuation high schools. Schools flagged for technical assistance under Differentiated Assistance show overlap with chronic absenteeism and academic gaps.

Suspension Rates

Supplementary Metric for School Climate and Engagement (EC §32526(c)(2)(C))

District Rate: 5.1% (Yellow)

Foster Youth: 12.1% (Red)

African American & SWD: 8–12% (Orange)

Behavior-related removals from learning time further compound the impact of academic and attendance deficits, especially among Foster Youth and Students with Disabilities.

Additional Local Metrics

Per EC §32526(d)(3)

Student survey data (CHKS and Hemet USD Student Experience Survey) reveals:

- Only 49% of students feel connected to school.

- Only 56% feel safe.
- Over 40% of students report not setting academic goals or tracking progress.

These findings reflect disengagement and social-emotional challenges that are both outcomes of and contributors to low academic performance and chronic absenteeism.

LREBG Use Rationale by Action/Service

Rationale for Use of LREBG Funds to Support Alternative to Suspension (ATS) Staff and Services

Aligned to LREBG Requirements (EC §32526) and California School Dashboard Data for Hemet USD

Identified Area of Need: Disproportionate Suspension Rates Among High-Need Student Groups

Based on the 2024 California School Dashboard and HUSD's comprehensive needs assessment, suspension continues to disproportionately impact vulnerable student groups across the district:

- **Foster Youth**: 12.1% suspension rate (**Red indicator**)
- **African American students**: 12% (**Orange**)
- **Students with Disabilities**: 8.5% (**Orange**)
- **Homeless Youth**: 8.4% (**Orange**)

Additional student groups such as Pacific Islander and Two or More Races remain in **Orange**, contributing to districtwide equity gaps16f95314-5d23-4da5-9266….

The district's overall suspension rate is **5.1% (Yellow)**, down from 6.3%, indicating modest improvement. However, **10 student groups** are still flagged for elevated suspension rates. These discipline disparities not only disrupt learning but correlate with long-term academic disengagement, reduced graduation outcomes, and chronic absenteeism—metrics already elevated in HUSD.

Alignment with LREBG Needs Assessment and Statutory Requirements

Per **Education Code §32526(d)(2)(B)**, suspension rates for groups in "High" or "Very High" status must be included in the LEA's needs assessment. Foster Youth and Students with Disabilities meet this threshold.

Under **EC §32526(c)(2)(C)**, LREBG funds may be used to support **"integrating evidence-based pupil supports to address other barriers to learning,"** including:

- Mental health and counseling services

- Trauma-informed practices
- Social-emotional learning (SEL)
- Referrals for pupil and family supports
- Alternative programs that reduce exclusionary discipline

Hemet USD's Alternative to Suspension (ATS) initiative provides these exact services, offering on-campus behavioral interventions, Tier II restorative practices, SEL-based conflict resolution, and mental health referral coordination in lieu of punitive suspensions. ATS staff are trained to de-escalate behavioral issues and keep students engaged in instructional settings.

Research-Based Justification for Effectiveness

Numerous peer-reviewed studies and federal guidance support the use of restorative and trauma-informed practices to reduce suspensions and improve outcomes, particularly for historically marginalized groups.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). *The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline*. *Journal of Educational and Psychological Consultation, 26(4), 325–353.*

Found that restorative justice practices significantly reduce suspensions and narrow racial discipline gaps, especially for African American and Latino students.

Osher, D., Bear, G., Sprague, J., & Doyle, W. (2010). *How Can We Improve School Discipline?*. *Educational Researcher, 39(1), 48–58.*

Demonstrated that trauma-informed, multi-tiered behavior supports reduce the frequency and duration of suspensions and increase students' sense of safety.

U.S. Department of Education (2014). *Guiding Principles: A Resource Guide for Improving School Climate and Discipline.*

Recommends replacing exclusionary discipline with positive behavioral interventions, noting effectiveness in promoting equity and academic success.

These studies align with **ESSA Tier 2 and 3 evidence** and meet the definition of "evidence-based" under **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**, as required by LREBG guidance.

Monitoring and Impact

As required by **EC §52064.4**, this action will be monitored through:

State metric: Suspension rate (California Dashboard)

Local metrics: ATS referral data, repeat offense rates, school climate surveys (CHKS)

Rationale for Use of LREBG Funds to Support Kindergarten Instructional Aides

Aligned with EC §32526 and California School Dashboard Data for Hemet USD

Identified Area of Need: Foundational Academic Gaps Among High-Need Students in Early Grades

Based on 2024 California School Dashboard data and Hemet USD's internal K–3 assessment data, a critical area of need is early academic proficiency—particularly in **English Language Arts (ELA)** and student engagement in the primary grades. The following student groups demonstrate persistent performance gaps in ELA:

- **English Learners**: DFS in ELA: **-91.8** (Red)
- **Foster Youth**: DFS in ELA: **-84.0** (Red)
- **Socioeconomically Disadvantaged (SED)**: DFS: **-60.9** (Orange)
- **SWD**: DFS: **-128.6** (Red)

Site-level data from schools such as **Hemet Elementary, Fruitvale Elementary, and Ramona Elementary** show high numbers of students entering kindergarten with below-grade-level early literacy and social-emotional skills. These schools also have among the highest rates of **chronic absenteeism** (33.4% overall, with K–1 rates often exceeding 40%)—an early warning sign of future academic disengagement and dropout risk16f95314-5d23-4da5-9266….

Alignment with LREBG Needs Assessment and EC §32526 Statutory Requirements

The Kindergarten Instructional Aide program directly addresses findings from Hemet USD’s needs assessment and aligns to the following **permissible uses under EC §32526(c)(2)(A)**:

"Instructional learning time... by taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs."

By increasing adult-student interaction in foundational years, Kindergarten Instructional Aides:

- Reduce student-to-staff ratios
- Increase individualized support time
- Enhance Tier I early literacy and SEL instruction
- Support behavior modeling and engagement routines

This action also aligns with the requirements that call for LEAs to:

- Provide **a clearly identified area of need** (early academic and engagement gaps)

- Reference **targeted student groups** (ELs, Foster Youth, SED, SWD)
- Explain how the action **is grounded in research**
- Identify **monitoring metrics**

Research-Based Justification for Effectiveness

Research strongly supports the impact of increased adult support in early education on long-term academic and behavioral outcomes:

- **Torgesen, J. K. et al. (2007).** *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction.*
- Early literacy instruction is most effective when students receive differentiated, small-group support; paraprofessionals and aides can successfully deliver targeted literacy routines when properly trained.
- **Dynarski, M. et al. (2008).** *Effectiveness of Early Interventions for Children with Reading Difficulties: A Meta-Analysis. National Center for Education Evaluation and Regional Assistance (NCEE).*
- Kindergarten and first-grade students who received early, structured support demonstrated improved decoding, fluency, and reading comprehension over time, particularly when interventions were delivered in small groups.
- **Blatchford, P., Bassett, P., & Brown, P. (2011).** *Examining the Effectiveness of Teaching Assistants in the Early Years. British Educational Research Journal, 37(1), 75–97.*

Teaching assistants in early grades significantly improved reading readiness and prosocial behavior in classrooms with high needs, especially in low-SES contexts.

These studies align with **ESSA Tiers 2–3 evidence** and satisfy the definition of “evidence-based” under EC §32526(f) and 20 U.S.C. §7801(21)(A).

Monitoring and Evaluation Plan

To comply with **EC §52064.4**, Hemet USD will monitor Kindergarten Instructional Aide impact through:

- **ELA Metric (Dashboard)**: DFS in early grades (longitudinal tracking)
- **Local Measures**: 95% Assessment Data, Benchmark Advance Assessment Data, Acadiance data, DRDP K–3 progress monitoring
- **Attendance**: K–1 chronic absenteeism rates

Rationale for Use of LREBG Funds to Support Literacy Intervention Instructional Aides

Aligned with EC §32526, the California School Dashboard Data for Hemet USD, and HUSD’s Needs Assessment Findings

Identified Area of Need: Early Literacy Gaps Among High-Need Student Groups

According to the 2024 California School Dashboard and Hemet USD's local assessment data, a persistent area of need is the underperformance of high-need student groups in **English Language Arts (ELA)**. The Dashboard data reveal the following:

- **English Learners (ELs):** ELA DFS = **-91.8** (**Red**)
- **Foster Youth:** ELA DFS = **-84.0** (**Red**)
- **Students with Disabilities (SWD):** ELA DFS = **-128.6** (**Red**)
- **Socioeconomically Disadvantaged (SED):** ELA DFS = **-60.9** (**Orange**)
- **All Students:** ELA DFS = **-55.7** (**Yellow**)

Site-level K–3 data from Hemet Elementary, Acacia Middle, McSweeny Elementary, and Fruitvale Elementary show that large percentages of students score in the **lowest two bands** on early literacy screeners confirming the need for structured, evidence-based intervention to close foundational skill gaps.

LREBG Alignment: Legal Compliance and Statutory Purpose

This action is fully aligned with **EC §32526(c)(2)(B)**, which allows LREBG funds to support:

"Evidence-based learning supports such as tutoring or one-on-one or small group supports provided by certificated or classified staff, and learning recovery programs designed to accelerate pupil academic proficiency."

The **Literacy Intervention Instructional Aides** augment the work of certificated literacy specialists who implement structured, Science of Reading-based interventions. These aides provide small group and one-on-one practice and feedback aligned to phonemic awareness, phonics, fluency, vocabulary, and comprehension routines.

This support meets the LREBG requirement to address **pupils identified in the LEA's needs assessment**, including students with the **lowest achievement levels** on state and local assessments (EC §32526(d)(2)(A)) and those in subgroups flagged in the Dashboard as Red or Orange.

Evidence-Based Justification

Instructional aides trained to deliver structured literacy routines under the supervision of credentialed staff are supported by high-quality research and qualify as an **evidence-based Tier 2 or 3 support** under ESSA and EC §32526(f).

Key research includes:

- **Foorman, B., et al. (2016).** *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide.*

- Foundational skills (phonological awareness, phonics, fluency) must be taught explicitly and systematically, with practice opportunities in small groups. Paraprofessionals can deliver these routines effectively when aligned with a structured intervention system.
- **Connor, C. M., et al. (2013).** *Individualizing Student Instruction in Reading: Effects of Instructional and Child Characteristics on First Graders' Learning. Journal of Research on Educational Effectiveness.*
- When small group instruction is aligned to diagnostic data and delivered with fidelity, including by trained aides, reading outcomes improve significantly.
- **Gersten, R., et al. (2008).** *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences Practice Guide.*

Support staff, including aides, improve reading achievement when coordinated with progress monitoring and teacher-led intervention.

These studies meet ESSA Tier 2–3 evidence standards and the definition of "evidence-based" under 20 U.S.C. §7801(21)(A), as required by LREBG guidance.

Monitoring and Evaluation (EC §52064.4 Requirement)

Hemet USD will monitor this action using the following metrics:

- **Dashboard Metric:** ELA Distance from Standard (for ELs, SWD, SED, All Students)
- **Local Metrics:** 95% Assessment, Benchmark Advance assessment, and Lexile assessment data and growth scores by tier, subgroup, and grade band for students who receive the intervention services.

Rationale for Use of LREBG Funds to Support Credit Recovery Classes and Associated Services

In alignment with EC §32526 and Dashboard Data

Identified Area of Need: Graduation and College/Career Readiness Gaps Among High-Need Student Groups

Although Hemet USD's overall graduation rate has improved to **90.4% (Green)** as of the 2024 California School Dashboard, several high-need student groups continue to exhibit significantly lower graduation outcomes or insufficient completion of college-preparatory coursework. Notably:

- **Foster Youth**: Graduation rate **declined slightly** to **76.5% (Orange)**
- **English Learners**: While the graduation rate increased to **81.7%**, **only 33.7%** completed A–G requirements
- **Socioeconomically Disadvantaged (SED)**: Graduation rate **89.9%**, but A–G completion only **46.7%**
- **Students with Disabilities (SWD)**: Graduation rate **78.0%** and A–G completion only **16.1%**

- **Overall College and Career Indicator (CCI)**: Preparedness rate **46.0%**, with wide disparities for subgroups
- **Foster Youth CCI Preparedness**: Only **11.8%** prepared—**a 3% decline from the prior year**

These data demonstrate a persistent gap between diploma attainment and **postsecondary readiness**, which is further compounded by course failures in core subject areas and interrupted learning due to chronic absenteeism.

Legal Alignment with LREBG Statute: EC §32526

The use of LREBG funds to support **credit recovery classes and associated academic services** directly aligns with **EC §32526(c)(2)(D)**:

"Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility."

This action specifically targets:

- High school students who have failed core courses and are **credit-deficient**
- Students needing **A–G aligned coursework** to meet college eligibility requirements
- Pupils at risk of **not graduating on time** due to lost instructional time from absenteeism, suspensions, or pandemic-related disruptions

Evidence-Based Justification

Research supports the use of credit recovery as a critical intervention for at-risk students, particularly when paired with academic monitoring and individualized supports:

- **Rickles, J., et al. (2018).** *Credit Recovery in High School: Effectiveness and Implementation Practices.* American Institutes for Research.

Online and in-person credit recovery programs were associated with increased graduation rates when paired with targeted academic support and progress monitoring.

- **Baragaño, D. R., & Martens, P. (2017).** *Re-engaging Students Through Credit Recovery: Best Practices and Equity Implications. Education Policy Analysis Archives, 25*(9).
- Effective programs tailor instruction to meet individual needs, promote teacher-student relationships, and allow students to progress at their own pace—especially valuable for Foster Youth and SED students.
- **What Works Clearinghouse (WWC).** *Dropout Prevention Practice Guide (2017).*

Credit recovery, especially when combined with **early warning systems and student success teams**, was a recommended Tier 2 intervention for increasing graduation rates among high-risk populations.

These resources align with **ESSA Tier 2–3 evidence levels** and satisfy the definition of "evidence-based" required under **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**.

Monitoring and Evaluation Requirements (EC §52064.4)

The following metrics will be used to monitor this action's implementation and effectiveness:

- **Dashboard Metric**: Graduation Rate (by student group)
- **Dashboard Metric**: College and Career Indicator – Prepared and A–G Completion rates
- Credit accrual rates per term
- On-track to graduate tracking by cohort

Rationale for Use of LREBG Funds to Support Expansion of the School Day via Zero Period Courses

Aligned with EC §32526 and Hemet USD Needs Assessment Findings

Identified Area of Need: Postsecondary Course Access and A–G Completion Gaps

Hemet USD's 2024 California School Dashboard and DataQuest reporting reveal a concerning gap between high school graduation rates and A–G course completion, a key metric of college eligibility for CSU and UC admissions. While the **district's graduation rate is 90.4% (Green)**, **only 48.7% of students completed A–G requirements**—a gap of more than 40%. The disparities are even greater among key student groups:

- **English Learners**: A–G completion = **33.7%**
- **Foster Youth**: A–G completion = **11.5%**
- **SWD**: A–G completion = **16.1%**
- **SED students**: A–G completion = **46.7%**
- **African American students**: A–G completion = **34.6%**

These data confirm that a substantial portion of HUSD's high school students—particularly those in underperforming subgroups—are not accessing or completing the full suite of courses required for four-year college eligibility.

LREBG Statutory Alignment: EC §32526(c)(2)(D) and (A)

Offering **Zero Period courses**—early morning classes scheduled before the standard school day—expands access to critical A–G aligned courses and addresses capacity constraints that often prevent students from enrolling in necessary subjects due to full schedules.

This use of funds is authorized under two LREBG allowable uses:

§32526(c)(2)(A): “Increasing instructional time for the 2022–2028 school years... including increasing the number of instructional minutes or taking other evidence-based action to increase or stabilize the amount of instructional time or services provided.”

§32526(c)(2)(D): “Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.”

Zero Period scheduling meets both criteria by:

- Expanding daily course offerings to allow students to fit in A–G or CTE electives
- Creating flexible pathways for students who need to recover credits or pursue advanced coursework
- Reducing conflicts between required and elective courses for at-risk and high-mobility students

Evidence-Based Justification

Research supports extending the school day through strategies such as Zero Period courses to address opportunity gaps and improve postsecondary outcomes:

Kidron, Y., & Lindsay, J. (2014). *The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. U.S. Department of Education, Institute of Education Sciences.*

Found that extending learning time—especially for underperforming student groups—was associated with significant improvements in academic achievement and graduation outcomes when implemented with structured supports.

Darling-Hammond, L., Bae, S., Cook-Harvey, C., Lam, L., Mercer, C., Podolsky, A., & Stosich, E. L. (2018). *Pathways to New Accountability Through the Every Student Succeeds Act (ESSA).*

Expanded learning opportunities, including before-school and after-school options, increase students’ course access and address structural inequities in scheduling.

Rogers, J., & Mirra, N. (2014). *It’s About Time: Learning Time and Educational Opportunity in California High Schools. UCLA IDEA.*

High school students from underserved communities are often locked out of college-prep courses due to schedule constraints; expanding learning time through before-school options allows for greater course equity and college readiness.

These studies are considered **ESSA Tier 2–3 evidence** and fulfill the “evidence-based” definition required by **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**.

Monitoring and Evaluation Metrics

In alignment with EC §52064.4, Hemet USD will evaluate the effectiveness of Zero Period course offerings using the following metrics:

- **A–G Completion Rates** (Dashboard and DataQuest by subgroup)
- **College and Career Indicator (CCI) Preparedness Rates**
- **Graduation Rates for students participating in Zero Periods**
- Progress will be reviewed annually and used to inform modifications to scheduling and staffing models.

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.

Update: Summary of CCEE Differentiated Technical Assistance Meeting

During the April 23, 2025 Differentiated Technical Assistance (DTA) check-in, Hemet USD leadership, in collaboration with CCEE and RCOE, highlighted the district’s sustained progress in literacy, behavior, and attendance outcomes for students furthest from opportunity. District leaders emphasized their systemic coherence through the MTSS framework, daily leadership huddles, and school-level Scorecards focused on behavior and academic progress. The team underscored the importance of principal “Squad” support structures and classroom practices anchored in data-informed PDSA cycles and Tier 1 instructional alignment. While celebrating gains in early literacy, behavior, and College and Career Indicators, Hemet also acknowledged ongoing challenges, particularly with chronic absenteeism. The district outlined next steps including expanded supports for foster youth, enhanced early warning systems for SWD, and deeper integration of student voice in planning and instruction—demonstrating a clear commitment to sustainable, equity-focused improvement.

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.

As evidenced by the 2024-25 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

Support for Identified Schools

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

As evidenced by the 2024-25 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

Monitoring and Evaluating Effectiveness

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

As evidenced by the 2024-25 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

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 12,000 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. - ***Local Control Accountability Plan Survey –*** the District administered a survey to secondary students regarding their perspectives on educational engagement, self-management, growth mindset, self-efficacy, social awareness, Culture & Climate, attendance as well as engagement in improvement practices. This data is use to correlate other outcomes as well as inform action/service specific decisions. 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 2025. 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 2,677 responses – up from 1,821 the prior year - 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 364 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 6, 2024 - January 15, 2025 - March 26, 2025 - May 1, 2025

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 2024-25 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 invited group on May 1, 2025. 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 20, 2025. 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 three convenings of the ongoing 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 August 20, 2024, November 15, 2024, and March 6, 2025. The group discussed 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. Additionally, a review of the current LCAP goals, actions, and services was provided and contextualized to the needs and services of Native American students.
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 October 24, 2024 and April 25, 2025.
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 held during the later part of May, 2025.

Hemet Teachers Association (HTA) & California School Employee Association (CSEA)	Executive Cabinet and the Associations' leadership teams meet on a regular basis to discuss the implementation and changes to implementation for services described in the LCAP. A culminating review and input session were complemented the regularly scheduled meetings between District leadership and the Association leadership. Additionally, a District Staff survey was distributed in the spring of 2025. Survey data informed actions in numerous areas.
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 is gathered from district administrators through the venues of monthly trainings, the "Squad" support structure and 1:1 support meetings regarding the implementation and effectiveness of LCAP actions and services. 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.
Equity Multiplier Schools	The various school sites impacted by Equity Multiplier funding include Academy of Innovation, Alessandro High School, Whittier Elementary, and newly identified Fruitvale Elementary & Jacob Wiens Elementary Schools. 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.

Insert or delete rows, as necessary.

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 – Hemet Unified School District's Tribal Advisory Council focuses on building sustained relationships with Native American families, tribal partners, and community organizations to improve student outcomes and educational equity. The Council has prioritized increasing graduation and A–G completion rates, reducing chronic absenteeism, and expanding culturally relevant programming. These efforts are reflected in initiatives such as the offering of Cahuilla and Luiseño language courses, Title VI-funded tutoring and cultural field trips, and high school counseling services for postsecondary planning.

Significant progress has been made, including a 1.6% increase in the graduation rate for Native American students (reaching 91.7%) and a 4% decrease in chronic absenteeism in the 2023–24 school year. The district also launched enhanced support structures through the Wellness and Community Outreach Center, partnerships with TANF programs, and regular feedback loops using Plus/Delta formats. Continuing priorities include expanding student voice, increasing Native American representation in district planning, and deepening collaboration with local tribes to better address student academic, cultural, and wellness needs.

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:

Student feedback collected through multiple surveys, including the Hemet USD Student Experience Survey and the California Healthy Kids Survey (CHKS), played a pivotal role in shaping the goals, actions, and services outlined in the 2025–26 LCAP. The feedback revealed key needs in areas of safety, student agency, and school connectedness. For instance, only 56% of students reported feeling safe at school and just 49% expressed a sense of belonging. These concerns directly influenced the inclusion of strategies aimed at mitigating negative behavior and promoting social-emotional learning through counseling and behavioral support services.

Additionally, only 59% of students reported engaging in goal setting or tracking their progress—highlighting a gap in self-regulatory and motivational practices. In response, the LCAP includes supports for increasing student engagement and agency through enrichment programs, goal-setting tools, and individualized instructional support. This aligns with State Priority 5 (Pupil Engagement) and Priority 6 (School Climate), ensuring that targeted investments support both behavioral and academic development.

Students also voiced a need for improved cleanliness and facilities, with only 35% reporting a positive perception of school cleanliness. This feedback substantiates investments under the Basic Services Local Indicator and informs site improvement actions.

Overall, the data confirm the importance of maintaining a strong, responsive system that prioritizes safety, connection, and self-efficacy for all students—particularly English learners, foster youth, and socioeconomically disadvantaged students—who are more vulnerable to disengagement and lower academic outcomes. These insights align with the eight state priorities and affirm the LCAP's comprehensive and student-informed approach.

Parents - Based on the parent survey feedback and the Hemet USD 2025–26 LCAP, the following bullet points summarize how parent perspectives directly support or validate specific LCAP actions and services:

- **Parent Liaisons and Parent Resource Center (Action 3A)**: Parents praised the support provided by school-based parent liaisons and the Parent Resource Center, validating continued investment. This aligns with the LCAP's Action 3A, which maintains and expands these roles to improve parent-school communication and engagement, especially among reluctant or underserved families.
- **School Safety Perceptions (Action 1D: Student Re-engagement & 1A3: Counseling Services)**: 73% of parents reported feeling schools were safe environments, supporting continued investment in behavioral interventions, restorative practices, and counseling services that cultivate safe, supportive school climates (Goal 1).
- **School Connectedness (Action 1H: Student Engagement Opportunities)**: With 73% of parents perceiving their children to be connected to school, compared to 49% of students, parent responses endorse the district's emphasis on extracurricular activities, athletics, and music programs to foster emotional and social engagement.
- **Support for Academic and Emotional Resilience (Actions 1C: Literacy Intervention & 1E: Extended Learning)**: 77% of parents felt their child could accurately assess academic performance, and 78% believed their child could "bounce back" from challenges. These views support continued investment in academic support structures and intervention programs, such as Tiered Literacy Interventions and summer learning opportunities.
- **Clean and Inviting Facilities (Goal 4 – Careful & Responsible Use of Resources)**: 76% of parents rated schools as clean and well-maintained, supporting ongoing facilities investment and reinforcing the importance of physical environments as part of student well-being and engagement.

This feedback affirms the LCAP's prioritization of family engagement, school climate, and equity-focused services, particularly for unduplicated pupils and students with exceptional needs.

LCAP Advisory Group – Survey feedback for the 2025–26 LCAP reflects strong community support for Hemet USD's strategic direction. Over 90% of respondents **strongly agreed** with the district's continued focus on **literacy, wellness, and increased services for unduplicated students**. Respondents overwhelmingly favored **smaller class sizes**, citing benefits such as increased individual attention, personalized instruction, and improved classroom management. Additionally, 32 out of 35 members **strongly agreed** with the proposed changes to the LCAP.

Open-ended responses emphasized a desire for more personalized instruction, particularly for struggling students and those with diverse learning needs. Many comments expressed that reducing class size or increasing instructional support would give teachers more time to build meaningful relationships with students and adapt instruction accordingly. These findings validate Hemet USD's investments in expanded counseling, instructional supports, and tiered academic supports, and affirm the alignment of LCAP changes with educational partner priorities.

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 continued to voice and/or agreed with **the importance of** maintaining class sizes at the lowest level possible.
- Continued Support for English Learners – The group strongly supported continued focus on supporting EL students and teachers via the EL site support system.

Labor Association Feedback

CSEA Association Feedback: CSEA leadership has actively supported actions and services in the LCAP that reflect educational partner input, particularly in addressing the needs of students with distressed behavior. The association has voiced strong backing for increased supports that promote student and staff safety while minimizing campus injuries. In alignment with this, CSEA also supports expanding the number of instructional aides to strengthen classroom support and improve learning conditions. Feedback from lead teachers across elementary and high school levels highlights strong appreciation for the quality and structure of recent professional development. Positive comments consistently praised the effectiveness of guest speakers, the value of collaboration time, and the supportive atmosphere created by service staff and district leadership.

Hemet Teachers Association Feedback: The Hemet Teachers Association expressed support for actions aligned at reducing class sizes, increasing counseling services, and addressing student behavior. The association also values expanded counseling and mental health services as critical resources for both preventative care and crisis intervention. Additionally, HTA supports enhanced behavioral supports that promote safe, inclusive classrooms and reduce instructional disruptions.

Feedback from lead teachers across elementary and high school levels highlights strong appreciation for the quality and structure of recent professional development. Positive comments consistently praised the **effectiveness of guest speakers**, the **value of collaboration time**, and the **supportive atmosphere created by service staff and district leadership**.

Delta responses primarily centered around requests for **increased time for site-based collaboration and data discussions**, suggesting a strong desire for future professional development to include more **practical, site-specific planning time**. Teachers also asked for clearer guidance on **data analysis protocols**—specifically what "data dives" should look like in practice. These comments indicate that future sessions would benefit from a **balance of structured training and site-directed application**, especially around assessment interpretation, instructional planning, and cross-grade alignment.

This feedback from teachers underpinned a continued interest in providing high quality professional development in alignment with Goal 2 – Cultivating High performing Teams.

Based on staff survey feedback and aligned with the 2025–26 Hemet USD LCAP goals and actions, the following bullet points illustrate how staff-identified student needs support and validate LCAP strategies:

- **Behavior and Wellness Support (LCAP Action 1D: Student Re-engagement)**
  94% of staff expressed a need for better tools to address adverse student behavior. This supports continued investment in restorative practices, Alternative to Suspension programs, Tier II behavior interventions, and trauma-informed care outlined in the LCAP’s Champion Student Success and Student Re-engagement actions.

- **Instructional Technology and Infrastructure (Action 1A5: Instructional Technology Integration)**
  91% of staff emphasized the importance of stable and dependable technology infrastructure, reinforcing the LCAP's focus on maintaining 1:1 student devices and ongoing support for digital instruction access.
- **Expanded Engagement Opportunities (Action 1H: High-Interest Student Engagement)**
  90% of staff indicated the need for more supports to foster student participation in extracurricular activities. This validates actions expanding athletics, music, and arts programming, especially for unduplicated student groups.
- **Professional Collaboration and Data Use (Goal 2: Cultivating High-Performing Teams)**
  Feedback revealed a strong desire for more site-directed collaboration time and clearer protocols for data analysis. This supports LCAP actions targeting professional development tied to standards implementation, assessment literacy, and instructional alignment.
- **Student Agency and MTSS Implementation (Actions 1C, 1D, and 2A)**
  Only 53% of staff reported a collaborative culture among adults to support academic and SEL outcomes, reinforcing the importance of improved implementation of MTSS and schoolwide support systems that build collective efficacy among educators.

These staff-identified priorities echo and reinforce the LCAP's integrated focus on equitable student outcomes, Tiered Supports, and building instructional coherence through professional growth, data-informed practices, and responsive services.

Equity Multiplier Schools Feedback

The SPSA development process at Hemet USD's five Equity Multiplier sites informed the design of Equity Multiplier actions by elevating site-level priorities grounded in data and stakeholder feedback. Site leadership teams analyzed California School Dashboard performance indicators alongside input from families, students, and staff to identify needs related to chronic absenteeism, academic intervention, and student engagement. These needs were translated into targeted proposals—such as increased counseling services, behavior intervention supports, support for chronically absent students, and an overall focus on continuous improvement —which were reviewed and aligned with districtwide strategies. As a result, the actions developed reflected both site-specific context and the broader goals of the Local Control and Accountability Plan to address disproportionality and accelerate outcomes for students with the greatest needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	***Champion Student Success:*** 100% of students will graduate college or career ready as a function of high-quality learning experiences & support that fosters well-being.	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.

An Explanation of Why the LEA Has Developed This Goal

Champion Student Success: 100% of students will graduate college or career ready as a function of high-quality learning experiences and support that fosters well-being.

Hemet Unified School District (HUSD) has developed this comprehensive goal to articulate a systemwide commitment to equitable academic achievement, student engagement, and social-emotional development. This goal merges and expands upon the priorities and rationale previously addressed in Goals 1 and 3 of the 2024–25 LCAP, and it aligns directly with the HUSD Scorecard Framework, which asserts that "every student will be on track to graduate, feel safe, supported, and celebrated." Framed as both a focus and maintenance goal per LCAP template instructions, it meets the requirements for alignment with California Education Code §52060 and the eight state priorities—most notably Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), Priority 6 (School Climate), Priority 2 (Implementation of State Standards), and Priority 8 (Other Pupil Outcomes). By placing academic readiness and student well-being on equal footing, the goal serves as a guiding framework for integrated services, targeted interventions, and whole-child support systems.

This goal is informed by multiple data sources, including the 2024 California School Dashboard, CalSCHLS surveys (CHKS, CSSS, CSPS), the HUSD Local Indicators, and the district's multi-year data trends. HUSD recognizes that while progress has been made in some areas, significant disparities in academic achievement, absenteeism, and school connectedness persist for key student groups, including English learners, socioeconomically disadvantaged youth, and foster youth. The goal ensures that all students—not just those meeting benchmark thresholds—receive rigorous, standards-aligned instruction supported by high expectations, culturally responsive practices, and targeted behavioral, and family engagement supports.

In addition to state-level alignment, this goal reflects local commitments to instructional coherence and climate transformation. For example, the HUSD Scorecard's high-leverage strategies—such as common formative assessments, iWalks, literacy interventions, and Tier I behavior systems—are central to the implementation of this goal. The Scorecard's key assumptions—that all students will have

access to grade-level content, be supported socially and emotionally, and attend schools where they feel valued—are embedded within the actions tied to this goal.

Performance Indicator: English Language Arts (Priority 4)

- *All Students:* Moved from **Orange to Yellow** with **+7.6 points** growth; students are now on average **55.7 points below standard**.

- *English Learners:* Maintained **Red** status, but improved by **+4.6 points**, signaling incremental progress.

- *Socioeconomically Disadvantaged (SED):* Maintained **Orange**, improved by **+7.9 points**.

- *Foster Youth:* Remain in **Red**, but made strong gains of **+25.3 points**, showing the highest growth among subgroups.

Performance Indicator: Mathematics (Priority 4)

- *All Students:* Maintained **Orange**, improving **+6.5 points**, with an average of **103.8 points below standard**.

- *English Learners:* Stayed in **Red**, but gained **+2.5 points**, a positive trajectory.

- *SED:* Maintained **Orange**, with **+7.2 points** improvement.

- *Foster Youth:* Showed exceptional growth of **+31.9 points**, although still in **Red**.

Performance Indicator: Chronic Absenteeism (Priority 5)

- *All Students:* Remain in **Yellow**, with a slight increase to **33.4%**, requiring renewed focus on attendance interventions.

- *English Learners:* Improved from **Red to Orange**, indicating meaningful progress in reengagement strategies.

- *SED:* Maintained **Orange**, with a decrease in absenteeism, showing gains from prior interventions.

- *Foster Youth:* Improved from **Red to Orange**, reflecting the positive impact of wraparound and outreach services.

Performance Indicator: Graduation Rate (Priority 5, 8)

- *All Students:* Improved to **Green**, with a rate of **90.4%**, and **+0.6%** growth from prior year.

- *English Learners:* Maintained **Green**, with **+1.7%** growth, indicating system alignment with ELD pathways.

- *SED:* Reached **Green**, continuing multi-year upward trend.

- *Foster Youth:* Remain in **Orange**, but achieved **+4.1%** growth, one of the highest increases among all subgroups.

The goal also reflects Hemet USD's proactive response to climate and mental health needs identified in the CHKS and District School Climate Reports. For instance, school connectedness for high school students increased to **57% in 2025** from **40% in 2024**, and chronic sadness among 9th graders dropped from **30% in 2023 to 24% in 2024**. Elementary-level CHKS results show improved scores in

academic motivation and social-emotional learning supports. The Climate Report Cards further confirm strong perceptions of adult caring and high expectations at the elementary level, with over **80% of students reporting positively** in 2025. These improvements reflect progress under Priority 6 (School Climate) and validate the district's ongoing investments in SEL, mental health staffing, and site-based wellness centers.

Additionally, the following represents a needs assessment related to District progress as measured by relevant local indictors:

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

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		Fall, 2024			
1.1.1	All	89.3%	90.4%		94%	1.1%
1.1.2	English Learner	78.0%	81.7%		88%	3.7%
1.1.3	Foster Youth	77.4%	76.5%		87%	-0.9%
1.1.4	Socioeconomically Disadvantaged	88.8%	89.9%		93%	1.1%
1.1.5	Students with Disabilities	78.7%	78.0%		88%	-0.7%
1.1.6	African American	81.3%	81.6%		91%	0.3%
1.1.7	American Indian	90.9%	90.9%		95%	0%
1.1.8	Homeless	83.6%	88.5%		88%	4.9%
	College and Career Indicator					
1.1.9	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%	46.0%		54%	1.9%

1.1.10	College and Career Indicator (from Dashboard) – Approaching Prepared –	18.9%	19.7%		38%	0.8%
1.1.11	College and Career Indicator (from Dashboard) – Not Prepared –	37.0%	34.3%		8%	-2.7%
	12th Grade Graduates completing all A-G requirements (From Dataquest) Revised Metric*					
1.1.12	12th Grade Graduates completing all a-g requirements – All –	47.0%	48.7%		60%	1.7%
1.1.13	12th Grade Graduates completing all A-G requirements – English Learners	26.7%	33.7%		37%	7%

1.1.14	12th Grade Graduates completing all A-G requirements –Foster Youth	25%	11.5%		35%	-13.5%
1.1.14	12th Grade Graduates completing all A-G requirements Socioeconomically Disadvantaged	44.8%	46.7%		55%	1.9%
1.1.15	12th Grade Graduates completing all A-G requirements –Students w/ Disabilities	18.0%	16.1%		28%	-1.9%
1.1.16	12th Grade Graduates completing all A-G requirements –African-American	31.5%	34.6%		42%	3.1%
1.1.17	12th Grade Graduates completing all A-G requirements –Hispanic	48.0%	49.2%		58%	1.2%

1.1.18	12th Grade Graduates completing all A-G requirements –Two or More Races	39.2%	48.2%		49%	9%
1.1.19	12th Grade Graduates completing all A-G requirements – White	48.1%	49.8%		58%	1.7%
	EAP/SBAC Performance					
1.1.20	ELA SBAC Performance Language Arts (Grade 11)	39.48% Met or Exceeded Standard	46.25% Met or Exceeded Standard		50%	6.77%
1.1.21	ELA SBAC Performance Mathematics (Grade 11)	13.85% Met or Exceeded Standard	14.65% Met or Exceeded Standard		30%	0.8%
	Advanced Placement (AP) Exam Pass Rates					

1.1.22	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%	574 Students passed at least one test 1,255 Tested 45.7%		55%	+1.6%
	AP Course Enrollment (Number of students with AP enrollment / Total enrollment grades 9-12)					
1.1.23	AP Course Enrollment (Local Measure) – All	19.98%	22.17%		30%	2.19%
1.1.24	AP Course Enrollment (Local Measure) – English Learners	3.02%	4.00%		18%	0.98%

1.1.25	AP Course Enrollment (Local Measure) – Students w/ Disabilities	5.27%	7.23%		20%	1.96%
1.1.26	AP Course Enrollment (Local Measure) – African - American	13.05%	16.81%		28%	3.76%
1.1.27	AP Course Enrollment (Local Measure) – Hispanic	18.18%	19.95%		30%	1.77%
1.1.28	AP Course Enrollment (Local Measure) – White	26.86%	29.09%		30%	2.23%
	CTE Course Enrollment (Number of students with CTE enrollment / Total enrollment grades 9-12)					

1.1.30	CTE Course Enrollment (Local Measure) – District	36.47%	45.15%		50%	8.68%
1.1.31	CTE Course Enrollment (Local Measure) – English Learners	25.38%	30.83%		40%	5.45%
1.1.32	CTE Course Enrollment (Local Measure) – Students w/ Disabilities	31.74%	43.99%		46%	12.25%
1.1.33	CTE Course Enrollment (Local Measure – Key Data) – African-American	34.75%	45.75%		50%	11%
1.1.34	CTE Course Enrollment (Local Measure) – Hispanic	36.47%	44.99%		52%	8.52%

1.1.35	CTE Course Enrollment (Local Measure) – White	37.06%	45.97%		53%	8.91%
	CTE Pathway Completion					
1.1.36	CTE Pathway Completion (CALPADS 3.15) – District	19.22%	27.08%		34%	7.86%
1.1.37	CTE Pathway Completion (CALPADS 3.15) – English Learners	21.79%	27.49%		36%	5.7%
1.1.38	CTE Pathway Completion (CALPADS 3.15) – Students w/ Disabilities	15.08%	27.76%		30%	12.68%
1.1.39	CTE Pathway Completion (CALPADS 3.15) – African American	12.93%	27.70%		28%	14.77%
1.1.40	CTE Pathway Completion (CALPADS 3.15) – Hispanic	21.24%	28.45%		36%	7.21%
1.1.41	CTE Pathway Completion (CALPADS 3.15) – White	16.43%	21.99%		31%	5.56%

1.1.45	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	21.0% 380 of 1807 Graduates		35%	2.5%
	SBAC ELA (from Dashboard)					
1.2.1	SBAC ELA (From Dashboard) – All	62.3 points below standard	55.7 points below standard		5 points below standard	6.6
1.2.2	SBAC ELA (From Dashboard) – English Learners	100.6 points below standard	91.8 points below standard		5 points below standard	8.8
1.2.3	SBAC ELA (From Dashboard) –Foster Youth	89.6 points below standard	84 points below standard		5 points below standard	5.6

1.2.4	SBAC ELA (From Dashboard) – Socioeconomically Disadvantaged	67.9 points below standard	60.9 points below standard		5 points below standard	7
1.2.5	SBAC ELA (From Dashboard) – Students with Disabilities	133.2 points below standard	128.6 points below standard		5 points below standard	4.6
1.2.6	SBAC ELA (From Dashboard) – African-American	90.8 points below standard	85.4 points below standard		5 points below standard	5.4
1.2.7	SBAC ELA (From Dashboard) – Two or More Races	50.4 points below standard	44.1 points below standard		5 points below standard	6.3
1.2.8	SBAC ELA (3-8) (From Dashboard) – White	44.1 points below standard	36.9 points below standard		5 points below standard	7.2
	SBAC Math (3-8) (from Dashboard)					
1.2.9	SBAC Math (3-8) (From Dashboard) – All	106.9 points below standard	103.8 points below standard		0 Points Below Standard	3.1
1.2.10	SBAC Math (3-8) (From Dashboard) – English Learners	142.2 points below standard	134.8 points below standard		0 Points Below Standard	7.4

1.2.11	SBAC Math (3-8) (From Dashboard) –Foster Youth	137.3 points below standard	128.6 points below standard		0 Points Below Standard	8.7
1.2.12	SBAC Math (3-8) (From Dashboard) – Socioeconomically Disadvantaged	112.5 points below standard	109.6 points below standard		0 Points Below Standard	2.9
1.2.13	SBAC Math (3-8) (From Dashboard) – Students with Disabilities	164.6 points below standard	161.1 points below standard		0 Points Below Standard	3.5
1.2.14	SBAC Math (3-8) (From Dashboard) – African-American	140.1 points below standard	137.3 points below standard		0 Points Below Standard	2.8
1.2.15	SBAC Math (3-8) (From Dashboard) – Two or More Races	99.3 points below standard	96.9 points below standard		0 Points Below Standard	2.4
1.2.16	SBAC Math (3-8) (From Dashboard) – White	82.3 points below standard	81.5 points below standard		0 Points Below Standard	0.8
1.2.17	EL Indicator (K-12) (From Dashboard) Baseline: Fall 2023	46.2% Making Progress	40.6% Making progress			-5.6%
1.2.18	Students redesignated Fluent	377 of 2898	362 of 2845			-0.31%

	English Proficient (total EL redesignated / Dashboard EL population)	13.01%	12.72%		25%	
1.3.1	Chronic Absenteeism (pending from CA School Dashboard)	37.4%	33.4%		27%	-4%
1.3.2	Suspension Rate (From Dashboard)- All	6.3%	5.1%		4%	-1.2%
1.3.3	Suspension Rate (From Dashboard)- English Learners	5.5%	4.0%		4%	-1.5%
1.3.4	Suspension Rate (From Dashboard)- Socioeconomically Disadvantaged	6.7%	5.3%		4%	-1.4%
1.3.5	Suspension Rate (From Dashboard)- Students with Disabilities-	10.2%	8.5%		4%	-1.7%
1.3.6	Suspension Rate (From Dashboard)- African American	13.0%	12.0%		4%	-1%
1.3.7	Suspension Rate (From Dashboard)- Hispanic	5.3%	3.9%		4%	-1.4%

1.3.8	Suspension Rate (From Dashboard)- Two or More Races	6.7%	6.5%		4%	-0.2%
1.3.9	Suspension Rate (From Dashboard)- White	7.1%	6.1%		4%	-1%
1.3.10	Expulsion Rate (From Dataquest)- All	0.3%	0.2%		.2%	-0.1%
1.3.11	Expulsion Rate (From Dataquest)- English Learners	0.3%	0.3%		.2%	0%
1.3.12	Expulsion Rate (From Dataquest)- Socioeconomically Disadvantaged	0.3%	0.3%		.2%	0%
1.3.13	Expulsion Rate (From Dataquest)- Students with Disabilities	0.4%	0.1%		.2%	-0.3%
1.3.14	Expulsion Rate (From Dataquest)- African-American	1.1%	0.7%		.2%	-0.4%
1.3.15	Expulsion Rate (From Dataquest)- Hispanic	0.2%	0.2%		.2%	0%
1.3.16	Expulsion Rate (From Dataquest)- Two or More Races	0.0%	0.3%		.2%	0.3%

1.3.17	Expulsion Rate (From Dataquest)-White	0.2%	0.0%		.2%	-0.2%
1.3.21	Local Dashboard Indicators-Climate	Met	Met		Met	No Difference
1.3.22	Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 5	70%	65%		90%	25%
1.3.23	Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 7	52%	47%		85%	38%
1.3.24	Perception of School Connectedness-Students (inclusive of unduplicated	50%	51%		75%	24%

	pupils and students with exceptional needs)- Grade 9					
1.3.25	Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs) – Grade 11	49%	53%		75%	22%
1.3.30	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 5	71%	67%		100%	22%
1.3.31	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 7	58%	55%		100%	45%

1.3.32	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 9	54%	61%		100%	39%
1.3.33	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 11	57%	67%		100%	33%
1.3.34	Perception of School Safety Safe place Staff	74%	85%		100%	25%
1.3.35	Perception of School Safety-Safe place for students - Parents	72%	72%		100%	28%
1.3.36	Attendance Rate-All	91.7% Year to Date	91.6% Year to Date		96%	-0.1%

	Source: Local Student Information System					
1.3.37	HS Dropout Rate-All Source: Dataquest	7.3%	8.6%		0%	1.3
1.3.38	HS Dropout Rate-English Learners	11.9%	17.7%		0%	5.8
1.3.39	HS Dropout Rate-Socioeconomically Disadvantaged	7.6%	9.1%		0%	1.5%
1.3.40	HS Dropout Rate-Students with Disabilities	9.2%	17.2%		0%	8%
1.3.41	HS Dropout Rate-African-American	15.7%	15.6%		0%	-0.1%
1.3.42	HS Dropout Rate-Hispanic	6.2%	8.3%		0%	2.1%
1.3.43	HS Dropout Rate-Two or More Races	15.4%	11.1%		0%	-4.3%
1.3.44	HS Dropout Rate-White	7.4%	5.7%		0%	-1.7%
1.3.45	MS Dropout Rate-All Source: CALPADS	10 Students	11 Students		0%	1
1.3.46	MS Dropout Rate-African-American	3 Students	3 Students		0%	0
1.3.47	MS Dropout Rate-Hispanic	6 Students	5 Students		0%	-1

1.3.48	MS Dropout Rate-White	1 Student	2 Students		0%	1
	Dashboard District Graduation Rate Baseline: Fall 2023					
1.3.49	All	89.3%	90.4%		94%	1.1%
1.3.50	English Learner	78.0%	81.7%		88%	3.7%
1.3.51	Foster Youth	77.4%	76.5%		87%	-0.9%
1.3.52	Socioeconomically Disadvantaged	88.8%	89.9%		93%	1.1%
1.3.53	Students with Disabilities	78.7%	78.0%		88%	-0.7%
1.3.54	African American	81.3%	81.6%		91%	0.3%
1.3.55	American Indian	90.9%	90.9%		95%	0%
1.3.56	Homeless	83.6%	88.5%		88%	4.9%
1.3.57	Two or More Races	83.9%	88.9%		88%	5%
	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%	46.0%		65%	1.9%
1.3.58	College and Career Indicator (from Dashboard) – Approaching Prepared	18.9%	19.7%		20%	0.8%

1.3.59	College and Career Indicator (from Dashboard) – Not Prepared	37.0%	34.3%		15%	-2.7%

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 map the update information from 2024-25 LCAP Goal/Action/Service structure into the upcoming action/service structure for this goal.

1A1: The Career Technical Education (CTE) Pathway Support program has been fully implemented as planned, with all associated positions staffed and no challenges encountered. The District has successfully expanded and enhanced existing CTE pathways, integrated CTSO activities, and provided ongoing training for curriculum development and outcome monitoring. A significant milestone is the progress of the farm construction at West Valley High School, which remains on schedule for a Spring 2025 opening. This initiative reflects the District's dedication to preparing students for postsecondary success through innovative and practical learning experiences.

1A2: 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.

1A3: The implementation of Expanded Counseling Services has proceeded as planned, with all positions fully staffed and the service designed to address the academic, vocational, and social/emotional needs of our students, particularly those from socioeconomically disadvantaged backgrounds or in foster care. A notable development is the addition of a new Coordinator of Counseling, who reports to the Directors of Elementary and Secondary Education. The Coordinator is currently engaging with counselors and school sites to ensure alignment with District goals and to further enhance support for students. This initiative reflects our commitment to providing comprehensive counseling services that foster student success and readiness for graduation and beyond.

1A4: The implementation of the Access to College Preparatory Coursework initiative has been fully realized as intended, with no significant challenges or disruptions to operations. The District continues to advance its well-established AVID program, which supports students from disadvantaged backgrounds on a college preparatory pathway, and has successfully reached year three of the International Baccalaureate (IB) program at West Valley High School. Both programs are designed to recruit and support students with college aspirations, aligning with the District's commitment to equity. Additionally, the District's investment in additional World Language teachers ensures that students are equipped to meet college admission requirements, addressing potential barriers and enhancing readiness for postsecondary success.

1A5: Instructional Technology Integration and Support: The implementation of the Instructional Technology Integration and Support initiative has been successfully carried out, ensuring all students have immediate access to a digital device to support their learning. While the District

experienced higher-than-expected rates of device loss and breakage, staff have effectively addressed this challenge by implementing a robust repair process and system. All associated positions remain fully staffed, and the District's commitment to maintaining a 1:1 student device ratio continues to strengthen both teaching and learning while preparing students for the demands of a technology-driven society.

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 continued implementation of an instructional walk through tool that aligns to the Instructional Framework (the infrastructure that Professional Development is aligned) and will support implementation assessment. The District continues iterative improvement of this tool and there are monthly monitoring sessions focused on outcome data.

1E: The Early Intervention initiative has been fully implemented as intended, with no significant challenges impacting operations despite some personnel turnover. The District has provided additional financial support to the Preschool program and successfully transitioned to an extended-day Kindergarten model, offering increased instructional time and services to improve outcomes for all students, particularly Unduplicated Count Pupils. A key focus has been the vertical integration of Transitional Kindergarten with Kindergarten, creating a seamless continuum of early education that strengthens foundational learning and long-term student success.

1F: 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.

For the purposes of clarity, the goal/action/service designations reflect the schema of the 2024-25.

1A1 – CTE Pathway Support—For Goal/Action 1A1, combined actual expenditures totaled $3,790,654 against a revised budget of $4,611,216, indicating a underspend. The average percentage of the adopted budget spent was 82.2%. The actual spending for this action was less than planned at the time of the LCAP approval. This was due to unrealized training costs and capital improvements that were not completed prior to the end of the year.

1A2 - College and Career Transition Support – For Goal/Action 1A2, combined actual expenditures totaled $425,458 against a budget of $396,307, indicating a underspend. The actual expenditure slightly exceeded the planned expenditure due to unanticipated personnel costs.

1A3 - Expanded Counseling Services - For Goal/Action 1A3, combined actual expenditures totaled $5,613,550 against a budget of $6,572,990. Expenditures occurred as planned with variances related to actual personnel salary costs.

1A4 - For Goal/Action 1A4, combined actual expenditures totaled $1,179,555 against a budget of $1,477,759, indicating an underspend. The primary reasons for these variances were related to unrealized personnel costs related to lower-than-expected benefits costs, and lower actual costs related to employee placements on pays scales.

1A5 – For Goal/Action 1A5, proposed expenditures were $9,950,062 where actual expenditures were $11,246,304. This material variance was due to unanticipated repair costs to aging Chrombooks as well as unanticipated cost increases related to planned IT infrastructure improvement.

1B - For Goal/Action 1B, combined actual expenditures totaled $8,545,643 against a revised budget of $5,471,442. The primary reasons for this variance was the capture of general fund and categorical expenditures not originally captured in the planning process for the 204-25 LCAP budget. These accessory costs include the books/materials, additional substitute, and extra duty time for support personnel as well as the costs for outside supports not previously captured during the budget development process in the spring of 2024.

1E - Early Intervention – For Goal/Action 1E, including actions such as Early Intervention, combined actual expenditures totaled $264,154 against a revised budget of $660,158. This action was fully implemented between the use of 1x funds as well as temporarily unfilled positions yielding vacancy savings.

1F - Lower Class Sizes - The actual spending for this action matched the planned expenditures for this action.

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

For the purposes of clarity, the goal/action/service designations reflect the schema of the 2024-25 LCAP. For each action/service, the relevant prior year data is brought forward for reference Increased or Improved Services section (show in in *Italics*) and the metrics cited in the same section are shown below with a summary sentence discussing the District's appraisal of effectiveness (as discussed and directed by the LCAP template directions).

1A: *Relevant prior year 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.*

ISS Metrics:

A-G enrollment & completion: As demonstrated by the California Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report, 1807 students composed the cohort. Of this cohort, 780 students completed A-G coursework (43.2% - a change from 41.3% the prior year) as compared to socioeconomically disadvantaged students (41.1% - a change from 39.1% the prior year), English Learners (25.7% - a change from 20.3% the prior year), and Foster Youth (8.8% - a change from 16.1% the prior year) in the same cohort.

CTE enrollment & completion: As demonstrated by local SIS enrollment and outcome data, CTE Enrollment & completion: 2209 students in CTE courses; 2078 with A-D in each group Sem 2 Mark in 2023-24

AP/IB/DE enrollment & completion: As demonstrated by local SIS enrollment and outcome data, 1329 students in AP courses, 195 in IB courses, 2861 in DE courses; 1290 with A-D in AP Classes Sem 2 Mark in 2023-24, 192 with A-D in IB courses, 2645 with A-D in DE courses.

Overall: As demonstrated by the growth in AP enrollment, growth in CTE enrollment and completion, as well as consistent AP/IB and DE enrollment/achievement, this action was effective in achieving the desired outcome.

1B: *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.

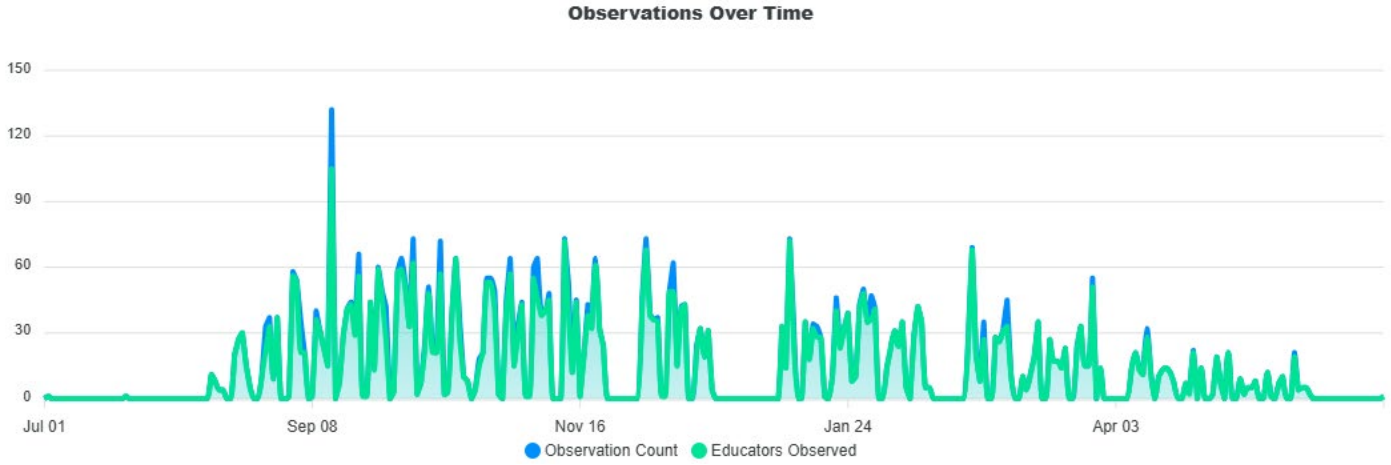
- *Low Income: 26.8%*
- *English Learner: 4.3%*

Math: All Students: 16.4% of students meeting or exceeding standard vs.

- *Low Income: 14.0%*
- *English Learner: 3.1%*

IIS Metrics:

- Classroom walkthrough tool measuring quality and frequency of use of instructional practices



Walkthrough data (Left) depicts the 5287 walk through observations completed with 93% of teaching staff during the 2024-25 school year.

These walk through events made the following observations regarding the Implementation of grade level standards and the associated rigor if standards implementation:

Core curriculum is used appropriately	# Observed	% Observed
Not utilizing core curriculum or approved supplemental.	187	4%
Beginning-Teacher utilizing core curriculum.	433	8%
Implementing-Teachers and students utilizing core curriculum.	1633	31%
Hardwired-Clear evidence of planning and preparation using core curriculum.	1906	37%

Grade Level Standards	# Observed	% Observed
Not observed (but should be)	132	3%
Beginning-Some instruction is aligned to grade-level standards.	379	7%
Implementing-Instruction is aligned to grade-level standards, with limited rigor.	2015	39%
Hardwired-Rigor of instruction and student work is aligned to grade-level standards.	2076	40%

- ELA and math benchmark assessments connected to use of instructional practices – with the consultation of the LCAP Parent and Student Advisory Committee, this specific metric will be placed on hold until a subsequent year where the body of data can more comprehensively speak to the outcomes.

- ELA/math SBAC outcomes

based on the 2024 California School Dashboard, Hemet Unified School District demonstrated measurable gains in student achievement in both English Language Arts (ELA) and Mathematics. The following summarizes improvements by student group:

English Language Arts (ELA) – Distance from Standard

- All Students: Improved by 6.6 points (55.7 points below standard; Yellow)
- Current English Learners: Improved by 7.7 points (127.8 points below)
- Reclassified English Learners: Improved by 5.3 points (20.2 points below)
- English Only: Improved by 7.5 points
- African American: Increased, moved from Red to Orange
- Students with Disabilities: Improved by 21.3 points (remains Orange)
- Foster Youth: Improved by 24.5 points
- Socioeconomically Disadvantaged: Improved by 20.6 points
- Two or More Races: Improved by 29.9 points
- White Students: Improved by 31.7 points
- Asian & Filipino students: Maintained performance in Green

Mathematics – Distance from Standard

- All Students: Improved by 3.1 points (103.8 points below standard; Orange)
- Current English Learners: Improved by 5.7 points (164.1 points below)
- Reclassified English Learners: Improved by 8.2 points
- African American: Improved by 2.8 points

- Foster Youth: Improved by 8.6 points
- Socioeconomically Disadvantaged: Improved by 7.1 points
- Students with Disabilities: Improved by 3.6 points
- Pacific Islander: Improved by 11.1 points
- Asian Students: Improved by 8.3 points
- Hispanic Students: Improved by 4.3 points

These improvements reflect Hemet Unified School District's continued investment in evidence-based instructional strategies and targeted support for historically underserved populations. Notably, student groups such as foster youth, English learners, and socioeconomically disadvantaged students demonstrated positive movement in both ELA and math, signaling districtwide progress in closing performance gaps

- Local Indicator: Standards Implementation -

Hemet Unified School District's systemwide progress in implementing state academic standards—with fidelity in materials, professional development, and instructional practice—directly supports the academic gains reflected on the 2024 Dashboard. The district's high level of standards implementation serves as a foundation for equitable instructional delivery, closing performance gaps for English Learners, low-income students, and students with disabilities.

The points below outline the related metrics:

Status of Standards Implementation (LCFF Priority 2)

Rating: Full Implementation and Sustainability (5/5) for:

- English Language Arts – Common Core State Standards (CCSS-ELA)
- Mathematics – Common Core State Standards (CCSS-Math)
- English Language Development (ELD) Standards
- **Instructional Materials**: All classrooms are fully equipped with standards-aligned instructional materials (0% of students lacking access).

Professional Development and Policy Support:

- Systems are in place to identify teacher needs and provide support for full standards implementation. This also connects to the walk through data shown above.
- Teachers and administrators engaged in structured collaboration (walkthroughs, pairing, PLCs).

Connection to Growth in ELA and Math Performance

- **ELA: +6.6 point increase** (All Students), with substantial gains across English Learners (+7.7), Reclassified (+5.3), and Students with Disabilities (+21.3).

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards					X
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language				X	

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

- **Math: +3.1 point increase** (All Students), with notable gains for English Learners (+8.7), Foster Youth (+5.6), and Socioeconomically Disadvantaged students (+7.1)

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% and English Learner: 4.3%

IIS Metrics:

District - DFM Trend

Multi-year - District

SBAC ELA			SBAC Math		
2023	2024	2025	2023	2024	2025
-59.02	-53.36	-44.15	-104.20	-101.78	-94.08

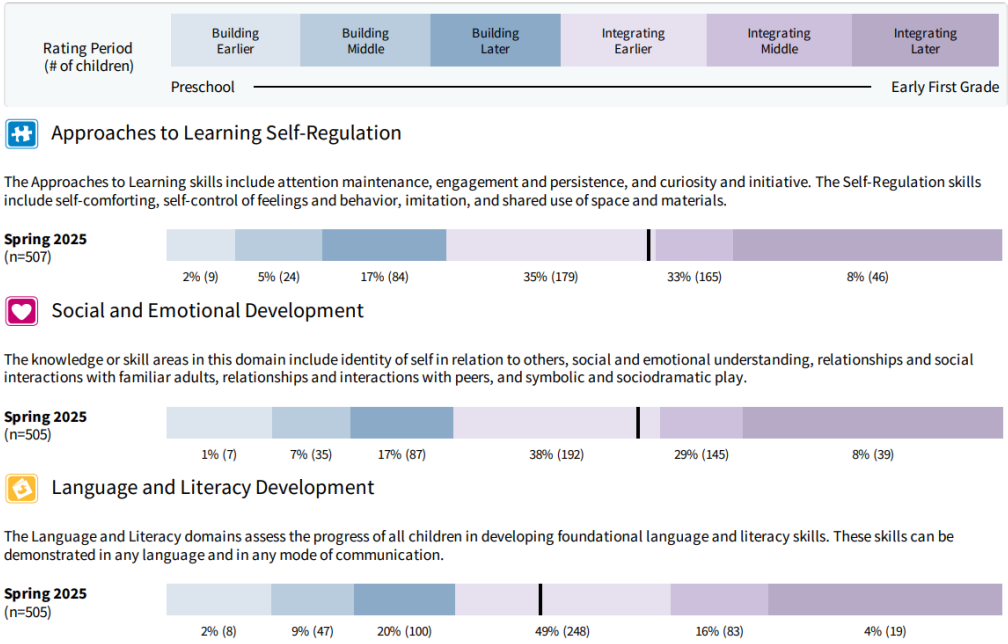
Multi-year by Grade Level - District

	SBAC ELA			SBAC Math		
	2023	2024	2025	2023	2024	2025
3	-59.4	-64.3	-46.2	-56.5	-61.1	-47.4
4	-63.3	-55.4	-57.0	-75.4	-70.5	-80.6
5	-54.2	-52.7	-35.5	-97.7	-96.7	-90.7

Overall ELA Growth, measured in Distance from Met, is shown below for all students tested by the LEA in the last three years (inclusive of unofficial scores from the Spring 2025 administration of the SBAC::

Desired Results Development Profile (DRDP) results (TK and Preschool):

As promised by the metrics outlined for this action in the IIS section, DRDP results are shown (right). These results, shown right, show improvement since the Beginning of Year Administration. These will be compared in future LCAPS.



Early Literacy assessment results (Kindergarten) – This metric will not be reported on this year and will be removed in the coming year and is supported by Educational Partner input.

Staff & Leadership Feedback – regular monitoring was conducted with select site leadership at sites with both a TK and K program in place. Formative feedback indicated the TK program was achieving the goal of introducing students to select Kinder standards and preparing students for a transition to kindergarten.

Parent Feedback: This metrics is not being reported this year as the focus on metrics will shift the metrics shown above. The change in this metric was supported by the LCAP Parent & Student Advisory Group as remaining metrics provide the intended visibility into the effectiveness of this action/service.

Overall, as demonstrated by the multi year student growth and in year student outcomes, the District deems this action/service to be effective.

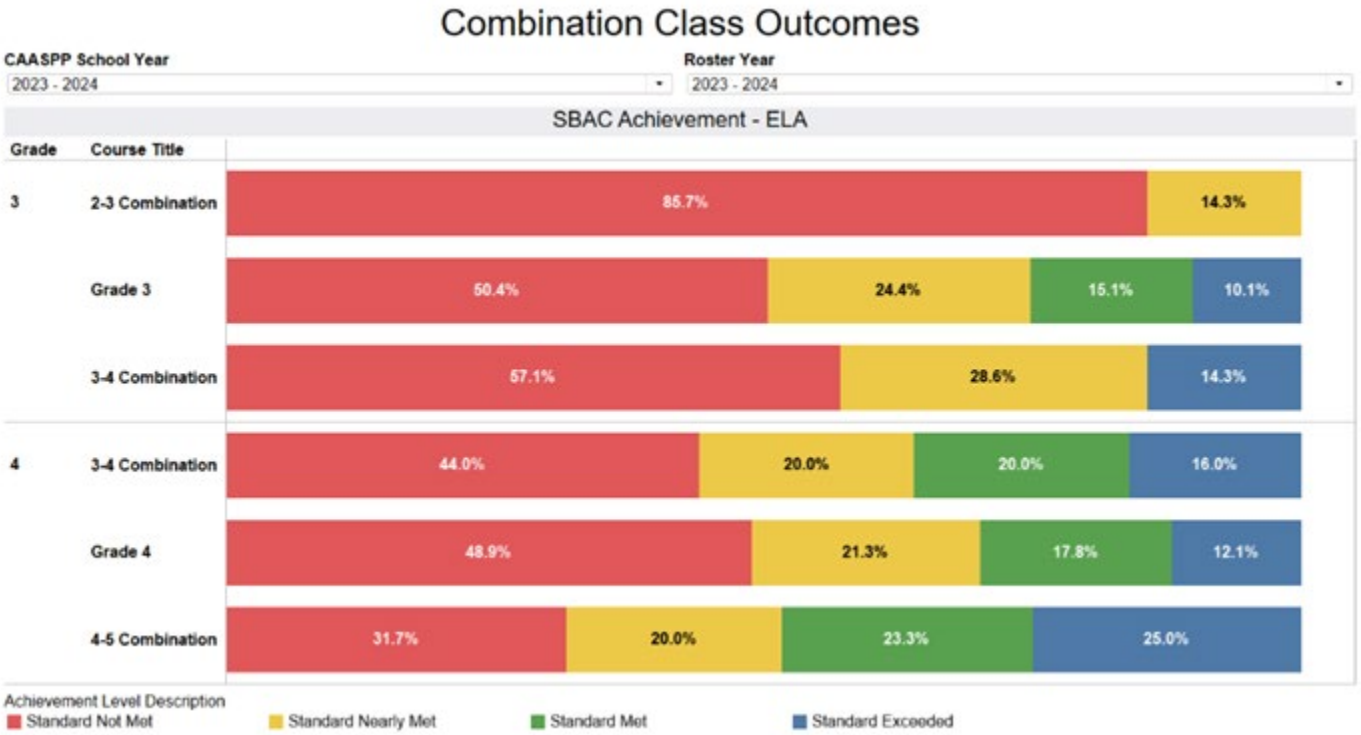
1F: Relevant Data: *As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the "All" student group and the English Learner and Low Income student groups:*

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%

IIS Metrics:

Parent feedback: LCAP Parent & Student Advisory Group feedback indicated continued strong support for the practice based on the parent perception that the increased attention available to students, as a function of the class size, as associated with improved student outcomes. This qualitative feedback was gathered via table discussion and interviews.



Outcomes of classrooms where absent the funds, mixed grade levels would be taught in the same room (elementary): The graph (right) shows the student outcomes for elementary combination classes. The graph shows mixed outcomes for combination classes, depending on the configuration. This supports the continued support of supplemental/concentration funding adding additional teachers with he objective of lowering the number of combination classes through the district. This data exemplifies trends seen in other courses.

Parent Feedback Regarding Smaller Class Sizes

- Respondents consistently emphasized that smaller class sizes allow for more individual attention and better support for students, leading to improved academic and emotional outcomes.

- Many comments highlighted the overwhelming challenges teachers face when managing large classes, particularly when students have diverse learning needs.

- There were repeated calls for more specialized and smaller classrooms, especially for students requiring additional behavioral or academic support.

Overall, as demonstrated by the metrics and feedback above, the lowering of class sizes is associated with ameliorative effects on students who have instruction in a single grade level of curriculum.

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.

In concert, agreement, and with input form the Hemet USD LCAP Parent & Student Advisory Group, the District is re-organizing the goals/actions/services of the 2024-25 LCAP into a new configuration for the 2025-26 and future LCAPs. This transition from the three goal topics of *Teaching & Learning, Systems of Support, and Culture & Climate* is transformed to the recently developed District priority areas of *Championing Student Success, Cultivating High Performing Teams, Fostering Community Confidence, and the Responsible & Careful Management of Resources.* In the transformation of the plan structure, action/services are largely unchanged except in the instances where adjustments reflect intentions to improve effectiveness and outcomes. Metrics will translocate to new goal locations to match the schema of the 2024-25 LCAP as it related to the related actions and services.

Additionally, in some cases, action/service related metrics have been changed to improve the District's ability to assess effectiveness and/or to connect to California Dashboard Indicators.

In the 2025-26 LCAP, there are several cases where action/services have changed funding sources. In these cases, the document will specifically highlight these adjustments.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2025-26 LCAP in successive meetings. The group provided qualitative and quantitative feedback that supported the new goal structure as well as specific support for the District to make adjustments to the organization of goals, actions, and services – as well as the strategic shifting of financial resources – to better connect to and communicate the District leadership framework in addition to maximizing the use of financial resources, respectively.

In this new current Goal: Championing Student Success, the district re-organizes all measurable student outcome related actions/services into this goal. Similar to the adopted 2024-25 LCAP, actions and services are co-localized based on a related California Dashboard Indicator and/or associated effectiveness metrics. For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency.

Additional changes in action/services:

LREBG Related Changes

Needs Assessment Summary:

Below is a summary of a **Learning Recovery Emergency Block Grant (LREBG) Needs Assessment** for Hemet Unified School District (HUSD), fully aligned with **Education Code §32526(d)**. This summary identifies students and schools with the greatest needs and explains how academic, attendance, and climate data substantiate the use of LREBG funds.

LREBG Funds will join the following action/services:

1D2 – Alternative to Suspension - $2,263,748

1B – Extended Day Kindergarten - $951,453

1C3 – Literacy Initiative - $1,192,197

1E3 – Credit Recovery - $1,057,453

1E1 – Expanded School Day - $659,928

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
2025-26 1A1 Formerly 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.	$3,913,817	Yes
2025-26 1A2 Formerly 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.	$510,197	Yes

2025-26 1A3 Formerly 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.	$6,763,582	Yes
2025-26 1A4 Formerly 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.	$1,455,623	Yes

2025-26 1B Formerly 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. **LREBG Related Information pertaining to Early Intervention Action** **Rationale for Use of LREBG Funds to Support Kindergarten Instructional Aides** *Aligned with EC §32526 and California School Dashboard Data for Hemet USD* **Identified Area of Need: Foundational Academic Gaps Among High-Need Students in Early Grades** Based on 2024 California School Dashboard data and Hemet USD's internal K–3 assessment data, a critical area of need is early academic proficiency—particularly in **English Language Arts (ELA)** and student engagement in the primary grades. The following student groups demonstrate persistent performance gaps in ELA:	$1,416,947	Yes

		• **English Learners**: DFS in ELA: **-91.8** (Red) • **Foster Youth**: DFS in ELA: **-84.0** (Red) • **Socioeconomically Disadvantaged (SED)**: DFS: **-60.9** (Orange) • **SWD**: DFS: **-128.6** (Red) Site-level data from schools such as **Hemet Elementary, Fruitvale Elementary, and Ramona Elementary** show high numbers of students entering kindergarten with below-grade-level early literacy and social-emotional skills. These schools also have among the highest rates of **chronic absenteeism** (33.4% overall, with K–1 rates often exceeding 40%)—an early warning sign of future academic disengagement and dropout risk16f95314-5d23-4da5-9266…. **Alignment with LREBG Needs Assessment and EC §32526 Statutory Requirements** The Kindergarten Instructional Aide program directly addresses findings from Hemet USD's needs assessment and aligns to the following **permissible uses under EC §32526(c)(2)(A)**: "Instructional learning time... by taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs." By increasing adult-student interaction in foundational years, Kindergarten Instructional Aides: • Reduce student-to-staff ratios • Increase individualized support time • Enhance Tier I early literacy and SEL instruction • Support behavior modeling and engagement routines		

		This action also aligns with the requirements that call for LEAs to: • Provide **a clearly identified area of need** (early academic and engagement gaps) • Reference **targeted student groups** (ELs, Foster Youth, SED, SWD) • Explain how the action **is grounded in research** • Identify **monitoring metrics** **Research-Based Justification for Effectiveness** Research strongly supports the impact of increased adult support in early education on long-term academic and behavioral outcomes: • **Torgesen, J. K. et al. (2007).** *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction.* • Early literacy instruction is most effective when students receive differentiated, small-group support; paraprofessionals and aides can successfully deliver targeted literacy routines when properly trained. • **Dynarski, M. et al. (2008).** *Effectiveness of Early Interventions for Children with Reading Difficulties: A Meta-Analysis. National Center for Education Evaluation and Regional Assistance (NCEE).* • Kindergarten and first-grade students who received early, structured support demonstrated improved decoding, fluency, and reading comprehension over time, particularly when interventions were delivered in small groups.		

		• **Blatchford, P., Bassett, P., & Brown, P. (2011).** *Examining the Effectiveness of Teaching Assistants in the Early Years. British Educational Research Journal, 37(1), 75–97.* Teaching assistants in early grades significantly improved reading readiness and prosocial behavior in classrooms with high needs, especially in low-SES contexts. These studies align with **ESSA Tiers 2–3 evidence** and satisfy the definition of "evidence-based" under EC §32526(f) and 20 U.S.C. §7801(21)(A). **Monitoring and Evaluation Plan** To comply with **EC §52064.4**, Hemet USD will monitor Kindergarten Instructional Aide impact through: • **ELA Metric (Dashboard)**: DFS in early grades (longitudinal tracking) • **Local Measures**: 95% Assessment Data, Benchmark Advance Assessment Data, Acadiance data, DRDP K–3 progress monitoring • **Attendance**: K–1 chronic absenteeism rates **LREBG Fund Allocation:** $951,453		

2025-26 1C Formerly 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: - **C1 - 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. - **C2 - 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. - **C3 - 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. **Rationale for Use of LREBG Funds to Support Literacy Intervention Instructional Aides**	$13,738,179	Yes

		Aligned with EC §32526, the California School Dashboard Data for Hemet USD, and HUSD's Needs Assessment Findings **Identified Area of Need: Early Literacy Gaps Among High-Need Student Groups** According to the 2024 California School Dashboard and Hemet USD's local assessment data, a persistent area of need is the underperformance of high-need student groups in **English Language Arts (ELA)**. The Dashboard data reveal the following: • **English Learners (ELs):** ELA DFS = **-91.8** (**Red**) • **Foster Youth:** ELA DFS = **-84.0** (**Red**) • **Students with Disabilities (SWD):** ELA DFS = **-128.6** (**Red**) • **Socioeconomically Disadvantaged (SED):** ELA DFS = **-60.9** (**Orange**) • **All Students:** ELA DFS = **-55.7** (**Yellow**) Site-level K–3 data from Hemet Elementary, Acacia Middle, McSweeny Elementary, and Fruitvale Elementary show that large percentages of students score in the **lowest two bands** on early literacy screeners confirming the need for structured, evidence-based intervention to close foundational skill gaps. **LREBG Alignment: Legal Compliance and Statutory Purpose** This action is fully aligned with **EC §32526(c)(2)(B)**, which allows LREBG funds to support: *"Evidence-based learning supports such as tutoring or one-on-one or small group supports provided by certificated or classified staff, and learning recovery programs designed to accelerate pupil academic proficiency."*		

		The **Literacy Intervention Instructional Aides** augment the work of certificated literacy specialists who implement structured, Science of Reading-based interventions. These aides provide small group and one-on-one practice and feedback aligned to phonemic awareness, phonics, fluency, vocabulary, and comprehension routines. This support meets the LREBG requirement to address **pupils identified in the LEA's needs assessment**, including students with the **lowest achievement levels** on state and local assessments (EC §32526(d)(2)(A)) and those in subgroups flagged in the Dashboard as Red or Orange. **Evidence-Based Justification** Instructional aides trained to deliver structured literacy routines under the supervision of credentialed staff are supported by high-quality research and qualify as an **evidence-based Tier 2 or 3 support** under ESSA and EC §32526(f). **Key research includes:** • **Foorman, B., et al. (2016).** *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide.* • Foundational skills (phonological awareness, phonics, fluency) must be taught explicitly and systematically, with practice opportunities in small groups. Paraprofessionals can deliver these routines effectively when aligned with a structured intervention system. • **Connor, C. M., et al. (2013).** *Individualizing Student Instruction in Reading: Effects of Instructional and Child Characteristics on First Graders' Learning. Journal of Research on Educational Effectiveness.*		

		• When small group instruction is aligned to diagnostic data and delivered with fidelity, including by trained aides, reading outcomes improve significantly. • **Gersten, R., et al. (2008).** *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences Practice Guide.* Support staff, including aides, improve reading achievement when coordinated with progress monitoring and teacher-led intervention. These studies meet ESSA Tier 2–3 evidence standards and the definition of "evidence-based" under 20 U.S.C. §7801(21)(A), as required by LREBG guidance. **Monitoring and Evaluation (EC §52064.4 Requirement)** Hemet USD will monitor this action using the following metrics: • **Dashboard Metric:** ELA Distance from Standard (for ELs, SWD, SED, All Students) • **Local Metrics:** 95% Assessment, Benchmark Advance assessment, and Lexile assessment data and growth scores by tier, subgroup, and grade band for students who receive the intervention services. **LREBG Funds Allocated:** $1,192,197		

2025-26 1D Formerly 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.	$9,605,162	Yes

		- **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 designation) who show signs of social/emotional and behavioral distress as measured by leading and lagging indicators. This action/service integrates into work and systems described in other actions/services in this plan. **With regards to the District's eligibility related to Differentiated Assistance/Technical Assistance, this action is intended to address implementation of work to address outcomes in the Suspension California Dashboard Performance Indicator.** **LREBG Related Information pertaining to Alternative to Suspension Action** **Rationale for Use of LREBG Funds to Support Alternative to Suspension (ATS) Staff and Services** *Aligned to LREBG Requirements (EC §32526) and California School Dashboard Data for Hemet USD* **Identified Area of Need: Disproportionate Suspension Rates Among High-Need Student Groups** Based on the 2024 California School Dashboard and HUSD's comprehensive needs assessment, suspension continues to disproportionately impact vulnerable student groups across the district:		

		• **Foster Youth**: 12.1% suspension rate (**Red indicator**) • **African American students**: 12% (**Orange**) • **Students with Disabilities**: 8.5% (**Orange**) • **Homeless Youth**: 8.4% (**Orange**) Additional student groups such as Pacific Islander and Two or More Races remain in **Orange**, contributing to districtwide equity gaps16f95314-5d23-4da5-9266…. The district's overall suspension rate is **5.1% (Yellow)**, down from 6.3%, indicating modest improvement. However, **10 student groups** are still flagged for elevated suspension rates. These discipline disparities not only disrupt learning but correlate with long-term academic disengagement, reduced graduation outcomes, and chronic absenteeism—metrics already elevated in HUSD. **Alignment with LREBG Needs Assessment and Statutory Requirements** Per **Education Code §32526(d)(2)(B)**, suspension rates for groups in “High” or “Very High” status must be included in the LEA's needs assessment. Foster Youth and Students with Disabilities meet this threshold. Under **EC §32526(c)(2)(C)**, LREBG funds may be used to support **“integrating evidence-based pupil supports to address other barriers to learning,”** including: • Mental health and counseling services • Trauma-informed practices • Social-emotional learning (SEL) • Referrals for pupil and family supports		

		• Alternative programs that reduce exclusionary discipline Hemet USD's Alternative to Suspension (ATS) initiative provides these exact services, offering on-campus behavioral interventions, Tier II restorative practices, SEL-based conflict resolution, and mental health referral coordination in lieu of punitive suspensions. ATS staff are trained to de-escalate behavioral issues and keep students engaged in instructional settings. **Research-Based Justification for Effectiveness** Numerous peer-reviewed studies and federal guidance support the use of restorative and trauma-informed practices to reduce suspensions and improve outcomes, particularly for historically marginalized groups. **Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016).** *The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline*. *Journal of Educational and Psychological Consultation, 26(4), 325–353.* Found that restorative justice practices significantly reduce suspensions and narrow racial discipline gaps, especially for African American and Latino students. **Osher, D., Bear, G., Sprague, J., & Doyle, W. (2010).** *How Can We Improve School Discipline?*. *Educational Researcher, 39(1), 48–58.* Demonstrated that trauma-informed, multi-tiered behavior supports reduce the frequency and duration of suspensions and increase students' sense of safety. **U.S. Department of Education (2014).** *Guiding Principles: A Resource Guide for Improving School Climate and Discipline.*		

		Recommends replacing exclusionary discipline with positive behavioral interventions, noting effectiveness in promoting equity and academic success. These studies align with **ESSA Tier 2 and 3 evidence** and meet the definition of “evidence-based” under **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**, as required by LREBG guidance. **Monitoring and Impact** As required by **EC §52064.4**, this action will be monitored through: **State metric**: Suspension rate (California Dashboard) **Local metrics**: ATS referral data, repeat offense rates, school climate surveys (CHKS) **LREBG Funds Allocated:** $2,263,748		

2025-26 1E Formerly 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: - **E1 - 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. - **E2 - 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. - **E3 - 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). **Rationale for Use of LREBG Funds to Support Credit Recovery Classes and Associated Services** *In alignment with EC §32526 and Dashboard Data* **Identified Area of Need: Graduation and College/Career Readiness Gaps Among High-Need Student Groups** Although Hemet USD's overall graduation rate has improved to **90.4% (Green)** as of the 2024 California School Dashboard, several high-need student groups continue to exhibit significantly lower graduation outcomes or insufficient completion of college-preparatory coursework. Notably:	$3,899,615	Yes

		• **Foster Youth**: Graduation rate **declined slightly** to **76.5% (Orange)** • **English Learners**: While the graduation rate increased to **81.7%**, **only 33.7%** completed A–G requirements • **Socioeconomically Disadvantaged (SED)**: Graduation rate **89.9%**, but A–G completion only **46.7%** • **Students with Disabilities (SWD)**: Graduation rate **78.0%** and A–G completion only **16.1%** • **Overall College and Career Indicator (CCI)**: Preparedness rate **46.0%**, with wide disparities for subgroups • **Foster Youth CCI Preparedness**: Only **11.8%** prepared—**a 3% decline from the prior year** These data demonstrate a persistent gap between diploma attainment and **postsecondary readiness**, which is further compounded by course failures in core subject areas and interrupted learning due to chronic absenteeism. **Legal Alignment with LREBG Statute: EC §32526** The use of LREBG funds to support **credit recovery classes and associated academic services** directly aligns with **EC §32526(c)(2)(D)**: *"Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility."* This action specifically targets: • High school students who have failed core courses and are **credit-deficient** • Students needing **A–G aligned coursework** to meet college eligibility requirements		

		• Pupils at risk of **not graduating on time** due to lost instructional time from absenteeism, suspensions, or pandemic-related disruptions **Evidence-Based Justification** Research supports the use of credit recovery as a critical intervention for at-risk students, particularly when paired with academic monitoring and individualized supports: • **Rickles, J., et al. (2018).** *Credit Recovery in High School: Effectiveness and Implementation Practices.* American Institutes for Research. Online and in-person credit recovery programs were associated with increased graduation rates when paired with targeted academic support and progress monitoring. • **Baragaño, D. R., & Martens, P. (2017).** *Re-engaging Students Through Credit Recovery: Best Practices and Equity Implications. Education Policy Analysis Archives, 25*(9). • Effective programs tailor instruction to meet individual needs, promote teacher-student relationships, and allow students to progress at their own pace—especially valuable for Foster Youth and SED students. • **What Works Clearinghouse (WWC).** *Dropout Prevention Practice Guide (2017).* Credit recovery, especially when combined with **early warning systems and student success teams**, was a recommended Tier 2 intervention for increasing graduation rates among high-risk populations. These resources align with **ESSA Tier 2–3 evidence levels** and satisfy the definition of “evidence-based” required under **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**.		

Monitoring and Evaluation Requirements (EC §52064.4)

The following metrics will be used to monitor this action's implementation and effectiveness:

- **Dashboard Metric**: Graduation Rate (by student group)
- **Dashboard Metric**: College and Career Indicator – Prepared and A–G Completion rates
- Credit accrual rates per term
- On-track to graduate tracking by cohort

Rationale for Use of LREBG Funds to Support Expansion of the School Day via Zero Period Courses

Aligned with EC §32526 and Hemet USD Needs Assessment Findings

Identified Area of Need: Postsecondary Course Access and A–G Completion Gaps

Hemet USD's 2024 California School Dashboard and DataQuest reporting reveal a concerning gap between high school graduation rates and A–G course completion, a key metric of college eligibility for CSU and UC admissions. While the **district's graduation rate is 90.4% (Green)**, **only 48.7% of students completed A–G requirements**—a gap of more than 40%. The disparities are even greater among key student groups:

- **English Learners**: A–G completion = **33.7%**
- **Foster Youth**: A–G completion = **11.5%**
- **SWD**: A–G completion = **16.1%**

		• **SED students**: A–G completion = **46.7%** • **African American students**: A–G completion = **34.6%** These data confirm that a substantial portion of HUSD's high school students—particularly those in underperforming subgroups—are not accessing or completing the full suite of courses required for four-year college eligibility. **LREBG Statutory Alignment: EC §32526(c)(2)(D) and (A)** Offering **Zero Period courses**—early morning classes scheduled before the standard school day—expands access to critical A–G aligned courses and addresses capacity constraints that often prevent students from enrolling in necessary subjects due to full schedules. This use of funds is authorized under two LREBG allowable uses: **§32526(c)(2)(A):** "Increasing instructional time for the 2022–2028 school years... including increasing the number of instructional minutes or taking other evidence-based action to increase or stabilize the amount of instructional time or services provided." **§32526(c)(2)(D):** "Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility." Zero Period scheduling meets both criteria by: • Expanding daily course offerings to allow students to fit in A–G or CTE electives • Creating flexible pathways for students who need to recover credits or pursue advanced coursework • Reducing conflicts between required and elective courses for at-risk and high-mobility students		

		Evidence-Based Justification Research supports extending the school day through strategies such as Zero Period courses to address opportunity gaps and improve postsecondary outcomes: **Kidron, Y., & Lindsay, J. (2014).** *The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. U.S. Department of Education, Institute of Education Sciences.* Found that extending learning time—especially for underperforming student groups—was associated with significant improvements in academic achievement and graduation outcomes when implemented with structured supports. **Darling-Hammond, L., Bae, S., Cook-Harvey, C., Lam, L., Mercer, C., Podolsky, A., & Stosich, E. L. (2018).** *Pathways to New Accountability Through the Every Student Succeeds Act (ESSA).* Expanded learning opportunities, including before-school and after-school options, increase students' course access and address structural inequities in scheduling. **Rogers, J., & Mirra, N. (2014).** *It's About Time: Learning Time and Educational Opportunity in California High Schools. UCLA IDEA.* High school students from underserved communities are often locked out of college-prep courses due to schedule constraints; expanding learning time through before-school options allows for greater course equity and college readiness. These studies are considered **ESSA Tier 2–3 evidence** and fulfill the "evidence-based" definition required by **EC §32526(f)** and **20 U.S.C. §7801(21)(A)**. **Monitoring and Evaluation Metrics**		

		In alignment with EC §52064.4, Hemet USD will evaluate the effectiveness of Zero Period course offerings using the following metrics: • **A–G Completion Rates** (Dashboard and DataQuest by subgroup) • **College and Career Indicator (CCI) Preparedness Rates** • **Graduation Rates for students participating in Zero Periods** • Progress will be reviewed annually and used to inform modifications to scheduling and staffing models. **LREBG Funds Allocated:** $1,717,381		

2025-26 1F1 Formerly 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.	$3,867,832	Yes

		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 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.		
2025-26 1F2 Formerly 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. Additionally this action will specifically focus on providing professional development focused on the differentiation of instructional strategies and student monitoring specific to Long Term English Learners. District support staff will conduct	$0	No

		classroom observations and support teachers in coaching cycles and will provide support specific to LTEL related instruction.		
2025-26 1G Formerly 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.	$10,135,620	Yes
	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.	$4,960,638	Yes

2025-26 1H Formerly 3D		- **H1 - 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. - **H2 - 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.		
2025-26 1I Formerly 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	$557,871	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	***Cultivating High Performing Teams:*** All leaders and staff will have the necessary support and professional development to implement California State standards and deliver actions/services that Champion Student Success.	Broad

State Priorities addressed by this goal.

State Priorities:

- Priority 1: Basic (Conditions of Learning) - Professional Learning
- Priority 2: State Standards (Conditions of Learning) – Professional Learning
- Priority 7: Course Access (Conditions of Learning) – Professional Learning
- Priority 8: Other Pupil Outcomes (Pupil Outcomes) – Professional Learning

An explanation of why the LEA has developed this goal.

Professional learning allows educators to explore how their teaching and management strategies help students learn and thrive. Through a rigorous process of collaborative, job-embedded learning, educators not only deepen their content knowledge and instructional strategies, but also develop greater insight into their own teaching practices and how students learn. This process promotes a community of educators committed to ongoing professional growth.

Hemet USD has met the “Standard Met” level for implementing academic standards, with most subject areas rated at full implementation or sustainability. However, California Dashboard outcomes show continued academic challenges, with students scoring **55.7 points below standard in ELA (Yellow)** and **103.8 points below standard in Math (Orange)** despite modest gains. Additionally, **chronic absenteeism remains high at 33.4% (Yellow)** and **suspension rates are at 5.1% (Yellow)**, indicating a need for stronger systems of student engagement and support while using the same continuous improvement strategy applicable to improvement of academic outcomes.

The *Cultivating High Performing Teams* district priority focuses on building instructional quality while also equipping staff with strategies to reduce exclusionary practices and improve attendance. This includes targeted training for behavior intervention, trauma-informed practices, and inclusive classroom management. Support for new teacher induction is essential to ensure early career educators implement standards effectively and feel equipped to manage student needs. Administrator professional development is also critical to guide site-level leadership in fostering collaborative cultures and data-informed instructional improvement. Embedding these efforts into the LCAP’s continuous improvement cycle ensures alignment with district priorities and measurable impact on student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2.19	Implementation of Common Core Aligned Instructional Materials – ELA (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability	Full Implementation & Sustainability		Full Implementation & Sustainability	No Delta
2.2.20	Implementation of Common Core Aligned Instructional Materials – Math (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability	Full Implementation & Sustainability		Full Implementation & Sustainability	No Delta
2.3.19	Local Dashboard Indicators- Standards	Met	Met		Met	No Delta
	Perception of School Climate - Staff					
2.3.26	Culture of working together to improve outcomes Two highest rankings of five	63%	63%		80%	No Delta

2.3.27	High Expectations – Academic & behavioral outcomes Strongly Agree/Agree	63%	63%		80%	No Change
2.3.28	Student Learning Environment – Supportive & inviting place to learn Strongly Agree/Agree	80%	82%		90%	+2%
2.3.29	Supports – Provides supports when needed Strongly Agree/Agree	84%	85%		90%	+1%
2.3.62	Teaching Credential- Clear Credentials (TAMO)	82%	83.3%		95%	+1.3%
2.3.63	Teaching Credential- Out of Field	3.6%	4.4%		1%	-0.8%

	(TAMO)					
2.3.64	Teaching Credential- Ineffective (TAMO)	1.1%	3.4%		0%	+2.3%

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.

2A: The Student Re-engagement initiative has been fully implemented as intended, providing a comprehensive approach to addressing academic and social/emotional needs while reducing exclusionary discipline practices. Though some staff turnover exists, all positions are staffed and there has been no interruption to services. The BARR program, active in all comprehensive high schools, uses a systemic student monitoring process to identify and intervene on behalf of students showing at risk outcomes, fostering a supportive environment for their transition into high school. The Alternative to Suspension (ATS) program, a key component of the initiative, has proven to be an essential tool in supporting student behavior, particularly at the secondary level, contributing to a significant decrease in the District's suspension rate—currently 1.8% (686 suspensions), down from 3.1% (1206 suspensions) the previous year. The ATS program complements the work of behavior and intervention services at the site in the overall attenuation of suspension related events. The expansion of Tier II supports, restorative practices, and focused services for Foster Youth and at-risk students has further enhanced the District's capacity to address student needs proactively.

2B: The Literacy and Reading Intervention initiative has been fully implemented as intended, addressing the critical need to improve reading proficiency across Grades 2-12. Elementary schools continue to utilize the Reading Intervention program, supported by trained teachers and aides grounded in the Science of Reading framework, while secondary schools leverage Read 180 and System 44 for targeted literacy support. The addition of Tiered Literacy Interventions ensures a more comprehensive approach, addressing students with significant gaps in reading skills. Early results demonstrate progress, with CAASPP ELA proficiency increasing from 29.7% to 32.2%, including notable gains in Grades 4 and 5. Literacy Specialists and Reading Intervention teachers have been instrumental in leading efforts around Lexile assessments and intervention coordination, while initiatives like Vocabulary Routines and the development of a districtwide writing program further support literacy growth. These coordinated efforts exemplify the District's commitment to improving literacy outcomes for all students.

2C: The Extended Learning Opportunities (ELO) initiative has been fully implemented as intended, providing comprehensive support for credit recovery and supplemental instruction. The District continues to offer 0/7th period classes to expand scheduling flexibility and provides summer school at all high school campuses, which saw notable success in Summer 2024 with planning underway for 2025. Credit recovery efforts have reached a stable phase, ensuring students who are credit-deficient have a clear path toward graduation. Additionally, extended instructional time across all grade levels and augmented custodial staff play a vital role in supporting these initiatives, particularly with the increased use of facilities through the ELOP program.

2D1: The English Learner Support initiative has been fully implemented as intended, with no challenges to execution and all positions fully staffed. The English 3D program, integrated with newly adopted ELA/ELD instructional materials, has been instrumental in supporting long-

term English Learners in achieving proficiency and academic language skills necessary for reclassification. Site-based ELD support staff play a critical role in the redesignation process, with over 150 redesignations completed or in progress ahead of the upcoming ELPAC window in early 2025. The Director of Multilingual Programs has been actively conducting site visits to observe Designated ELD instruction, collaborate with site leadership on California Dashboard progress, and monitor English 3D assessment outcomes and ELD Interim Assessment implementation. These efforts demonstrate the District's commitment to improving outcomes for English Learners, particularly at schools with red ELPI indicators, through structured and targeted support.

2D2: District staff has recently conducted a review of LTEL progress embedded in the Fall Federal Program Monitoring (FPM) process. This District and site level review of LTEL progress, including the site based LTEL academic monitoring process, yielded both site and District level action points as well as reinforced emerging and current practices. In the most recent California Dashboard release, the LTEL student group (composed of 966 reported students of 4280 total Els) performed at a similar manner as the EL group as a whole with 41.6% making progress.

2E: The implementation of Homeless Supports has been fully realized as intended, with all positions staffed and services effectively meeting the needs of homeless and foster youth. District-based counselors play a key role in identifying and monitoring homeless and foster youth, ensuring individualized support. The expansion of after-school hours at a District facility to address basic needs, combined with resources provided through the Wellness Center, has significantly enhanced support systems. Recent California Dashboard data highlights notable improvements in outcomes for homeless students, reflecting the positive impact of these targeted interventions.

2F1: The Assistant Principal Support initiative has been fully implemented as intended, with no significant challenges despite some personnel turnover. Assistant Principals play a critical role in enhancing site-level administrative capacity, focusing on behavioral consultation, attendance intervention, and monitoring academic outcomes. A notable practice has been the inclusion of Assistant Principals in daily huddles with Principals, Cabinet members, and District leaders, allowing for real-time coordination and resource allocation. This collaborative approach has been instrumental in improving outcomes, including reductions in Chronic Absenteeism and Suspension Rates, while also enabling Principals to focus more effectively on instructional supervision. These efforts demonstrate the District's commitment to leveraging administrative leadership to support LCAP goals and student success.

2F2: The Site Directed Support initiative has been fully implemented as intended, with all positions staffed and services aligned to the goals outlined in the Single Plan for Student Achievement (SPSA). These resources have enabled schools to expand instructional opportunities beyond the school day, provide supplemental instruction, and offer additional counseling services, all targeted to improve outcomes for low-income youth and close achievement gaps. Title I funding has further strengthened these efforts by supporting strategic interventions in alignment with LCFF-funded services. While substitute availability has occasionally limited the extension of District-directed professional development and collaboration, schools have effectively utilized their resources to maximize support for students. This initiative reflects the District’s commitment to empowering sites with the tools and flexibility needed to address the unique needs of their students.

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 – For Goal/Action 2A, combined actual expenditures totaled $6,525,152 against a revised budget of $7,195,347, indicating a underspend. 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.

2B – Literacy & Reading Intervention – For Goal/Actions 2B1, 2B2, and 2B3, which include actions such as Literacy & Reading Intervention, the combined actual expenditures totaled $11,644,999 against a combined budget of $12,825,399, resulting in an overall underspend. The average percentage of the adopted budgets spent across these actions was approximately 90.6%. This was a function of unrealized personnel costs associated with temporary vacancy savings as well as there were unrealized training costs.

2C: For Goal/Actions 2C, which focuses on Extended Learning Opportunities, the combined actual expenditures totaled $7,276,343 against a combined revised budget of $9,192,120, reflecting a significant overall underspend. This variance is a function of some costs shifted to one time funds, temporarily unfilled vacancies. Additionally, a significant portion of the action/service supports the Summer School process that occurs at and after the time of the development and adoption of the LCAP in June, 2025.

2D1 – English Learner Support – For Goal/Action 2D, including actions such as English Learner Support, combined actual expenditures totaled $3,848,486 against a budget of $3,798,313.

2E: Homeless Support – For this Goal/Action, there was actual expenditures of $57,523 against a budget of $303,000. This variance was function of some costs being shifted to one time funds as well as some services being provided by professionals claimed in other actions of the LCAP.

2F1: Assistant Principal Support – There were not material differences from the planned budget vs the estimated actual expenditures with $8,438,516 actual expenditures against a budget of $8,506,190.

2F2: Site Directed Support – There was an underspend by sites in this specific area with actual expenditures of $2,197,084 against a budget of $3,081,175. The underspend related to unrealized professional develop and/or site planning activities due to shortage of site based guest instructors. Additionally, some expenses were shifted to the site based general fund.

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

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:*

IIS Metrics:

Suspension: Replace with 24 vs 23 prior year

All students: 5.1% (decreased 1.2% from prior year)
Low Income: 5.3% (decreased 1.4% from prior year)
English Learners: 4% (decreased 1.5% form prior year)
Foster Youth: 12.1% (Increased 0.2% from prior year)

DA Groups:
Native American: 12.1% (decreased 1.7% from prior year)
African American: 12.0% (decreased 0.9% from prior year)
Foster Youth: 12.1% (Increased 0.2% from prior year)
Students with Disabilities: 8.5% (decreased 1.7% from prior year)

Suspension Rate
Chronic Absenteeism
Dropout Rate

Chronic Absenteeism:
All students: 33.4% (decreased 4.0% from prior year)
Low Income: 35.0% (decreased 4.0% from prior year)
English Learners: 26.8% (decreased 6.8% form prior year)
Foster Youth: 43.6% (decreased 2.3% from prior year)

DA Groups:
Native American: 51.8% (decreased 3.7% from prior year)
African American: 44.8% (decreased 2.1% from prior year)
Foster Youth: 43.6% (decreased 2.3% from prior year)
Students with Disabilities: 37.8% (decreased 4.5% from prior year)

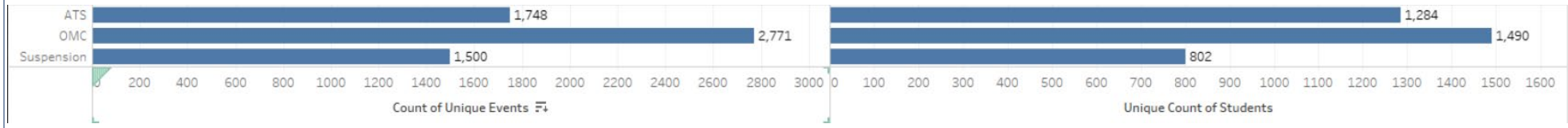
Dropout Rate:
All students: 8.6% (increased 7.3% from prior year)
Low Income: 9.1% (increased 1.5% from prior year)
English Learners: 17.7% (increased 5.8% from prior year)
Foster Youth: 20.6% (increased 2.1% from prior year)

DA Groups:

Native American: 9.1% (no prior year data available)
African American: 15.6% (decreased 0.1% from prior year)
Foster Youth: 20.6% (increased 2.1% from prior year)
Students with Disabilities: 17.2% (increased 8.0% from prior year)

Additionally, Alternative to Suspension usage (number of referrals and change over time for students with multiple referrals) demonstrated effectiveness in improving suspension related outcomes.

The graph below shows the data for the 2024-25 SY regarding Alternative to Suspension (ATS) and Other Means of Correction (OMC) usage vs suspension events.
With over 1284 students, with 1748 ATS interactions, it would be expected that a significant portion would otherwise been suspended absent the ATS service.



Additionally, 2024-25 data suggests sustained and increased improvement in the area of suspension rate. The image below is the HUSD Scorecard and shows year to date progress in the area of Suspension. As of May, 2025, the district is on track to witness a 1.8% decrease in suspension. Additionally, the related metrics around expulsions is significantly improved as well compared to the same time last year.

Hemet USD Scorecard | Scorecard - Line Graph | Scorecard - Schools Table

School Year: (Multiple values) | Student Group Type: All | School Name: Hemet Unified School District | Student Group: All | Grade: All

Hemet USD Scorecard

Current Color: No Goal Available | On Track | Exceeding 10% Off Track | Within 10% Off Track

Priority Area	School Name	Metric	Organizational Goal	School Year	Student Group	Grade	August	Septemb..	October	November	December	January	February	March	April	May	June
Champion Student Success	Hemet Unified School District	Attendance Rate	Change: Increase by 3% from end of last year	2024 - 2025	All	All	94.4%	93.0%	92.6%	92.0%	91.7%	91.2%	91.0%	90.9%	90.9%	90.9%	
				2023 - 2024	All	All	93.7%	92.8%	92.3%	91.9%	91.5%	91.4%	91.2%	91.0%	91.0%	90.9%	90.8%
		Chronic Absenteeism Rate	Change: Decrease by 3.6% from end of last year	2024 - 2025	All	All		21.7% (4,750)	24.3% (5,538)	24.6% (5,653)	27.5% (6,364)	29.4% (6,859)	31.8% (7,482)	32.2% (7,656)	31.6% (7,581)	31.2% (7,534)	
				2023 - 2024	All	All		22.4% (4,901)	25.1% (5,658)	25.3% (5,774)	28.9% (6,638)	28.5% (6,592)	31.3% (7,325)	32.3% (7,676)	31.7% (7,589)	32.6% (7,875)	33.4% (8,097)
		Suspension Rate	Change: Decrease by 1% from end of last year	2024 - 2025	All	All	0.1% (31)	0.7% (153)	1.2% (286)	1.6% (372)	1.8% (439)	2.0% (491)	2.3% (555)	2.6% (654)	3.0% (737)	3.2% (806)	
				2023 - 2024	All	All	0.4% (86)	1.1% (250)	2.0% (457)	2.4% (577)	2.8% (674)	3.1% (743)	3.5% (866)	4.1% (1,015)	4.6% (1,134)	5.0% (1,246)	5.0% (1,255)
		Suspension Events Count		2024 - 2025	All	All	34	189	426	571	687	804	935	1,143	1,339	1,515	
				2023 - 2024	All	All	88	292	656	879	1,060	1,206	1,439	1,751	2,001	2,264	2,290
		Expulsion Events Count		2024 - 2025	All	All		2	3	4	5	6	6	6	6	6	
				2023 - 2024	All	All	5	12	20	32	40	47	50	55	57	59	59

Overall, the preponderance of data suggests the services provided through this action are effective as they are associated with improved outcomes.

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:

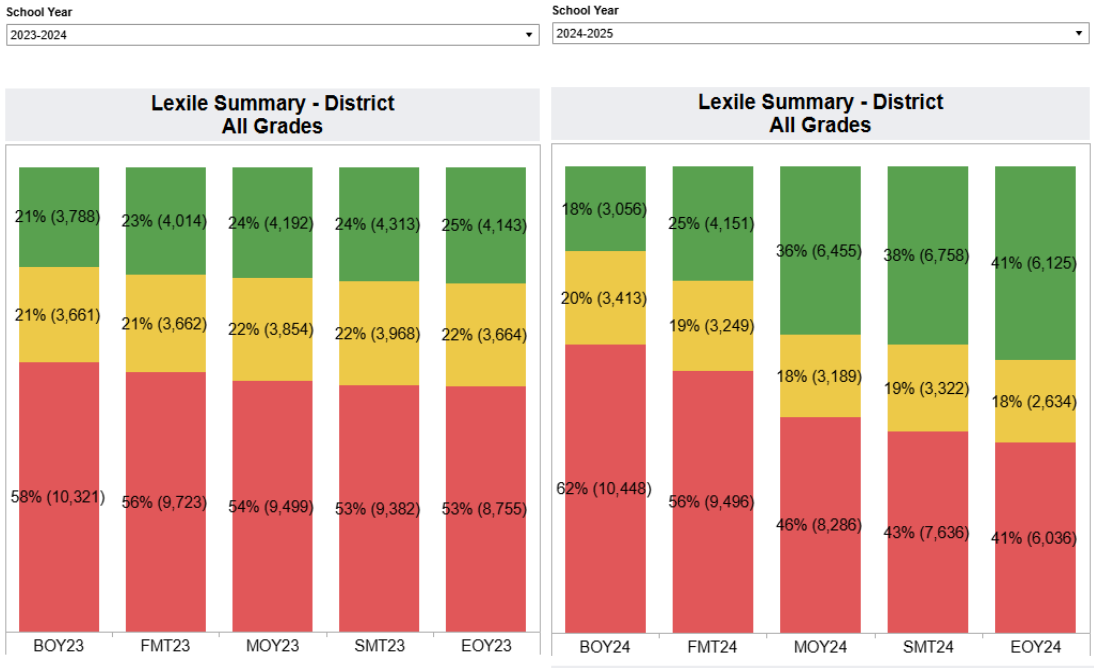
ELA: All Students: 29.7% of students meeting or exceeding standard vs. Low Income: 26.8%, English Learner: 4.3%

Metrics to monitor:
Leading Lexile assessment data (reading comprehension)

- Leading foundational reading skills (e.g. Acadiance) data: As evidenced by Acadiance early reading data, specifically the comparison of the Reading Composite Score for the Middle of Year 2023-34 vs 2024-25 school years, outcomes improved from an average score of 185.2 to 209.2 for these reporting periods, respectively.

- SBAC ELA outcomes –
SBAC ELA – EL: 5.80% Met or Exceeded
SBAC ELA – SED: 29.57% Met or Exceeded

- Professional Development quantity, frequency, formative PD feedback information from participants driving improvement practices



The following summarizes the training activities and effectiveness feedback of the trainings:
Literacy Specialists- 10 Meetings (approx. once per month);
Secondary Literacy Specialists - 9 Meetings (approx. once per 1.5 months

Literacy Specialists Themes- **Benchmark Focus:** In-depth discussions, scenario problem-solving, and strategies for coaching Benchmark were highly valued; **Collaboration & Alignment:** The opportunity to collaborate with other Literacy Specialists, share strategies, and ensure consistent messaging across the board was a major plus; **Practical Application and Skill Development:** Clarification on the 4x4 Lesson planning/coaching vocabulary routine was provided, Discussion focused on the writing rubric; modeling of Benchmark planning and lesson delivery demos was highly beneficial.

Reading Interventionists- 4 meetings (once per quarter)
LIAs- 1 meeting- Beginning of Year (had to cancel the second one)

Tier 3 Themes- **Open discussion and collaboration:** Participants appreciated the dedicated time to discuss strategies, share what's working well at their sites, and learn from others' experiences.

Data dives: The opportunity to review data and ensure no students were missed was highly valued.
Information clarity: Attendees found the information presented to be clear, insightful, and helpful.
Practical application: Clarification on entrance criteria, including the flexibility to move students starting at the 25th percentile, was particularly well-received as it offered practical guidance.
Diverse perspectives: Hearing how different sites are utilizing staff and time provided new ideas and approaches.

Overall, the student outcomes of improving literacy, joined to the feedback associated with professional development associated with he outcomes, demonstrates this action is effective.

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.*

IIS Metrics
A-G Completion: 41.1% (LI), 8.8% (FY), and 25.7% (EL) of these respective student groups completed A-G coursework as opposed to 43.2% completion rate for the "All Student" student group.
CTE Completion: 35.7% (LI), 17.6% (FY), 20.2% (EL) of these respective student groups completed a CTE pathway as compared to 36.0% of the "All Student" student group.
Graduation Rate: 89.9% (LI), 76.5% (FY), and 81.7% (EL) of these respective student groups graduated as compared to the 90.4% of students in the "All Student" student group.

2C4: Site Custodial Support
Though the evaluation of this action is connected to 2C, the District would like to highlight in this section the effectiveness of this now stand alone action in the 2025-26 LCAP. Survey data from Hemet Unified confirms that clean, well-maintained facilities are a priority for both students and families and reinforce the effectiveness of continued custodial support under Goal 4 of the 2025–26 LCAP. Specifically, 76% of parents reported that their child's school is clean and well-maintained, a 3% increase from the previous year, validating parent satisfaction with existing custodial. Student open-ended responses echoed this sentiment, linking cleanliness to their sense of school pride and safety. This aligns with the district's operational value of maintaining "Pristine Facilities" and affirms the inclusion of custodial staffing in Goal 4 as both a basic service and a condition for student well-being. Continued investment in this area helps meet LCFF Priority 1 (Basic Services) and supports a physical environment conducive to learning, particularly for high-needs student groups. These findings also reinforce the district's commitment to equity-driven facility investments that ensure all campuses support academic and social-emotional success.

Overall, the expansion of the school day to accommodate additional A-G coursework, joined to credit recovery efforts contributed to an overall increase in graduation rate and related outcomes. The District deems this action service to be effective.

2D1: English Learner Support: 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%

IIS Metrics:
Metrics to monitor:
- Reclassification rate
In the 2024-25 School year, 365/379 ELPAC 4s have been reclassified (96.3%). Overall, this represents an overall reclassification rate of 12.9% as compared to the enrollment of Els as of September, 2024. This is juxtaposed to an overall ELPA proficiency rate of 11.5% in 2023-24.

- ELPI performance
The English Learner Progress Indicator (ELPI) results for 2024 reveal that 7 of Hemet Unified's 27 schools demonstrated measurable growth compared to the prior year. This is particularly notable given that districtwide ELPI performance overall declined by 5.6% (Orange status). The schools that showed positive change include:

- Rancho Viejo Middle: +16.4% growth in ELPI
- Ramona Elementary: +11.1%
- Dartmouth Middle: +10.2% and +5.0% (reflecting multiple reporting tracks)
- Little Lake Elementary: +5.4%

These site-level gains align with investments in the 2024–25 LCAP, particularly under Goal 2 and Goal 4, which focus on enhanced ELD instruction, progress monitoring through Summative ELPAC, and staffing supports such as site-based EL coordinators, instructional coaches, and PLC structures. The growth at these schools indicates that targeted actions and services are yielding improved outcomes for English learners, even in a year where the district's overall percentage declined.

- Feedback from EL Site Leads
Qualitative feedback indicated that professional development activities, as well site and district support, was overall effective in supporting EL achievement.

Based on the above metrics, the District determines this action to be marginally effective based on the missed outcomes in student success metrics.

2D2: Long Term English Learner Support

Growth of Long-Term English Learners (LTEL) – 2024 CA Dashboard

In the 2024 California School Dashboard, Long-Term English Learners (LTELs) in Hemet Unified demonstrated mixed performance. In **English Language Arts**, LTELs were **133.8 points below standard** and improved by **+4.5 points**, maintaining an **Orange** performance level. In **Mathematics**, LTELs were **201.5 points below standard**, with a **+0.3 point** gain, but remained in the **Red** performance band. The **English Learner Progress Indicator (ELPI)** for LTELs showed that **41.6% made progress**, a **decline of 5.2%** from the prior year, also resulting in an **Orange** status. While growth is modest, the data reflects continued barriers to accelerated achievement for this student group.

Over the past three years, Hemet Unified School District has experienced a consistent increase in the number of students identified as Long-Term English Learners (LTELs). In 2022–23, there were **1,081 LTELs** enrolled; this number rose to **1,139 in 2023–24** and further to **1,187 in 2024–25**. This reflects a **nearly 10% increase** over the three-year span. The upward trend suggests that while reclassification efforts are in place, a growing number of English learners are remaining in EL status beyond six years. This trend highlights the need for more intensified, differentiated instructional supports and ongoing monitoring systems aligned to the district's LCAP Goal 2 and Goal 4 actions. These include targeted LTEL intervention strategies, ELD coaching, and embedded progress monitoring through the use of ELPAC and classroom-based data.

Based on the mixed results related to student outcomes, the District determines this action to be marginally effective.

2E: Homeless Supports

Homeless student outcomes in Hemet Unified School District (HUSD) demonstrate notable areas of progress alongside continuing needs for targeted support. According to the 2024 California School Dashboard, Homeless students showed *growth in both ELA and Math* performance, with ELA increasing by **+9.6 points** and Math by **+7.3 points** from the prior year, signaling positive academic momentum. Additionally, Homeless students' *Graduation Rate* improved to **83.6%**, up from **81.7%**, reflecting progress in long-term academic attainment. However, Homeless students continue to face significant challenges in the *Chronic Absenteeism* indicator, maintaining a **Very High** status with only a **-0.3%** reduction, indicating persistent barriers to regular attendance. While the *Suspension Rate* for this group improved slightly, it remains elevated at **4.4%**, suggesting a need for continued focus on inclusive practices and trauma-informed support.

Based on the above outcome data, the District deems this action to be effective.

2F1/2F2: 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)

Chronic Absenteeism:

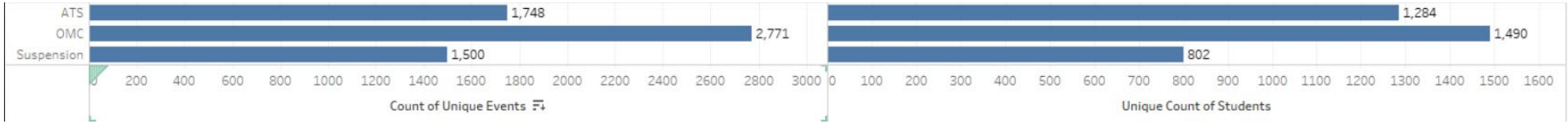
All students: 6.3% (increased 0.6% from prior year); Low Income: 6.7% (Increased 0.7% from prior year); English Learners: 5.5% (Increased 0.6% form prior year); Foster Youth: 11.9% (Increased 1.7% from prior year)

IIS Metrics:

Alternative to Suspension usage (number of referrals and change over time for students with multiple referrals), Other Means of Correction implementation

The graph below shows the data for the 2024-25 SY regarding Alternative to Suspension (ATS) and Other Means of Correction (OMC) usage vs suspension events.

With over 1284 students, with 1748 ATS interactions, it would be expected that a significant portion would otherwise been suspended absent the ATS service.



Additionally, 2024-25 data suggests sustained and increased improvement in the area of suspension rate. The image below is the HUSD Scorecard and shows year to date progress in the area of Suspension. As of May, 2025, the district is on track to witness a 1.8% decrease in suspension. Additionally, the related metrics around expulsions is significantly improved as well compared to the same time last year.

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Hemet USD Scorecard

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		Chronic Absenteeism Rate	Change: Decrease by 3.6% from end of last year	2024 - 2025	All	All		21.7% (4,750)	24.3% (5,538)	24.6% (5,653)	27.5% (6,364)	29.4% (6,859)	31.8% (7,482)	32.2% (7,656)	31.6% (7,581)	31.2% (7,534)	
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		Suspension Rate	Change: Decrease by 1% from end of last year	2024 - 2025	All	All	0.1% (31)	0.7% (153)	1.2% (286)	1.6% (372)	1.8% (439)	2.0% (491)	2.3% (555)	2.6% (654)	3.0% (737)	3.2% (806)	
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Educational Partner Feedback (teacher and administrator feedback) and formative program evaluation

Hemet USD utilizes a daily huddle strategy for all administrators and cabinet to address student safety issues. This venue provides a window to understand how interventions are implemented as it related to preventing student behavior from escalating to a suspension. Feedback through this venue indicates the high importance of the ATS action/service as a tool to prevent suspensions.

Staff Survey Feedback on Behavioral Supports:

93% of staff (477 respondents) support funding and improving student relationship and behavior supports (Q53).

91% of staff (490 respondents) support expanding behavioral services such as restorative practices, behavior teams, and social-emotional interventions (Q55).

Fewer than 4% of staff expressed any disagreement, reflecting a clear consensus on the importance of increased behavioral support services across all sites.

Connection to HUSD Scorecard Suspension Data (2024–25):

Suspension rates have steadily declined to 3.2% in May, with each monthly increase remaining within or better than the goal trajectory for the year.

This downward trend coincides with expanded implementation of Positive Behavior Intervention and Supports (PBIS), ATS (Alternative to Suspension) staffing, and additional administrative oversight.

Role of Administrative Support (LCAP Action 4D – Assistant Principals):

The presence of Assistant Principals, as outlined in Action 4D of the 2025–26 LCAP, plays a direct role in monitoring behavior trends, intervening early, and providing site leadership to coordinate behavior teams and student support services.

These leaders facilitate daily Tier I behavioral systems, conduct restorative conferences, oversee ATS referrals, and support implementation fidelity of site-specific behavior plans—all contributing to the reduction in suspensions shown in the Scorecard.

Overall, the support that additional administrators provide to abrogate negative student behavior – a apart of the system to provide a direct service to students and also implement other supports to achieve the same ends

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.

In concert, agreement, and with input form the Hemet USD LCAP Parent & Student Advisory Group, the District is re-organizing the goals/actions/services of the 2024-25 LCAP into a new configuration for the 2025-26 and future LCAPs. This transition from the three goal topics of *Teaching & Learning, Systems of Support, and Culture & Climate* is transformed to the recently developed District priority areas of *Championing Student Success, Cultivating High Performing Teams, Fostering Community Confidence, and the Responsible & Careful Management of Resources.* In the transformation of the plan structure, action/services are largely unchanged except in the instances where adjustments reflect intentions to improve effectiveness and outcomes. Metrics will translocate to new goal locations to match the schema of the 2024-25 LCAP as it related to the related actions and services.

For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency.

Additionally, in some cases, action/service related metrics have been changed to improve the District's ability to assess effectiveness and/or to connect to California Dashboard Indicators.

In the 2025-26 LCAP, there are several cases where action/services have changed funding sources. In these cases, the document will specifically highlight these adjustments.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2025-26 LCAP in successive meetings. The group provided qualitative and quantitative feedback that supported the new goal structure as well as specific support for the District to make adjustments to the organization of goals, actions, and services – as well as the strategic shifting of financial resources – to better connect to and communicate the District leadership framework in addition to maximizing the use of financial resources, respectively.

In this new current Goal: Cultivating High Performing Teams, the district re-organizes all professional development and/or related systems of support specific actions/services into this goal. Below are action/services relocated to this goal from prior year goals:

- Instructional Professional Development: Formerly Goal 1, Action 1B, this action/services has a primary focal point of professional development of teachers specifically related to the implementation of standards as described by the Local Indicators. In addition to this relocation, the effectiveness metrics have been renovated to leverage the connection to the related Local Indicators.

In some cases, as described below, elements of prior actions/services were dissected away and established as new stand-alone action/services. These new action services include:

- Leadership Development & New Teacher Support: Formerly a component of Goal 1, Action 1B, this component was cleaved and constituted as a stand alone action aligned to the fifth element of the second Local Indicator focused on both leadership development and the development of emerging teachers.

Action 2E – Homeless Supports – as this specific action was originally called out separately due to the supplementing COVID era Expanded Learning Opportunities Grant funding which has since been exhausted, the activities associated with his action have been subsumed into other actions in the 2025-26 LCAP. The basis of this change is connected to the input form the LCAP Parent and Student Advisory group that agreed with he strategic re-organization of actions and services.

Additionally, to bring alignment to naming conventions and action descriptions, Action 2C has been renamed to Expanded Learning Opportunities.

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

2025-26 2A Formerly 1B	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.	$7,435,830	Yes

		With regards to the District's eligibility related to Differentiated Assistance/Technical Assistance, this action is intended to address implementation of work to address outcomes in the ELA and math California Dashboard Performance Indicators.		
2025 2B	Leadership & New Teacher Professional Development	This action/service relates specifically to the provision of professional development to teachers and administrators as described by the fifth element if the Local Indicator for Standards Implementation. Specifically, this action/service provides professional development in the area of leadership for site and district administrators as it relates to supervision of the academic programs of the district, inclusive of systems around the identification of standards implementation connected to teacher professional development needs as described by the HUSD Instructional Framework. Additionally, this action/service supports teachers new to the profession who are in the process of mastering the art of teaching. This is done through the intentional mentoring and supervision structure of the Center for Teacher Innovation (CTI) program. In partnership with the Riverside County Office of Education, HUSD provides systemic mentoring and monitoring of professional practice, known as teacher induction, for teachers new to the profession. Cycles of Inquiry are completed over a two year period that are joined to mentoring activities described by a fixed frequency. This action/service as formerly a portion of the preceding action. This was separated in an effort to connect better to Local Indicator Metrics.	$2,906,531	Yes
2025-26 2C Formerly 2C4	Expanded Learning Opportunities	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 (3rd Element) of the Local Indicators.	$5,856,848	Yes

2025-26 2D Formerly 3A	Student Outcome Monitoring & Continuous Improvement	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. 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. Specifically, this action supports the implementation of the Continuous Improvement framework through professional development and monitoring of associated strategies. This work will support all district level divisions as well as support sites in similar improvement work. New for 2025-26: This action/service now supports various assessment systems (and associated costs) as well as support for data visualization.	$1,743,680	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	***Strengthen Community Confidence:*** All parents and community members will experience meaningful engagement through effective communication & services designed for their child.	Broad

State Priorities addressed by this goal.

Priority 3: Parent Involvement (Engagement) – Culture & Climate, Equity, Family Engagement

Priority 5: Pupil Engagement (Engagement) – Culture & Climate, Equity, Family Engagement

An explanation of why the LEA has developed this goal.

The purpose of the goal, “All parents and community members will experience meaningful engagement through effective communication & services designed for their child,” is deeply aligned with Hemet Unified School District’s commitment to equity, student success, and strengthened community confidence. Within the HUSD Scorecard Framework, one of the district’s four vision-aligned priority areas is precisely to "Strengthen Community Confidence," which includes ensuring all families and community members have opportunities to give input, collaborate, and improve student outcomes. This is not only a value statement—it’s a systemwide expectation backed by targeted strategies and tracked through measures like the Parent/Caregiver Experience Survey, family participation data, and engagement events.

This goal is also strategically responsive to current performance data from the California School Dashboard. Hemet USD is performing in the Yellow and Orange performance bands on several academic indicators—such as English Language Arts (55.7 points below standard) and Mathematics (103.8 points below standard). Research and state guidance consistently highlight that when families are authentically engaged, student outcomes improve in both achievement and well-being. Engagement is also critical to addressing disparities, especially in student groups performing furthest from standards, including English Learners, foster youth, and students with disabilities—all of whom benefit from stronger family-school partnerships and transparent, culturally competent communication.

Aligned with Local Indicator Priority 3 (Parent and Family Engagement), Hemet USD has already built foundational structures such as the Wellness and Community Outreach Center and trained Parent Liaisons across school sites. These roles are essential in organizing bilingual events, providing access to behavioral and academic resources, and eliminating systemic barriers. Continuing to expand and refine these supports is vital not just for compliance, but as a means of continuous improvement as emphasized in the LCAP guidance: educational partners must be included in decision-making, and underrepresented families must be specifically supported through purposeful outreach and feedback loops.

The rationale for the goal “All parents and community members will experience meaningful engagement through effective communication and services designed for their child” is fundamentally aligned with Priority 3 of California’s eight state priorities: Parent Involvement and Family Engagement. This state priority requires districts to seek input from families and promote their active participation in educational

programs, particularly for unduplicated students and individuals with exceptional needs. In Hemet USD, the systems and services described—such as site-based family events, Parent Liaisons, and the Wellness and Community Outreach Center—embody this commitment by facilitating two-way communication and inclusive access to resources. Moreover, Hemet's Scorecard Framework and local indicator evidence show intentional efforts to build trust and respond to feedback, reinforcing the district's role as a collaborative partner in student success. By embedding these structures into the core of the LCAP, the district meets the requirement to identify specific, measurable actions that respond to community voice and expand opportunities for families to contribute meaningfully to school planning and student achievement.

This goal also directly supports Priority 5: Pupil Engagement, by strengthening the relational ecosystem that surrounds every student. Research underscores that when families are engaged and confident in their schools, students show increased motivation, improved attendance, and a stronger connection to their academic environment. Hemet USD's elevated chronic absenteeism rate of 33.4% (Yellow on the 2023 Dashboard) signals a need for deeper partnerships with families to understand and address the barriers keeping students from school. Through expanded home visits, culturally responsive outreach, and accessible parent education programs, the district is leveraging family engagement as a strategy to reduce absenteeism and re-engage students. These efforts reflect a holistic understanding that engagement is not limited to classroom participation—it begins with families who feel welcomed, informed, and empowered to support their children's academic and social-emotional development.

This goal is not only a statement of values but also an actionable strategy to raise student achievement through relational trust and shared accountability. It underscores the necessity of two-way communication, targeted service delivery, and inclusive structures to ensure every family has the tools and voice to support their child's academic and social-emotional journey in Hemet Unified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3.20	Local Dashboard Indicators-Parent Engagement	Met	Met		Met	No Delta
3.3.65	Staff Experience Survey Total Responses	2424	2448		2,700	+24
3.3.66	Parent Experience Survey (Inclusive of parents if Unduplicated Pupils and parents of students with exceptional needs) Total Respondents	1597	2677		4,000	+1080
3.3.67	Student Experience Survey Total Respondents	10321	12000		12,000	+1679

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.

3A: The Student Outcome Monitoring initiative has been fully implemented as intended, supporting the District's emerging system of Continuous Improvement. This action has facilitated professional development for administrators and teacher leaders, enabling site and

District teams to focus on addressing inequitable student outcomes through data-driven interventions. Key tools developed under this initiative include the District Scorecard and the predictive CCI Dashboard, which are instrumental in monitoring progress and enhancing academic counseling at the high school level. These resources empower staff to identify gaps, implement targeted strategies, and ensure accountability in achieving equitable outcomes for all students.

3B: The Parent Engagement & Support initiative has been fully implemented as intended, with all positions staffed and a robust array of services designed to empower parents in their child's education. The Parent Liaisons at elementary schools and the centralized Parent Resource Center (PRC) remain cornerstone resources, receiving highly positive feedback for their effectiveness in supporting and engaging families. The PRC and site-based liaisons have proven especially valuable in reaching parents who may be hesitant to engage with the school system, fostering greater connection and collaboration.

3C: This action/service is being implemented as planned and described above. Hemet Dual Language Academy services students in grade K-7 and will continue to expand in future years. The Academy of Innovation recently consolidated into a single school and is considered a California School of Choice.

3D: The High Interest Student Engagement Opportunities initiative has been fully implemented as intended, with no significant challenges despite some personnel turnover. The District continues to prioritize programs that foster school connectedness, including afterschool athletics for middle and high school students, elementary athletics, and a robust K-12 music program. These programs have demonstrated a positive correlation with improved student outcomes and engagement.

Key highlights include the refresh of technology in the Tahquitz High School theater, successful districtwide choir, and band events, and increasing enrollment in site-based music programs. A focused effort to improve high school band enrollment through strengthened 8th-grade transitions is also underway.

3E: The Chronic Absenteeism initiative has been fully implemented as intended, with all positions staffed and resources effectively directed to address the needs of students who are chronically absent. This action integrates seamlessly with other initiatives in the District's plan, providing targeted outreach and support to students and families. The efforts have yielded significant success, as reflected in a 4% decline in chronic absenteeism on the California Dashboard, with no student groups showing red indicators. These outcomes highlight the effectiveness of the District's proactive strategies and the collaborative work of staff in improving attendance and fostering greater student engagement.

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 – For Goal/Action 3A, combined actual expenditures totaled $ $1,200,476 against a budget of $37,569, indicating a situation where additional resources exceeded the planned budget. The profound variance reflects the association of other like expenditures not originally captured in the scope of the 2024-25 LCAP budget development process. This additional expenditures have

contributions from the General Fund as well as one time financial resources. This actual amount provides a better basis to evaluate future LCAP actions in the Improvement and Analytics space.

3B – Parent Engagement & Support – For Goal/Actions 3B1 and 3B2, which focus on Parent Engagement & Support, the combined actual expenditures totaled $3,026,135 against a budget of $1,685,175. This increased amount reflects the contribution of categorical funding to the action services that was not captured in the original LCAP budgeting process.

3C – Specialized Educational Options – For Goal/Action 3C, including actions such as Specialized Educational Options, combined actual expenditures totaled $10,386,151 against a budget of $10,224,591.

3D – High Interest Student Engagement – For Goal/Actions 3D1, 3D2, and 3D3, combined actual expenditures totaled $5,637,936 against a budget of $6,303,510. The additional expenses represent unexpected increased costs associated with major components of the action/service.

3E – Chronic Absenteeism – For Goal/Action 3E, combined actual expenditures totaled $549,472 against a budget of $542,607. Though expenditures occurred as expected, the slight overspend relates to unanticipated personnel costs.

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

3A: Student Outcome Monitoring

From July, 2024 to May, 2025, custom built District data visualizations supported 62,189 views by 1,099 adult users. During the spring of 2025, the District launched a Student Scorecard that in the one month of operation has 4,800 views by 2,548 of 12,000 eligible users.

Based on the extensive use of the data visualization, the District deems this action/service to be effective in supporting student outcomes.

3B: Parent Engagement

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”*

IIS Metrics:

- Parent Engagement Local Indicator related metrics

Hemet USD has demonstrated strong progress in meeting the expectations of LCFF Priority 3: Parent and Family Engagement, as reflected in its 2025 Local Indicators self-reflection. The district rated itself at **"Full Implementation" or "Full Implementation and Sustainability"** in most key practices, including creating welcoming environments, providing resources to support student outcomes at home, and facilitating two-way communication across language and cultural groups. Family engagement staff—such as Parent Liaisons and Community Outreach Liaisons—are supported through training with RCOE's Family Engagement Network and play a critical role in connecting families to behavioral health, academic, and community resources.

Practices	Rating Scale Number
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Practices	Rating Scale Number
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Practices	Rating Scale Number
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Survey data show an upward trend in families feeling welcomed at schools (**73%**, up from 70%), and a maintained sense of connection to schools (**72%**). However, the district acknowledged a continued need to strengthen **two-way communication**, transparency, and input opportunities for underrepresented families. As a result, Hemet USD is expanding its use of parent experience data, implementing culturally responsive events, and increasing representation in decision-making structures, especially for English Learners, Students with Disabilities, and Native American families.

- Parent Experience Survey Data

Parents reported feeling welcomed at school sites (73%, up from 70%) and connected to the school community (72%), indicating sustained strengths in school culture and climate. However, many families expressed a need for **more transparent, frequent, and accessible communication**—particularly regarding student academic progress, behavioral concerns, and special education supports. Families also requested more **culturally inclusive activities**, such as bilingual events, and flexible engagement opportunities that reflect the diverse needs of working parents. These findings confirm Hemet USD's self-reflection rating of "Full Implementation" for building relationships and partnerships, but also support ongoing improvement efforts in two-way communication and inclusive decision-making. The district's continued investment in Parent Liaisons and Community Outreach Liaisons, along with the work of the Wellness and Community Outreach Center, is aligned with these priorities and will be guided by parent input to further improve outcomes for underrepresented families.

- California Healthy Kids Survey – School Connectedness

Parent and student feedback from the 2025–26 LCAP process and school climate reports emphasize the importance of school connectedness and family engagement. According to the California Healthy Kids Survey (CHKS), only 53% of secondary students reported feeling connected to school, with even lower rates among Students with Disabilities (41%) and African American students (46%), 73% of

parents agreed that their child feels connected to school, while 76% rated schools as clean and well-maintained—conditions closely tied to positive school climate and student engagement.

These findings reinforce the district's continued investment in student engagement initiatives (Action 1H), facility upkeep and custodial support (Action 4C), and expanded parent-school partnerships through Parent Liaisons and the Parent Resource Center (Action 3A). The feedback also validates the district's Priority 3 Local Indicator self-assessment, where Hemet USD identified itself at "Full Implementation" or higher in building relationships and facilitating two-way communication with families.

Together, these metrics highlight both progress and areas for growth, and affirm that actions focused on improving school climate, family access, and physical environments are essential to reducing disparities and promoting academic success across student groups.

- Parent Center contacts and services provided

During the 2024–2025 school year, the Wellness and Community Outreach Center (WCOC) responded to over 656 individual family requests for support, including food, school essentials, and resource navigation. In addition, our liaison team made at least one connection with every McKinney-Vento families, a little over 900,at the start of the year to establish a connection with their school site.

- Educational partner feedback regarding the impact of services provided by the two action elements

Below are key points an evidence related to effectiveness:

Parent Liaisons (Action 3A – PE 2 - 3A):

- **329 respondents (Strongly agree)** that parent liaisons and related engagement supports have been effective.
- An additional **47 parents somewhat agreed**, while only **7 respondents disagreed** to any degree.
- This reflects over **88% agreement** among those who responded, indicating high satisfaction with school-home connection efforts led by Parent Liaisons.

Wellness and Community Outreach Center (WCOC 1):

- Parents expressed greatest interest in support workshops related to:
- **Reading and literacy strategies**
- **Math skills and homework support**
- **Understanding standardized testing data**
- **College and career preparation**

Among 144 meaningful responses, **College, and Career Planning (27 responses)** and combined literacy/math/homework workshops (37 responses) were most frequently selected.

These results affirm that both the Wellness Center and Parent Liaisons are perceived as effective resources that directly align with Hemet USD's Local Indicator reflection under **Priority 3 (Parent Engagement)**—particularly in the areas of relationship-building and supporting student learning at home.

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%

IIS Metrics:
Educational Partner Feedback regarding school confidence

ELA SBAC – HDLA

All Students: 41.5%
SED: 41.0%
EL: 12.2%

Math SBAC – HDLA
All Students: 29.3%
SED: 27.7%
EL 12.2%

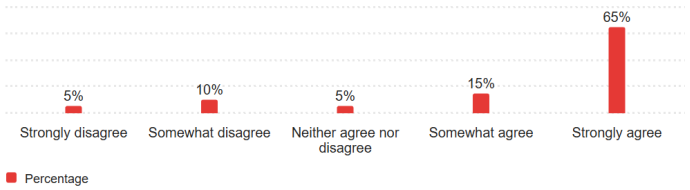
ELA SBAC – AOI

All Students: 35.7%
SED: 34.8%
EL: 6.7%

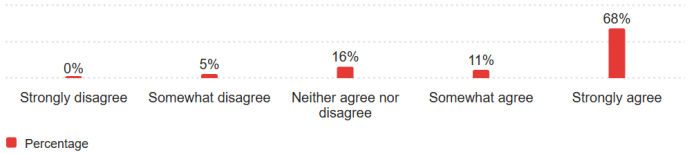
Math SBAC – AOI
All Students: 8.1%
SED: 7.7%
EL 3.3%

HDLA

This school has high expectations for all students.



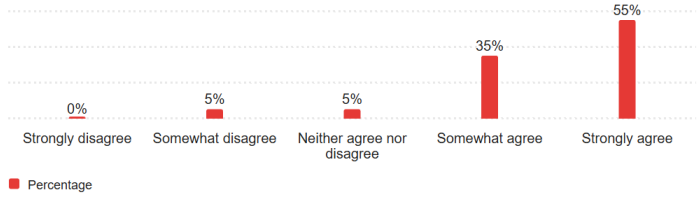
My child feels connected to his/her school.



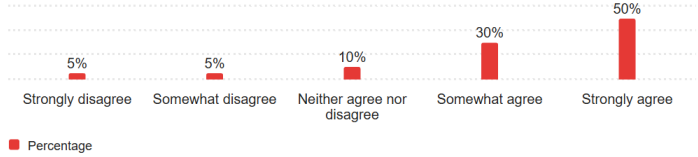
To what extent does your child's school, and the district as a whole, make opportunities available to parents to participate in advisory groups and decision making?

Academy of Innovation

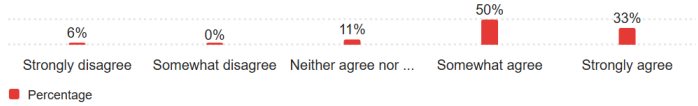
This school has high expectations for all students.



My child feels connected to his/her school.



To what extent does your child's school, and the district as a whole, make opportunities available to parents to participate in advisory groups and decision making?



The above data suggests a reasonably high degree of confidence in both of these schools supported by the action/service.

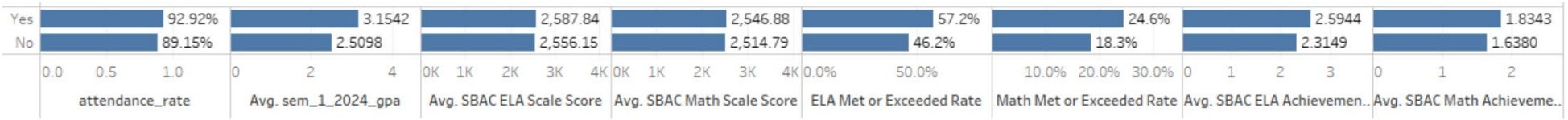
Overall, based on the parent confidence and comparable outcomes to other schools in the district, the District deems this action/service to be effective.

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%

Metrics to monitor:
- Cohort associated outcomes in graduation rate, ELA, Math

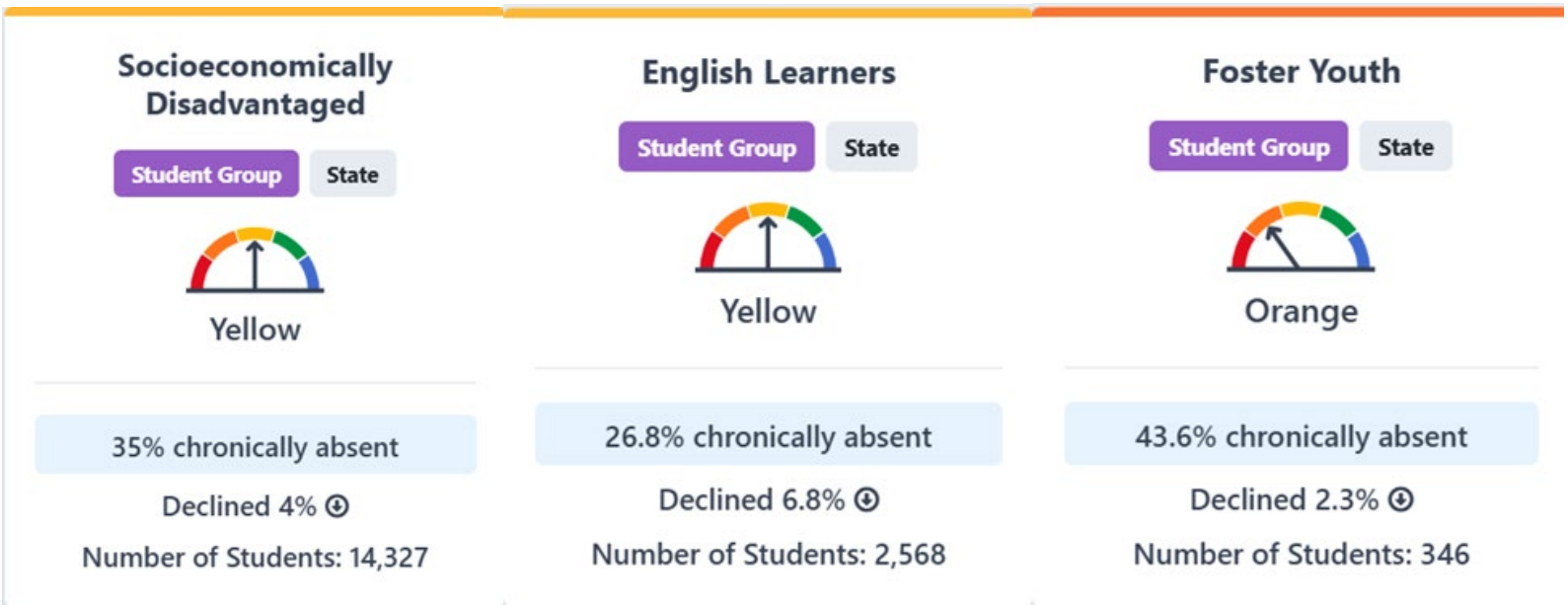


- Cohort associated Educational partner feedback on the impact/effectiveness of these services

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).*

Metrics to monitor:

2024 California Dashboard



Educational Partner Feedback – empathy interviews with parents of impacted students

- Several respondents linked chronic absenteeism to structural barriers like lack of reliable transportation, suggesting expanded bus routes or support services.
- There were calls for increased resources such as tutoring and after-school programs to re-engage students who frequently miss school.
- Some comments emphasized the need for site-based solutions like clothing closets or mobile support staff to address basic needs and improve attendance.
- A few participants advocated for increased home-to-school communication and proactive outreach when students are repeatedly absent.

Overall, as evidenced by the decline in Chronic Absenteeism, the District deems this action to be effective.

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.

In concert, agreement, and with input form the Hemet USD LCAP Parent & Student Advisory Group, the District is re-organizing the goals/actions/services of the 2024-25 LCAP into a new configuration for the 2025-26 and future LCAPs. This transition from the three goal topics of *Teaching & Learning, Systems of Support, and Culture & Climate* is transformed to the recently developed District priority areas of *Championing Student Success, Cultivating High Performing Teams, Fostering Community Confidence, and the Responsible & Careful Management of Resources.* In the transformation of the plan structure, action/services are largely unchanged except in the instances where

adjustments reflect intentions to improve effectiveness and outcomes. Metrics will translocate to new goal locations to match the schema of the 2024-25 LCAP as it related to the related actions and services.

For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency.

Additionally, in some cases, action/service related metrics have been changed to improve the District's ability to assess effectiveness and/or to connect to California Dashboard Indicators.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2025-26 LCAP in successive meetings. The group provided qualitative and quantitative feedback that supported the new goal structure as well as specific support for the District to make adjustments to the organization of goals, actions, and services – as well as the strategic shifting of financial resources – to better connect to and communicate the District leadership framework in addition to maximizing the use of financial resources, respectively.

With respect to an element of the prior goal structure relevant to this section, the following change will be made in the future for this action element (now situated in Goal 1):

3D1: Elementary Athletics – This action has been discontinued in the 2025-26 LCAP. These services have been subsumed into other actions or fully supplanted by based funding.

In this new current Goal: Meaningful engagement & building community confidence, the district re-organizes all parent engagement actions and/or related systems of support specific actions/services into this goal. Below are action/services relocated to this goal from prior year goals:

- Parent Engagement: Formerly Goal 3, Action B, this action/services has a primary focal point of supporting parents in connecting and effectively communicating with educational partners at the school site.

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
2025-26 3A Formerly 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	$2,748,044	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	***Careful and Responsible Management of Resources:*** Enhance Services to support high-quality instruction and student well-being.	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) – Standards Aligned Materials: Resource Alignment

Priority 1: Basic (Conditions of Learning) – Facilities: Culture & Climate, Resource Alignment

An explanation of why the LEA has developed this goal.

Goal 4, *Careful & Responsible Management of Resources: Enhance Services to Support High-Quality Instruction and Student Well-Being*, reflects Hemet USD's systemic commitment to aligning fiscal and operational investments with the district's instructional vision and student-centered priorities. This goal supports the foundational services—such as behavioral health teams, instructional technology, custodial services, and instructional support staff—that make high-quality teaching and learning possible across all school sites. Rooted in the HUSD Scorecard Framework, the goal affirms that resource allocation must be strategic, equity-driven, and monitored to ensure effectiveness, particularly for student groups performing in the Red and Orange Dashboard performance levels.

Goal 4 is grounded in Hemet USD's commitment to equity, operational excellence, and continuous improvement. This goal is explicitly aligned to the **Local Indicator for Basic Services (LCFF Priority 1)**, which requires Districts to annually measure and report access to appropriately assigned teachers, standards-aligned instructional materials, and safe, clean, and functional school facilities. In the 2025 Local Indicator self-reflection, Hemet USD reported 100% of students had access to standards-aligned materials, and 0% were without adequate instructional resources. These results affirm that the district's foundation for student learning is solid—and Goal 4 is designed to maintain and enhance that standard across all campuses.

Central to this goal is the District's core operational value of maintaining **Pristine Facilities**. This expectation is echoed by families, with **76% of parents in the 2025 LCAP Survey** agreeing or strongly agreeing that their child's school is clean and well-maintained. Students, too, raised the importance of school cleanliness in open-ended survey responses, linking it to feelings of safety and school pride. These findings reinforce the inclusion of actions and services under Goal 4 that support custodial staffing, facilities maintenance, and infrastructure improvements—ensuring every campus remains welcoming and conducive to learning.

Beyond facilities, Goal 4 includes strategic investments in wellness services, instructional technology infrastructure, and classroom-based supports such as aides and behavior staff. These services form the operational backbone of the district's instructional and wellness systems and directly support the effectiveness of Goals 1 and 2. By using performance data, site Scorecards, and educational partner input to guide resource allocation, Hemet USD ensures that investments are not only compliant with LCAP planning requirements, but also responsive to

the needs of students, staff, and families. This goal embodies the district's belief that educational success is inseparable from the conditions in which students learn and thrive.

Action 4A: *Instructional Technology Integration and Support* is directly aligned with Hemet USD's commitment to equitable access to high-quality instruction, as outlined in the HUSD Scorecard Framework, and supports the District Basic of providing **Contemporary Tools and Resources** to all students. Dashboard indicators underscore that while ELA performance has improved (+6.6 points), significant achievement gaps remain for English Learners (ELA DFS: -91.8) and Students with Disabilities (Math DFS: -161.1), demonstrating the urgent need for ongoing digital access to accelerate learning recovery. Maintaining a 1:1 device ratio ensures all students—especially those in underperforming subgroups—can access evidence-based instructional tools, differentiated learning pathways, and digital assessments aligned to California State Standards (Priority 2).

The LCAP Local Indicators also affirm that 100% of students currently have access to standards-aligned instructional materials, including digital tools—a condition the district sustains through strategic reinvestment in device refresh cycles and infrastructure (Priority 1). In addition, technology-supported learning is integral to the Scorecard's system of progress monitoring, formative assessment, and Tiered Instructional Support, and is reflected in site-level implementation high leverage instructional strategies and strategic assessment practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3.18	Local Dashboard Indicators-Basics (Williams Act)	Met	Met		Met	No Delta
4.3.60	Culture/Climate Williams Act-Students have textbooks and materials	100% of Students had textbooks	100% of Students had textbooks		100% of Students had textbooks	No Delta
4.3.61	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		100% had either "Good" or "Exemplary" Rating	No Delta

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.

The narrative below relates to Goal 4 - 2024-25 LCAP. Moving forward, the same goal is now Goal 5.

The HUSD Scorecard and its related framework served as a foundational tool for monitoring progress and aligning actions to district priorities throughout the year. Monthly Cabinet Scorecard reviews enabled district leaders to analyze real-time data, identify trends, and guide resource allocation in alignment with LCAP goals. Site principals and school leadership teams played a central role in this process by leading school-level Scorecard implementation, using the data to inform their SPSAs and direct support to high-need student groups. This structure strengthened Hemet USD's system of continuous improvement by ensuring that decision-making remained responsive, data-driven, and focused on accelerating outcomes for all students.

This section will be completed based on data from the 2024-25 school in the successive Local Control Accountability Plan. he metrics section of Goal 4 in Hemet USD's Mid-Year Update reflects substantial progress toward this goal, with meaningful reductions in the number of Red indicators across student groups and indicators:

Key Progress Highlights:

Red Indicator Reduction:

At the district level, the number of student groups with Red indicators dropped from 13 groups (19 instances) in 2023 to 8 groups (14 instances) in 2024.At the site level, the number of Red indicators for the "All Students" group across performance areas decreased by 24% from 2023 to 2024.

ELA Performance (Dashboard Indicator)

Districtwide growth in Distance from Standard (DFS) for all key student groups:

All Students: Improved from -62.3 to -55.7

English Learners (EL): Improved from -100.6 to -91.8

Foster Youth: Improved from -89.6 to -84.0

Socioeconomically Disadvantaged (SED): Improved from -67.9 to -60.9

Students with Disabilities (SWD): Improved from -133.2 to -128.6

These gains represent progress toward the Dashboard Orange or Yellow performance levels, especially notable in high-need subgroups.

Mathematics Performance (Dashboard Indicator)

All major student groups made progress in DFS:

All Students: Improved from -106.9 to -103.8

English Learners: Improved from -142.2 to -134.8

Foster Youth: Improved from -137.3 to -128.6

SED: Improved from -112.5 to -109.6

SWD: Improved from -164.6 to -161.1

While still significantly below standard, these shifts signal effective implementation of intervention strategies outlined in related actions (e.g., 2B Literacy Intervention, 1B Professional Development).

Suspension Rate (Dashboard Indicator)

Suspension rates declined across nearly all groups:

All Students: From 6.3% to 5.1%

ELs: From 5.5% to 4.0%

SED: From 6.7% to 5.3%

SWD: From 10.2% to 8.5%

This improvement is directly linked to ongoing implementation of the Alternative to Suspension program and expanded Tier II behavioral supports (see Action 2A).

Chronic Absenteeism (Dashboard Indicator)

All Students: Decreased from 37.4% to 33.4%

Improvements noted in Equity Multiplier sites:

Whittier Elementary: From 45.3% to 36.5% (All Students)

Academy of Innovation: From 31.9% to 17.6% (All Students)

Notably, African American, and Hispanic groups at these sites showed gains exceeding 15% in attendance.

Graduation Rate (Dashboard Indicator)

All Students: Increased from 89.3% to 90.4%

Foster Youth: Slight decline (from 77.4% to 76.5%) requires targeted response

ELs: Increased from 78.0% to 81.7%

SED: Increased from 88.8% to 89.9%

College & Career Indicator (CCI)

Prepared Rate (All Students): Increased from 44.1% to 46.0%

Conclusion:

Metrics associated with Goal 4 show broad progress across academic, engagement, and climate indicators, with nearly all monitored student groups making gains from 2023 to 2024. Several subgroups, including English Learners and SED students, are on track to exit Red status or have already done so. This progress affirms the effectiveness of coordinated site and district-level efforts to redesign systems in support of historically underserved students.

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

The narrative below relates to Goal 4 - 2024-25 LCAP. Moving forward, the same goal is now Goal 5. There are no expenditures related to this goal.

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

The narrative below relates to Goal 4 - 2024-25 LCAP. Moving forward, the same goal is now Goal 5. As evidenced by the growth described above, the District deems this goal to be effective.

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.

In concert, agreement, and with input form the Hemet USD LCAP Parent & Student Advisory Group, the District is re-organizing the goals/actions/services of the 2024-25 LCAP into a new configuration for the 2025-26 and future LCAPs. This transition from the three goal topics of *Teaching & Learning, Systems of Support, and Culture & Climate* is transformed to the recently developed District priority areas of *Championing Student Success, Cultivating High Performing Teams, Fostering Community Confidence, and the Responsible & Careful Management of Resources.* In the transformation of the plan structure, action/services are largely unchanged except in the instances where adjustments reflect intentions to improve effectiveness and outcomes. Metrics will translocate to new goal locations to match the schema of the 2024-25 LCAP as it related to the related actions and services.

The narrative below relates to Goal 4 - 2024-25 LCAP. Moving forward, the same goal is now Goal 5.

For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency.

Additionally, in some cases, action/service related metrics have been changed to improve the District's ability to assess effectiveness and/or to connect to California Dashboard Indicators.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2025-26 LCAP in successive meetings. The group provided qualitative and quantitative feedback that supported the new goal structure as well as specific support for the District to make adjustments to the organization of goals, actions, and services – as well as the strategic shifting of financial resources – to better connect to and communicate the District leadership framework in addition to maximizing the use of financial resources, respectively.

In this new current Goal: Meaningful engagement & building community confidence, the district re-organizes all parent engagement actions and/or related systems of support specific actions/services into this goal. Below are action/services relocated to this goal from prior year goals:

- Instructional Technology Integration
- Lower Class Sizes
- Facility Support
- Assistant Principal Support
- Site Directed Support

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
2025-26 4A Formerly 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.	$8,058,025	Yes
2025-26 4B Formerly 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.	$8,881,435	Yes
2025-26 4C Formerly 2C5	Facility Support	In support of extending the time facilities are used, the District will augment custodial staff to ensure the facilities are functional and support the desired educational outcomes. (Funded with Concentration “Add On” funds)	$2,204,144	Yes

2025-26 4D Formerly 2F1/2F2	Site Based Support	4D1: 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. 4D2: 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.	$11,414,641	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	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

5.4.1	ELA (California Dashboard)	-62.3 DFS			-55.7 DFS				-45.4 DFS				10.3 DFS						
				DFS points			DFS Points												
		ALL	Dartmouth Middle	-80.8	ALL	Dartmouth Middle	-59		ALL	Dartmouth Middle	-58.9		ALL	Dartmouth Middle	0.1				
			Diamond Valley Middle	-79.6		Diamond Valley Middle	-76.2			Diamond Valley Middle	-64.4			Diamond Valley Middle	11.8				
			Hamilton	-60.7		Hamilton	-47.5			Hamilton	-49.1			Hamilton	-1.6				
			Hemet Elementary	-71.0		Hemet Elementary	-72.1			Hemet Elementary	-57.4			Hemet Elementary	14.7				
			Tahquitz High	-50.6		Tahquitz High	-34.8			Tahquitz High	-40.9			Tahquitz High	-6.1				
			West Valley High	-45.7		West Valley High	-25.7			West Valley High	-36.9			West Valley High	-11.2				
			Whittier Elementary	-91.3		Whittier Elementary	-84.9			Whittier Elementary	-73.9			Whittier Elementary	11				
		AA	Fruitvale Elementary	-83.2	AA	Fruitvale Elementary	-76.5		AA	Fruitvale Elementary	-67.3		AA	Fruitvale Elementary	9.2				
			Hemet Unified	-90.8		Hemet Unified	-85.4			Hemet Unified	-73.5			Hemet Unified	11.9				
			Rancho Viejo Middle	-87.9		Rancho Viejo Middle	-105.1			Rancho Viejo Middle	-71.1			Rancho Viejo Middle	34				
			Whittier Elementary	-135.8		Whittier Elementary	-110.2			Whittier Elementary	-109.9			Whittier Elementary	0.3				
		AI	Hemet Unified	-89.3	AI	Hemet Unified	-67.7		AI	Hemet Unified	-72.3		AI	Hemet Unified	-4.6				
		EL	Bautista Creek Elementary	-84.4	EL	Bautista Creek Elementary	-76.9		EL	Bautista Creek Elementary	-68.3		EL	Bautista Creek Elementary	8.6				
			Dartmouth Middle	-127.1		Dartmouth Middle	-99.6			Dartmouth Middle	-102.9			Dartmouth Middle	-3.3				
			Hemet Elementary	-78.9		Hemet Elementary	-74.9			Hemet Elementary	-63.8			Hemet Elementary	11.1				
			Hemet High	-127.3		Hemet High	-74			Hemet High	-103.0			Hemet High	-29				
			Hemet Unified	-100.6		Hemet Unified	-91.8			Hemet Unified	-81.4			Hemet Unified	10.4				
			McSweeny Elementary	-81.9		McSweeny Elementary	-49.4			McSweeny Elementary	-66.3			McSweeny Elementary	-16.9				
			Rancho Viejo Middle	-111.9		Rancho Viejo Middle	-96.9			Rancho Viejo Middle	-90.6			Rancho Viejo Middle	6.3				
			Tahquitz High	-139.0		Tahquitz High	-101.7			Tahquitz High	-112.5			Tahquitz High	-10.8				
			West Valley High	-136.2						West Valley High	-110.2			West Valley High	13.4				
														Winchester Elementary	-2.9				

			Winchester Elementary	-86.6		West Valley High	-123.6				Winchester Elementary	-70.1	FOS	Hemet Unified	11.5
		FOS	Hemet Unified	-89.6		Winchester Elementary	-67.2			FOS	Hemet Unified	-72.5	HI	Dartmouth Middle	-5.8
		HI	Dartmouth Middle	-84.8	FOS	Hemet Unified	-84			HI	Dartmouth Middle	-68.6		Diamond Valley Middle	8.5
			Diamond Valley Middle	-83.9	HI	Dartmouth Middle	-62.8				Diamond Valley Middle	-67.9		Hamilton	7.9
			Hamilton	-58.5		Diamond Valley Middle	-76.4				Hamilton	-47.3		Hemet Elementary	12.5
			Hemet Elementary	-70.6		Hamilton	-55.2				Hemet Elementary	-57.1		Hemet High	-30.2
			Hemet High	-52.0		Hemet Elementary	-69.6				Hemet High	-42.0		Tahquitz High	-4.7
			Tahquitz High	-55.4		Hemet High	-11.8				Tahquitz High	-44.8	MR	Diamond Valley Middle	3.5
		MR	Diamond Valley Middle	-75.8		Tahquitz High	-40.1			MR	Diamond Valley Middle	-61.3	SED	Dartmouth Middle	-3.8
		SED	Dartmouth Middle	-87.2	MR	Diamond Valley Middle	-64.8			SED	Dartmouth Middle	-70.6		Diamond Valley Middle	13.8
			Diamond Valley Middle	-81.3	SED	Dartmouth Middle	-66.8				Diamond Valley Middle	-65.8		Hamilton	2.1
			Hamilton	-60.8		Diamond Valley Middle	-79.6				Hamilton	-49.2		Hemet Elementary	14.8
			Hemet Elementary	-71.6		Hamilton	-51.3				Hemet Elementary	-57.9		Hemet High	-35
			Hemet High	-54.6		Hemet Elementary	-72.7				Hemet High	-44.1		Rancho Viejo Middle	7.1
			Rancho Viejo Middle	-71.5		Hemet High	-9.1				Rancho Viejo Middle	-57.8		Tahquitz High	-5.6
			Tahquitz High	-57.5		Rancho Viejo Middle	-64.9				Tahquitz High	-46.5		Valle Vista Elementary	10
			Valle Vista Elementary	-71.8		Tahquitz High	-40.9				Valle Vista Elementary	-58.1		West Valley High	-4
			West Valley High	-46.8		Valle Vista Elementary	-68.1				West Valley High	-37.8		Whittier Elementary	9.5
			Whittier Elementary	-93.1		West Valley High	-33.8				Whittier Elementary	-75.3	SWD	Bautista Creek Elementary	16.3
		SWD	Bautista Creek Elementary	-111.5		Whittier Elementary	-84.8			SWD	Bautista Creek Elementary	-90.2		Dartmouth Middle	18
			Dartmouth Middle	-156.2	SWD	Bautista Creek Elementary	-106.5				Dartmouth Middle	-126.4		Fruitvale Elementary	7.7
			Fruitvale Elementary	-132.0		Dartmouth Middle	-144.4				Fruitvale Elementary	-106.8		Hemet Elementary	1.1
			Hemet Elementary	-148.4		Fruitvale Elementary	-114.5				Hemet Elementary	-120.1		Hemet High	-42.5
														Hemet Unified	20.8
														Jacob Wiens Elementary	59
														McSweeny Elementary	23.9

			Hemet High	-164.4		Hemet Elementary	-121.2		Hemet High	-133.1		Rancho Viejo Middle	2.2
			Hemet Unified	-133.2		Hemet High	-90.6		Hemet Unified	-107.8		Tahquitz High	31.1
			Jacob Wiens Elementary	-133.6		Hemet Unified	-128.6		Jacob Wiens Elementary	-108.1		West Valley High	39
			McSweeny Elementary	-137.1		Jacob Wiens Elementary	-167.1		McSweeny Elementary	-111.0	WH	Acacia Middle	22.2
			Rancho Viejo Middle	-158.7		McSweeny Elementary	-134.9		Rancho Viejo Middle	-128.5		Hamilton	-0.3
			Tahquitz High	-133.1		Rancho Viejo Middle	-130.7		Tahquitz High	-107.7		West Valley High	-21.8
			West Valley High	-136.2		Tahquitz High	-138.8		West Valley High	-110.2		Whittier Elementary	8.1
		WH	Acacia Middle	-87.9		West Valley High	-149.2	WH	Acacia Middle	-71.1			
			Hamilton	-57.4	WH	Acacia Middle	-93.3		Hamilton	-46.4			
			West Valley High	-56.1		Hamilton	-46.1		West Valley High	-45.4			
			Whittier Elementary	-89.3		West Valley High	-23.6		Whittier Elementary	-72.3			
						Whittier Elementary	-80.4						

5.4.2	Math			points			Points					Year 3	
		ALL	Acacia Middle	-153.0	ALL	Acacia Middle	-151.3		ALL	Acacia Middle	-111.5	ALL	Acacia Middle 39.8
			Dartmouth Middle	-122.0		Dartmouth Middle	-130.7			Dartmouth Middle	-88.9		Dartmouth Middle 41.8
			Diamond Valley Middle	-126.4		Diamond Valley Middle	-124.9			Diamond Valley Middle	-92.1		Diamond Valley Middle 32.8
			Hemet High	-139.4		Hemet High	-111.4			Hemet High	-101.6		Hemet High 9.8
			Hemet Unified	-106.9		Hemet Unified	-103.8			Hemet Unified	-77.9		Hemet Unified 25.9
			Ramona Elementary	-96.0		Ramona Elementary	-88.1			Ramona Elementary	-70.0		Ramona Elementary 18.1
			Rancho Viejo Middle	-125.1		Rancho Viejo Middle	-110.5			Rancho Viejo Middle	-91.2		Rancho Viejo Middle 19.3
			Tahquitz High	-134.4		Tahquitz High	-130.1			Tahquitz High	-98.0		Tahquitz High 32.1
		AA	Acacia Middle	-187.6	AA	Acacia Middle	-184.2		AA	Acacia Middle	-136.8	AA	Acacia Middle 47.4
			Hemet Unified	-140.1		Hemet Unified	-137.3			Hemet Unified	-102.1		Hemet Unified 35.2
			Rancho Viejo Middle	-159.4		Rancho Viejo Middle	-162.9			Rancho Viejo Middle	-116.2		Rancho Viejo Middle 46.7
		AI	Hemet Unified	-118.8	AI	Hemet Unified	-125.2		AI	Hemet Unified	-86.6	AI	Hemet Unified 38.6
		EL	Acacia Middle	-185.1	EL	Acacia Middle	-188.1		EL	Acacia Middle	-134.9	EL	Acacia Middle 53.2
			Bautista Creek Elementary	-103.7		Bautista Creek Elementary	-81.5			Bautista Creek Elementary	-75.6		Bautista Creek Elementary 5.9
			Dartmouth Middle	-168.6		Dartmouth Middle	-176.4			Dartmouth Middle	-122.9		Dartmouth Middle 53.5
			Diamond Valley Middle	-150.3		Diamond Valley Middle	-145.8			Diamond Valley Middle	-109.6		Diamond Valley Middle 36.2
			Fruitvale Elementary	-95.9		Fruitvale Elementary	-99.3			Fruitvale Elementary	-69.9		Fruitvale Elementary 29.4
			Hemet Elementary	-118.6		Hemet Elementary	-99.4			Hemet Elementary	-86.5		Hemet Elementary 12.9
			Hemet High	-200.5		Hemet High	-181.9			Hemet High	-146.2		Hemet High 35.7
			Hemet Unified	-142.2		Hemet Unified	-134.8			Hemet Unified	-103.7		Hemet Unified 31.1
			Rancho Viejo Middle	-189.3		Rancho Viejo Middle	-151			Rancho Viejo Middle	-138.0		Rancho Viejo Middle 13.0
			Tahquitz High	-202.9		Tahquitz High	-171.5			Tahquitz High	-147.9		Tahquitz High 23.6
		FOS	Hemet Unified	-137.3	FOS	Hemet Unified	-128.6		FOS	Hemet Unified	-100.1	FOS	Hemet Unified 28.5
		HI	Acacia Middle	-151.6	HI	Acacia Middle	-149.7		HI	Acacia Middle	-110.5	HI	Acacia Middle 39.2
			Academy of Innovation	-146.3		Academy of Innovation	-127.3			Academy of Innovation	-106.7		Academy of Innovation 20.6
			Dartmouth Middle	-130.6		Dartmouth Middle	-138.1			Dartmouth Middle	-95.2		Dartmouth Middle 42.9
			Diamond Valley Middle	-126.9		Diamond Valley Middle	-125.7			Diamond Valley Middle	-92.5		
			Hemet High	-152.2						Hemet High	-111.0		
										Hemet Unified	-81.1		
										Rancho Viejo Middle	-94.3		

			Hemet Unified	-111.3		Hemet High	-127.7				Diamond Valley Middle	33.2
			Rancho Viejo Middle	-129.4		Hemet Unified	-107		MR	Tahquitz High	-102.4		Hemet High	16.7
			Tahquitz High	-140.5		Rancho Viejo Middle	-112.6			Diamond Valley Middle	-93.8		Hemet Unified	25.9
		MR	Diamond Valley Middle	-128.7		Tahquitz High	-137.6			Rancho Viejo Middle	-74.4		Rancho Viejo Middle	18.3
			Rancho Viejo Middle	-102.1	MR	Diamond Valley Middle	-117.3		SED	Acacia Middle	-111.4		Tahquitz High	35.2
		SED	Acacia Middle	-152.8		Rancho Viejo Middle	-87.8			Dartmouth Middle	-93.6	MR	Diamond Valley Middle	23.5
			Dartmouth Middle	-128.4	SED	Acacia Middle	-152.5			Diamond Valley Middle	-92.7		Rancho Viejo Middle	13.4
			Diamond Valley Middle	-127.2		Dartmouth Middle	-140.8			Hamilton	-85.1	SED	Acacia Middle	41.1
			Hamilton	-116.8		Diamond Valley Middle	-128.7			Hemet Elementary	-69.5		Dartmouth Middle	47.2
			Hemet Elementary	-95.3		Hamilton	-113.3			Hemet High	-112.3		Diamond Valley Middle	36.0
			Hemet High	-154.1		Hemet Elementary	-96.5			Hemet Unified	-82.0		Hamilton	28.2
			Hemet Unified	-112.5		Hemet High	-122.3			Ramona Elementary	-70.6		Hemet Elementary	27.0
			Ramona Elementary	-96.9		Hemet Unified	-109.6			Rancho Viejo Middle	-96.7		Hemet High	10.0
			Rancho Viejo Middle	-132.6		Ramona Elementary	-89.8			Tahquitz High	-102.3		Hemet Unified	27.6
			Tahquitz High	-140.3		Rancho Viejo Middle	-116.2		SWD	Acacia Middle	-163.5		Ramona Elementary	19.2
		SWD	Acacia Middle	-224.3		Tahquitz High	-136.3			Bautista Creek Elementary	-98.2		Rancho Viejo Middle	19.5
			Bautista Creek Elementary	-134.7	SWD	Acacia Middle	-219.4			Dartmouth Middle	-144.8		Tahquitz High	34.0
			Dartmouth Middle	-198.6		Bautista Creek Elementary	-119.4			Fruitvale Elementary	-105.1	SWD	Acacia Middle	55.9
			Fruitvale Elementary	-144.2		Dartmouth Middle	-196			Hemet Elementary	-110.2		Bautista Creek Elementary	21.2
			Hemet Elementary	-151.2		Fruitvale Elementary	-129.4			Hemet High	-163.7		Dartmouth Middle	51.2
			Hemet High	-224.6		Hemet Elementary	-136.3			Hemet Unified	-120.0		Fruitvale Elementary	24.3
			Hemet Unified	-164.6		Hemet High	-183.6			Jacob Wiens Elementary	-111.5		Hemet Elementary	26.1
			Jacob Wiens Elementary	-152.9		Hemet Unified	-161.1			McSweeny Elementary	-111.1		Hemet High	19.9
			McSweeny Elementary	-152.4		Jacob Wiens Elementary	-166.7			Ramona Elementary	-99.6		Hemet Unified	41.1
			Ramona Elementary	-136.6		McSweeny Elementary	-151.8			Rancho Viejo Middle	-146.4		Jacob Wiens Elementary	55.2
			Rancho Viejo Middle	-200.8						Tahquitz High	-146.0		McSweeny Elementary	40.7
			Tahquitz High	-200.3						Whittier Elementary	-116.9		Ramona Elementary	34.3
			Whittier Elementary	-160.4					WH	Acacia Middle	-109.2			
		WH	Acacia Middle	-149.8						Dartmouth Middle	-71.3			
			Dartmouth Middle	-97.8						Diamond Valley Middle	-78.5			
										West Valley High	-86.1			

			Diamond Valley Middle	-107.7		Ramona Elementary	-133.9				Rancho Viejo Middle	30.4
			West Valley High	-118.1		Rancho Viejo Middle	-176.8				Tahquitz High	61.2
						Tahquitz High	-207.2				Whittier Elementary	16.4
						Whittier Elementary	-133.3			WH	Acacia Middle	32.9
					WH	Acacia Middle	-142.1				Dartmouth Middle	39.2
						Dartmouth Middle	-110.5				Diamond Valley Middle	29.8
						Diamond Valley Middle	-108.3				West Valley High	23.7
						West Valley High	-109.8					

5.4.3	Suspension			Rate			Rate			Year 3	
		ALL	Acacia Middle	14.3	ALL	Acacia Middle	13	ALL	Acacia Middle	10.4	ALL	Acacia Middle	-2.6
			Cottonwood	6.00		Cottonwood	4		Cottonwood	4.4		Cottonwood	0.4
			Dartmouth Middle	15.90		Dartmouth Middle	10.8		Dartmouth Middle	11.6		Dartmouth Middle	0.8
			Hamilton	8.40		Hamilton	7.2		Hamilton	6.1		Hamilton	-1.1
			Jacob Wiens Elementary	7.30		Jacob Wiens Elementary	5.7		Jacob Wiens Elementary	5.3		Jacob Wiens Elementary	-0.4
			McSweeny Elementary	5.90		McSweeny Elementary	3.5		McSweeny Elementary	4.3		McSweeny Elementary	0.8
			Ramona Elementary	6.10		Ramona Elementary	4.4		Ramona Elementary	4.4		Ramona Elementary	0.0
			Rancho Viejo Middle	15.00		Rancho Viejo Middle	8.5		Rancho Viejo Middle	10.9		Rancho Viejo Middle	2.4
			Valle Vista Elementary	8.70		Valle Vista Elementary	3.8		Valle Vista Elementary	6.3		Valle Vista Elementary	2.5
		AA	Acacia Middle	31.20	AA	Acacia Middle	25.6	AA	Acacia Middle	22.7	AA	Acacia Middle	-2.9
			Alessandro High	15.10		Alessandro High	9.8		Alessandro High	11.0		Alessandro High	1.2
			Fruitvale Elementary	6.10		Fruitvale Elementary	8.1		Fruitvale Elementary	4.4		Fruitvale Elementary	-3.7
			Harmony Elementary	13.20		Harmony Elementary	11.2		Harmony Elementary	9.6		Harmony Elementary	-1.6
			Hemet High	17.10		Hemet High	14.6		Hemet High	12.5		Hemet High	-2.1
			Hemet Unified	13.00		Hemet Unified	12		Hemet Unified	9.5		Hemet Unified	-2.5
			Jacob Wiens Elementary	16.00		Jacob Wiens Elementary	8.7		Jacob Wiens Elementary	11.7		Jacob Wiens Elementary	3.0
			Rancho Viejo Middle	27.90		Rancho Viejo Middle	23.3		Rancho Viejo Middle	20.3		Rancho Viejo Middle	-3.0
			Tahquitz High	13.60		Tahquitz High	17.9		Tahquitz High	9.9		Tahquitz High	-8.0
			West Valley High	10.50		West Valley High	11.9		West Valley High	7.7		West Valley High	-4.2
		AI	Hemet Unified	13.80	AI	Hemet Unified	12.1	AI	Hemet Unified	10.1	AI	Hemet Unified	-2.0
		EL	Acacia Middle	12.60	EL	Acacia Middle	8.3	EL	Acacia Middle	9.2	EL	Acacia Middle	0.9
			Dartmouth Middle	20.30		Dartmouth Middle	15		Dartmouth Middle	14.8		Dartmouth Middle	-0.2
			Rancho Viejo Middle	14.80		Rancho Viejo Middle	8.2		Rancho Viejo Middle	10.8		Rancho Viejo Middle	2.6
			Valle Vista Elementary	6.90		Valle Vista Elementary	1.6		Valle Vista Elementary	5.0		Valle Vista Elementary	3.4
											FOS	Hemet High	-3.8

		FOS	Hemet High	23.30	FOS	Hemet High	20.8		FOS	Hemet High	17.0		Hemet Unified	-3.4
			Hemet Unified	11.90		Hemet Unified	12.1			Hemet Unified	8.7	HI	Dartmouth Middle	2.1
		HI	Dartmouth Middle	16.40	HI	Dartmouth Middle	9.9		HI	Dartmouth Middle	12.0		Hamilton	-0.6
			Hamilton	8.20		Hamilton	6.6			Hamilton	6.0		Jacob Wiens Elementary	-1.9
			Jacob Wiens Elementary	4.70		Jacob Wiens Elementary	5.3			Jacob Wiens Elementary	3.4		McSweeny Elementary	1.8
			McSweeny Elementary	5.30		McSweeny Elementary	2.1			McSweeny Elementary	3.9		Ramona Elementary	0.6
			Ramona Elementary	4.60		Ramona Elementary	2.8			Ramona Elementary	3.4		Rancho Viejo Middle	1.8
			Rancho Viejo Middle	12.40		Rancho Viejo Middle	7.2			Rancho Viejo Middle	9.0		Valle Vista Elementary	3.0
			Valle Vista Elementary	7.30		Valle Vista Elementary	2.3			Valle Vista Elementary	5.3	HOM	Acacia Middle	-11.9
		HOM	Acacia Middle	15.00	HOM	Acacia Middle	22.8		HOM	Acacia Middle	10.9		Hemet High	0.2
			Hemet High	12.50		Hemet High	8.9			Hemet High	9.1		Hemet Unified	-1.8
			Hemet Unified	9.00		Hemet Unified	8.4			Hemet Unified	6.6		Jacob Wiens Elementary	7.1
		MR	Jacob Wiens Elementary	16.70	MR	Jacob Wiens Elementary	5.1		MR	Jacob Wiens Elementary	12.2		Valle Vista Elementary	2.6
			Valle Vista Elementary	7.30		Valle Vista Elementary	2.7			Valle Vista Elementary	5.3	SED	Acacia Middle	-2.3
		SED	Acacia Middle	14.30	SED	Acacia Middle	12.7		SED	Acacia Middle	10.4		Cottonwood	1.3
			Cottonwood	7.30		Cottonwood	4			Cottonwood	5.3		Dartmouth Middle	0.5
			Dartmouth Middle	17.00		Dartmouth Middle	11.9			Dartmouth Middle	12.4		Hamilton	-0.4
			Hamilton	8.50		Hamilton	6.6			Hamilton	6.2		Jacob Wiens Elementary	-0.4
			Jacob Wiens Elementary	7.40		Jacob Wiens Elementary	5.8			Jacob Wiens Elementary	5.4		McSweeny Elementary	1.0
			McSweeny Elementary	6.10		McSweeny Elementary	3.4			McSweeny Elementary	4.4		Ramona Elementary	-0.1
			Ramona Elementary	6.50		Ramona Elementary	4.8			Ramona Elementary	4.7		Rancho Viejo Middle	2.7
			Rancho Viejo Middle	16.40		Rancho Viejo Middle	9.3			Rancho Viejo Middle	12.0		Valle Vista Elementary	3.0
			Valle Vista Elementary	9.60		Valle Vista Elementary	4			Valle Vista Elementary	7.0	SWD	Acacia Middle	-5.1
		SWD	Acacia Middle	25.30	SWD	Acacia Middle	23.5		SWD	Acacia Middle	18.4		Bautista Creek Elementary	-1.8
			Bautista Creek Elementary	4.70		Bautista Creek Elementary	5.2			Bautista Creek Elementary	3.4		Cottonwood	-5.0
						Cottonwood	11.1							

			Cottonwood	8.30		Dartmouth Middle	18				Cottonwood	6.1		Dartmouth Middle	-5.8
			Dartmouth Middle	16.80		Fruitvale Elementary	5.3				Dartmouth Middle	12.2		Fruitvale Elementary	-0.6
			Fruitvale Elementary	6.50		Hemet Unified	8.5				Fruitvale Elementary	4.7		Hemet Unified	-1.1
			Hemet Unified	10.20		Jacob Wiens Elementary	12.7				Hemet Unified	7.4		Jacob Wiens Elementary	-3.2
			Jacob Wiens Elementary	13.00		Little Lake Elementary	4.3				Jacob Wiens Elementary	9.5		Little Lake Elementary	1.3
			Little Lake Elementary	7.70		Ramona Elementary	5.9				Little Lake Elementary	5.6		Ramona Elementary	4.7
			Ramona Elementary	14.60		Rancho Viejo Middle	12.1				Ramona Elementary	10.6		Rancho Viejo Middle	4.5
			Rancho Viejo Middle	22.80		Valle Vista Elementary	7.6				Rancho Viejo Middle	16.6		Valle Vista Elementary	1.3
			Valle Vista Elementary	12.20	WH	Acacia Middle	23.6				Valle Vista Elementary	8.9	WH	Acacia Middle	-11.4
		WH	Acacia Middle	16.70		Cottonwood	7.1			WH	Acacia Middle	12.2		Cottonwood	-2.2
			Cottonwood	6.70		Dartmouth Middle	12.8				Cottonwood	4.9		Dartmouth Middle	-1.9
			Dartmouth Middle	15.00		Fruitvale Elementary	3				Dartmouth Middle	10.9		Fruitvale Elementary	2.2
			Fruitvale Elementary	7.20		Harmony Elementary	6.8				Fruitvale Elementary	5.2		Harmony Elementary	-2.1
			Harmony Elementary	6.50		Jacob Wiens Elementary	3				Harmony Elementary	4.7		Jacob Wiens Elementary	3.5
			Jacob Wiens Elementary	8.90		McSweeny Elementary	6.3				Jacob Wiens Elementary	6.5		McSweeny Elementary	0.9
			McSweeny Elementary	9.90		Ramona Elementary	5.7				McSweeny Elementary	7.2		Ramona Elementary	4.1
			Ramona Elementary	13.50		Rancho Viejo Middle	5				Ramona Elementary	9.8		Rancho Viejo Middle	8.6
			Rancho Viejo Middle	18.60		Valle Vista Elementary	8.3				Rancho Viejo Middle	13.6		Valle Vista Elementary	0.5
			Valle Vista Elementary	12.10		Whittier Elementary	14.1				Valle Vista Elementary	8.8		Whittier Elementary	-8.4
			Whittier Elementary	7.80							Whittier Elementary	5.7			

5.4.4	Chronic Absenteeism	<table><tr><th></th><th></th><th>Rate</th></tr><tr><td>ALL</td><td>Academy of Innovation K-8</td><td>31.9</td></tr><tr><td>AA</td><td>Academy of Innovation K-8</td><td>58.10</td></tr><tr><td></td><td>Fruitvale Elementary</td><td>62.00</td></tr><tr><td>EL</td><td>Whittier Elementary</td><td>45.30</td></tr><tr><td>HI</td><td>Academy of Innovation K-8</td><td>27.50</td></tr><tr><td>MR</td><td>Rancho Viejo Middle</td><td>50.00</td></tr><tr><td>SED</td><td>Academy of Innovation K-8</td><td>31.70</td></tr><tr><td>WH</td><td>Academy of Innovation K-8</td><td>31.00</td></tr><tr><td></td><td>Hamilton</td><td>49.10</td></tr><tr><td>PI</td><td>Hemet Unified</td><td>55.30</td></tr></table>	<table><tr><th></th><th></th><th>Rate</th></tr><tr><td>AA</td><td>Fruitvale Elementary</td><td>60.7</td></tr><tr><td>EL</td><td>Whittier Elementary</td><td>30.7</td></tr><tr><td>MR</td><td>Rancho Viejo Middle</td><td>29.3</td></tr><tr><td>WH</td><td>Hamilton</td><td>34.5</td></tr><tr><td>PI</td><td>Hemet Unified</td><td>44.3</td></tr></table> Note: Academy of Innovation K-8 is now combined on the CA Dashboard with the High School and is simply Academy of Innovation. As such, it will no be any reference to the K-8 school.		<table><tr><th></th><th></th><th>Year 3</th></tr><tr><td>ALL</td><td>Academy of Innovation K-8</td><td>23.3</td></tr><tr><td>AA</td><td>Academy of Innovation K-8</td><td>42.4</td></tr><tr><td></td><td>Fruitvale Elementary</td><td>45.2</td></tr><tr><td>EL</td><td>Whittier Elementary</td><td>33.0</td></tr><tr><td>HI</td><td>Academy of Innovation K-8</td><td>20.0</td></tr><tr><td>MR</td><td>Rancho Viejo Middle</td><td>36.5</td></tr><tr><td>SED</td><td>Academy of Innovation K-8</td><td>23.1</td></tr><tr><td>WH</td><td>Academy of Innovation K-8</td><td>22.6</td></tr><tr><td></td><td>Hamilton</td><td>35.8</td></tr><tr><td>PI</td><td>Hemet Unified</td><td>40.3</td></tr></table>	<table><tr><td>ALL</td><td>Academy of Innovation K-8</td><td>-37.4</td></tr><tr><td>AA</td><td>Academy of Innovation K-8</td><td>11.7</td></tr><tr><td></td><td>Fruitvale Elementary</td><td>15.9</td></tr><tr><td>EL</td><td>Whittier Elementary</td><td>-1.5</td></tr><tr><td>HI</td><td>Academy of Innovation K-8</td><td>-24.3</td></tr><tr><td>MR</td><td>Rancho Viejo Middle</td><td>36.5</td></tr><tr><td>SED</td><td>Academy of Innovation K-8</td><td>23.1</td></tr><tr><td>WH</td><td>Academy of Innovation K-8</td><td>22.6</td></tr><tr><td></td><td>Hamilton</td><td>35.8</td></tr><tr><td>PI</td><td>Hemet Unified</td><td>40.3</td></tr></table>
5.4.5	Graduation Rate	<table><tr><td>AA</td><td>Alessandro High</td><td>57.6</td></tr><tr><td>EL</td><td>Alessandro High</td><td>64.3</td></tr><tr><td>HOM</td><td>Alessandro High</td><td>62.0</td></tr></table>	<table><tr><td>AA</td><td>Alessandro High</td><td>62.2</td></tr><tr><td>EL</td><td>Alessandro High</td><td>60.3</td></tr><tr><td>HOM</td><td>Alessandro High</td><td>76.5</td></tr></table>		<table><tr><td>AA</td><td>Alessandro High</td><td>76.7</td></tr><tr><td>EL</td><td>Alessandro High</td><td>85.6</td></tr><tr><td>HOM</td><td>Alessandro High</td><td>82.5</td></tr></table>	<table><tr><td>AA</td><td>Alessandro High</td><td>14.5</td></tr><tr><td>EL</td><td>Alessandro High</td><td>25.3</td></tr><tr><td>HOM</td><td>Alessandro High</td><td>6.0</td></tr></table>

5.4.6	College & Career Indicator	ALL	Alessandro High	5.5	ALL	Alessandro High	4.9		ALL	Alessandro High	15.0	ALL	Alessandro High	10.1
		AA	Alessandro High	3.1	AA	Alessandro High	2.9		AA	Alessandro High	15.0	AA	Alessandro High	12.1
		EL	Alessandro High	4.0	EL	Alessandro High	0.0		EL	Alessandro High	15.0	EL	Alessandro High	15.0
		HI	Alessandro High	5.4	HI	Alessandro High	5.1		HI	Alessandro High	15.0	HI	Alessandro High	9.9
		HOM	Alessandro High	0.0	HOM	Alessandro High	2.2		HOM	Alessandro High	15.0	HOM	Alessandro High	12.8
		MR	Alessandro High	8.3	MR	Alessandro High	0.0		MR	Alessandro High	15.0	MR	Alessandro High	15.0
		SED	Alessandro High	0.0	SED	Alessandro High	4.9		SED	Alessandro High	15.0	SED	Alessandro High	10.1
		SWD	Alessandro High	6.5	SWD	Alessandro High	0.0		SWD	Alessandro High	15.0	SWD	Alessandro High	15.0
		WH	Alessandro High	7.3	WH	Alessandro High	5.7		WH	Alessandro High	15.0	WH	Alessandro High	9.3

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 is a new goal this year. Analysis for the prior year content is located in Goal 4.

The narrative below relates to the 2024-25 Goal 5.

The actions implemented at Alessandro High School, including the addition of a counselor, an Intervention TOSA, and a Learning Improvement Specialist, directly addressed the persistent equity gaps shown in the California School Dashboard. While the school remains in the *Red* for the College/Career Indicator, the **graduation rate increased to 76.5%**, with targeted subgroups such as Students with Disabilities improving by **15.2%** and Homeless Youth by **14.5%**, supporting the impact of targeted interventions and expanded academic monitoring. The additional counselor ensured more students were enrolled in CTE pathways and dual enrollment courses, supporting both graduation and long-term preparation goals. The Intervention TOSA focused on credit recovery and attendance, particularly for students in Red indicator groups, helping students re-engage and complete graduation requirements. Meanwhile, the Learning Improvement Specialist supported both direct instruction and coaching for staff through PDSA cycles, addressing barriers to academic progress. Together, these actions reflect a district-level commitment to targeted, equity-driven strategies and continuous improvement consistent with the goals of the 2025–26 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.

This is a new goal this year. Analysis for the prior year content is located in Goal 4.

There was $429,568 of adopted budget available for the actions/services of which $417,282 was actually spent and encumbered through the 2024-25 School year. This variance was related to the increased cost of personnel vs planned salaries.

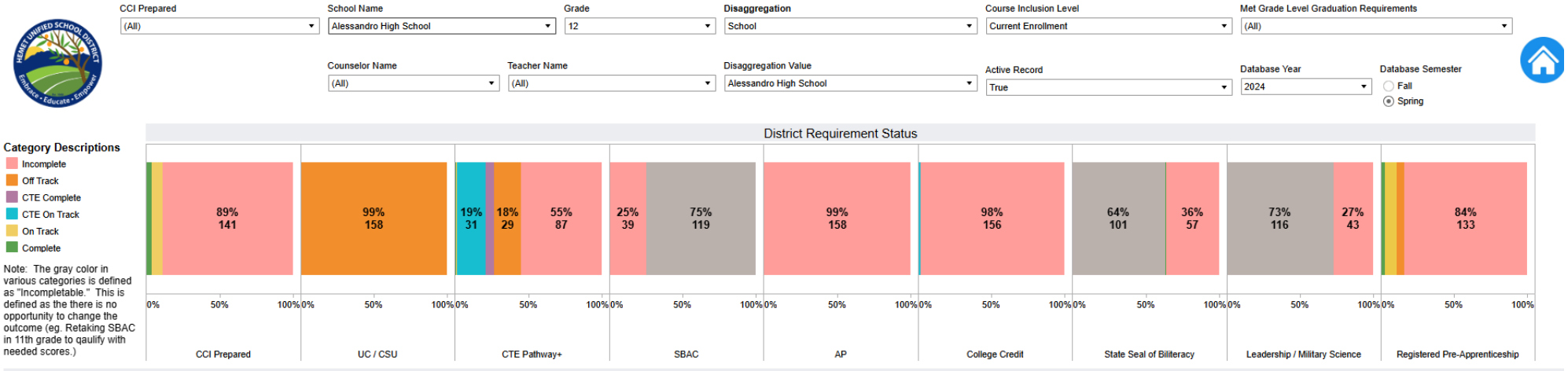
A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This is a new goal this year. Analysis for the prior year content is located in Goal 4.

The narrative below relates to the 2024-25 Goal 5.

Outcome data, described on the Goal associated metric table, show marginal growth in CCI completion. Preliminary data (below) shows a tentative increase to 11% with the conclusion of the 2024-25 School Year.

Educational partner data provides very positive support for the action/services provided.



Overall, the District deems this action/service effective.

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 goal is formerly Goal 4 in the 2024-25 LCAP. This goal has been translocated to Goal 5 in it's entirety.

The narrative below relates to the 2024-25 Goal 5.

There are no planned changes for the coming year other than adjusting the numbering of the goal to reflect the broader reorganization of the LCAP schema.

For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency.

Actions 6A and 6C were implemented as planned with variance in spending due to unanticipated personnel costs. Action 6B was not implemented as planned due to unanticipated organizational barriers in creating a new job description. Plans are ongoing to finalize the job description creation and filling of the position for the coming year. In lieu of the planned job, additional training, and supply costs to the same purpose (accomplished by other staff) were charged to this action.

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

5A	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	$ 0.00	No

		○ 1B – Instructional Leadership & Professional Development - Goal 2 ○ 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.		

5B	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 ○ 1B – Instructional Leadership & Professional Development	$ 0.00	No

		- Goal 2
		  - 2A – Multitiered Systems of Support
		- 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 math.		

5C	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	$ 0.00	No

		○ 1A3 - Counseling - Goal 2 ○ 2A – Multitiered Systems of Support ○ 2A - Alternative to Suspension ○ 2A - Behavior & Wellness ○ 2F1 – Assistant Principal Support - 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 Suspension.		

5D	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.	$ 0.00	No

		Pivots in the 30/90 action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		- 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.		

5E	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	$ 0.00	No

		form the basis of proactive interactions with students not making adequate progress.
		
		Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		
		- Goal 1
		  - 1A3 - Counseling
		- Goal 2
		  - 2A – Multitiered Systems of Support
		  - 2A – High School Readiness
		  - 2C1 – Expanded 0/7th Periods
		  - 2C2 – High School Summer School
		  - 2C3 – Credit Recovery
		- 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 Graduation Rate.		

5F	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 College & Career 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	$ 0.00	No

		form the basis of proactive interactions with students not making adequate progress.
		
		Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP:
		
		- Goal 1
		  - 1A1 – Career Technical Education
		  - 1A2 – Support of SAT/PSAT/AP Testing
		  - 1A3 – Counseling
		  - 1A4 – World Languages Support
		  - 1A4 – AVID
		- Goal 2
		  - 2A – Multitiered Systems of Support
		- 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 College & Career Readiness Indicator.		

Goal

Goal #	Description	Type of Goal
6	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: Black/African American, English Learners, Long Term English Learners, Hispanic, Socioeconomically Disadvantaged, and White student groups. **TAMO Data Summary for Alessandro High School** As reflected in the California School Dashboard's Priority 1 local indicator (Appropriately Assigned and Credentialed Teachers), Alessandro High School reported the following Teaching Assignment Monitoring Outcome (TAMO) data for the 2022–23 school year: - Total Teaching FTE: 18.0 - Clear Credentialed Teachers: 72.6% - Out-of-Field Assignments: 21.8% - Interns: 5.6% - Ineffective Teachers: 0.0% - Incomplete/Unknown/N/A: 0.0% Compared to district, county, and state averages: - Alessandro's clear credential rate (72.6%) is lower than Hemet Unified (83.0%), Riverside County (86.4%), and the State (83.2%). - The out-of-field rate (21.8%) is significantly higher than the district (5.1%), county (3.5%), and state (4.2%) rates. - While the intern rate (5.6%) is higher than the district and county, Alessandro reports zero ineffective teachers, which aligns with effective recruitment and assignment practices despite staffing challenges. This data underscores Alessandro High's status as an Equity Multiplier school, where staffing gaps and out-of-field assignments represent systemic challenges that must be addressed through targeted supports.	Equity Multiplier

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) – Culture & Climate

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.

Use of Professional Development to Support Instruction

In response to the TAMO data and to ensure equitable access to high-quality instruction, Hemet Unified has strategically leveraged professional development to support educators at Alessandro High:

- **Targeted Coaching and Induction:** Alessandro teachers benefit from participation in the district's Beginning Teacher Support program and on-site instructional coaching, with an emphasis on new teachers serving in out-of-field or intern roles.
- **Standards-Aligned Training:** Professional development is aligned to the California Standards for the Teaching Profession and the HUSD Instructional Framework. Teachers receive training in evidence-based instructional strategies designed to close achievement gaps in literacy and math.
- **Differentiated Support Structures:** Out-of-field and intern teachers are provided with scaffolded supports including curriculum guides, pacing tools, and formative assessment systems to ensure instructional consistency and student access to rigorous content.
- **Professional Learning Communities (PLCs):** Alessandro staff participate in site-based PLCs, where they analyze student work, calibrate grading practices, and engage in lesson design focused on meeting the needs of unduplicated student groups.

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, 2024.

Based on the 2024 California School Dashboard, Alessandro High School demonstrates a concentration of student groups performing at the lowest levels across multiple state indicators. The following student groups are identified as having the **lowest performance level (Red)** on one or more state indicators:

All Students

- *College/Career Indicator:* 4.9% prepared – **Red**

English Learners

- *College/Career Indicator:* 0% prepared – **Red**
- *Graduation Rate:* 60.3% – **Red**
- *ELA:* 153.8 points below standard (No Performance Color)
- *Math:* 247.7 points below standard (No Performance Color)
- *English Learner Progress:* 36.2% making progress – **Orange**

Long-Term English Learners

- *College/Career Indicator:* 0% prepared – **Red**
- *Graduation Rate:* 56.3% – **Red**
- *English Learner Progress:* 35.8% making progress – **Orange**

African American Students

- *College/Career Indicator:* 2.9% prepared – **Red**
- *Graduation Rate:* 62.2% – **Red**

Hispanic Students

- *College/Career Indicator:* 5.1% prepared – **Red**
- *ELA:* 114.1 points below standard
- *Math:* 215.9 points below standard

Socioeconomically Disadvantaged Students

- *College/Career Indicator:* 4.9% prepared – **Red**
- *ELA:* 114.8 points below standard
- *Math:* 212.6 points below standard

White Students

- *College/Career Indicator:* 5.7% prepared – **Red**

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
6.5.1	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%	Red All Students- 4.9% African American – 2.9% English Learners – 0% Hispanic – 5.1% Homeless – 2.2% SED – 4.9% SWD – 0% White – 5.7%	[Insert outcome here]	Medium All Students- 35% African American - 35% English Learners - 35% Hispanic - 35% Homeless - 35% SED - 35% SWD - 35% White - 35%	All Students - -0.6% African American – -0.2% English Learners – -4% Hispanic – -0.3% Homeless – 2.2% SED – -0.1% SWD – -6.5% White – -1.6%

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.

The narrative below relates to the 2024-25 Goal 6.

Implementation of the Equity Multiplier-funded actions at the Academy of Innovation was carried out as planned and contributed significantly to reducing chronic absenteeism among all student groups targeted by Goal 7. The addition of a counselor and an Intervention TOSA enabled staff to proactively monitor student well-being and address barriers to attendance and work completion—critical success factors in the school's hybrid independent study model. As a result, the All Student chronic absenteeism rate dropped from 31.9% to 17.6%, with even more dramatic decreases for African American students (from 58.1% to 7.4%) and Socioeconomically Disadvantaged students (from 31.7% to 17.3%), reflecting the impact of personalized outreach and academic recovery supports.

The Learning Improvement Specialist further supported this progress by facilitating PDSA cycles and coaching staff to identify and respond to data trends, including gaps in work submission and content mastery. Together, these coordinated actions not only improved attendance outcomes but also laid the foundation for growth in academic indicators, such as ELA and Math, where student performance is tightly linked to sustained engagement in the school's independent study environment. These results affirm the effectiveness of the Equity Multiplier strategy and support the continued implementation of the site's integrated counseling and intervention model.

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

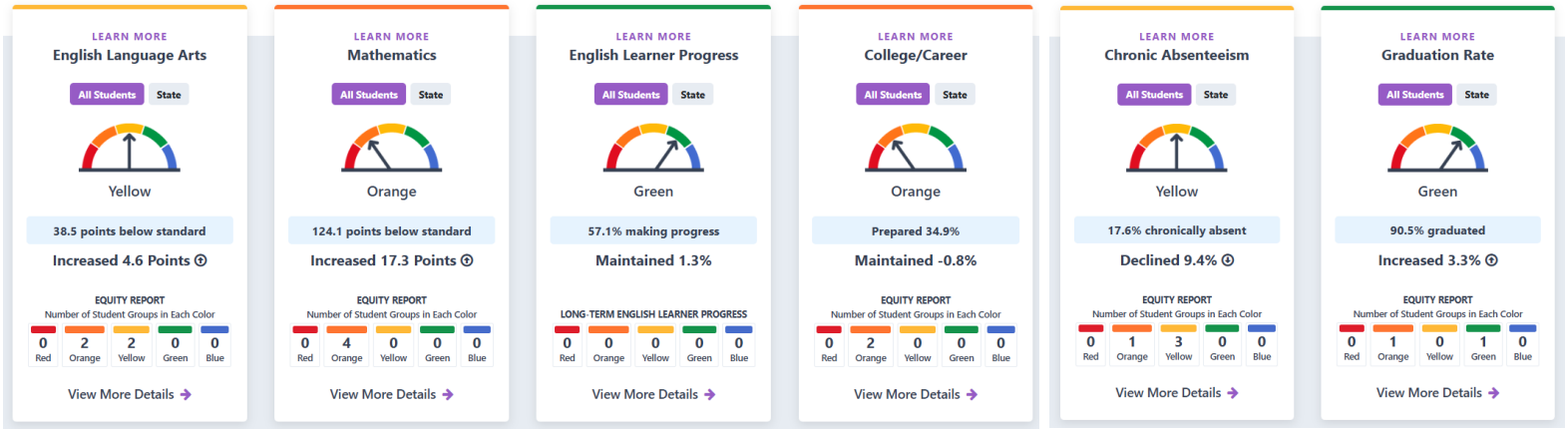
The narrative below relates to the 2024-25 Goal 6.

There was $324,525 of adopted budget available for the actions/services of which $241,716 was actually spent and encumbered through the 2024-25 School year. The variance was a function of unplanned temporary vacancy savings as well as unrealized material costs associated with this action.

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

The narrative below relates to the 2024-25 Goal 6.

As evidenced by the dramatic drop in Chronic Absenteeism, along with increased graduation rate, improved ELA, and math outcomes (of which this action also supports), the district deems this action to be effective. See California Dashboard data, below:



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

The narrative below relates to the 2024-25 Goal 7.

Planned changes for the coming year include an added focus of Improvement Specialist to explicitly include the provision of professional development and the scaffolding of District curriculum guides, as well as support of PLC activities for staff. Additionally, the changes include the adjustment in the numbering of the goal to reflect the broader reorganization of the LCAP schema.

For the purposes of clarity, the metric designations in the Metric table now have a number for the new Goal acting as a prefix to the former metrics identifier. For example if the former metric 2.5 (former Goal 2) is now in Goal 1, the new identifier will be 1.2.5. This system maintains a lineage of metric association for the purposes of transparency

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
6A	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.	$169,667	No
6B	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.	$157,150	No

6C	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. Additionally, the Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Alessandro High, an Equity Multiplier site, to address the high percentage of out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices.	$159,926	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
7	Academy of Innovation - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will improve Math outcomes by 10 points (DFM). This goal will focus on the following student groups: "All Students", English Learners, Long Term English Learners, Hispanic, Socioeconomically Disadvantaged, and White student groups. Based on the 2024 California School Dashboard, the following student groups at the Academy of Innovation demonstrated the lowest performance level (in the case of AoI - Orange) on one or more state indicators, qualifying them for focused support under the Equity Multiplier: **English Learners** • *Mathematics:* 146.9 points below standard – Orange • *Suspension Rate:* 3.2% suspended at least one day – Orange **Long-Term English Learners** • *Mathematics:* 175.9 points below standard (No color assigned, but underperformance) • *Suspension Rate:* 2.9% – Orange **White Students** • *Mathematics:* 114.2 points below standard – Orange • *Chronic Absenteeism:* 28.2% chronically absent – Orange **Hispanic Students** • *College/Career Preparedness:* 34.9% Prepared – Orange • *Mathematics:* 127.3 points below standard – Orange **Socioeconomically Disadvantaged Students** • *College/Career Preparedness:* 33.9% Prepared – Orange • *Mathematics:* 127.2 points below standard – Orange	Equity Multiplier

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement) – Culture & Climate

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.

In the 2024-25 cycle, AoI met the goal of improving Chronic Absenteeism by 5%. Though Chronic Absenteeism has improved, it still remains a significant concern. Yet, the 2024 California Dashboard data below shows significant need in the area of math. To this extent, the 2025-26 goal has bee changes to reflect this priority. Notably, the action services inplace for the prior year will stay in place and will pivot the focus to improving math outcomes.

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, 2024.

TAMO Summary and Use of Professional Development to Support Instruction at Academy of Innovation

Teaching Assignment Monitoring Outcomes (TAMO) Summary:
In the 2022–23 academic year, the Academy of Innovation reported a total of **20.7 full-time equivalent (FTE)** teaching assignments. Of those:

- Only **66.1%** were held by **clear credentialed teachers**,
- **21.1%** were designated as **out-of-field**,
- **5.3%** of assignments were classified as **incomplete**, and
- **7.5%** were marked as **N/A**, indicating assignments outside the standard credentialing classification.

Compared to district (83.0%) and state (83.2%) averages, the Academy's clear credential rate is notably lower, while the out-of-field percentage (21.1%) is more than four times higher than both district and state averages. The data reflect the staffing complexities inherent in alternative and virtual instructional settings and point to a critical need for targeted support systems to ensure instructional quality and consistency for all students.

Use of Professional Development to Support Instruction:
To address the high percentage of out-of-field and incomplete assignments, the Academy of Innovation has implemented focused professional development aligned to the **HUSD Instructional Framework** and designed to build educator capacity in both content and pedagogy. These supports include:

- Standards-aligned training to support instructional planning and lesson design across content areas and modalities.
- Content-specific PLCs where educators collaboratively unpack standards, share effective virtual and blended learning strategies, and monitor student progress.
- Embedded support from site leadership and district specialists focused on instructional coherence, student engagement, and equitable access to grade-level content.

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

2025-26: Inn concert with District and site based education partner input, the Action 7B – Intervention TOSA will be discontinued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6.1	Chronic Absenteeism	All Students – 31.9% African American – 58.1% Hispanic – 27.5% SED – 31.7% White – 31%	All Students – 17.6% African American – 7.4% Hispanic – 15.8% SED – 17.3% White – 28.2%		All Students – 15% African American – 20% Hispanic – 15% SED – 15% White – 15%	All Students – -14.3% African American – -50.7% Hispanic – -11.7% SED – -14.4% White – -2.8%
7.2	Mathematics	English Learners – -146.9 DFS Long Term English Learners – -175.9 DFS Hispanic – -127.3 DFS SED – -127.2 DFS White - -114.2 DFS	English Learners – -146.9 DFS Long Term English Learners – -175.9 DFS Hispanic – -127.3 DFS SED – -127.2 DFS White - -114.2 DFS		English Learners – -80 DFS Long Term English Learners – -80 DFS Hispanic – -80 DFS SED – -80 DFS White - -80 DFS	Will be determined in 2026-27 LCAP Document

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.

The narrative below relates to the 2024-25 Goal 7 – Whittier ES Equity Multiplier.

Implementation of Goal 8 at Whittier Elementary was successfully carried out through the deployment of a Learning Improvement Specialist, who worked directly with chronically absent students and site teams to address barriers to attendance and learning. This targeted support contributed to a notable decrease in the chronic absenteeism rate for All Students, which dropped from 45.3% to 36.5%**,** and even greater gains for student groups such as Two or More Races (-14.9%) and White students (-12.7%)**.** The site's emphasis on early outreach, student engagement, and data-informed intervention strategies has proven effective, especially when considering the school's high rates of socioeconomic disadvantage and student instability. Beyond attendance, the same support structure positively influenced student performance in ELA and math, indicating a strong connection between improved attendance and academic achievement. Based on these outcomes, the District considers the action both effective and foundational to sustaining ongoing progress under the Equity Multiplier initiative.

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

The narrative below relates to the 2024-25 Goal 7 – Whittier ES Equity Multiplier.

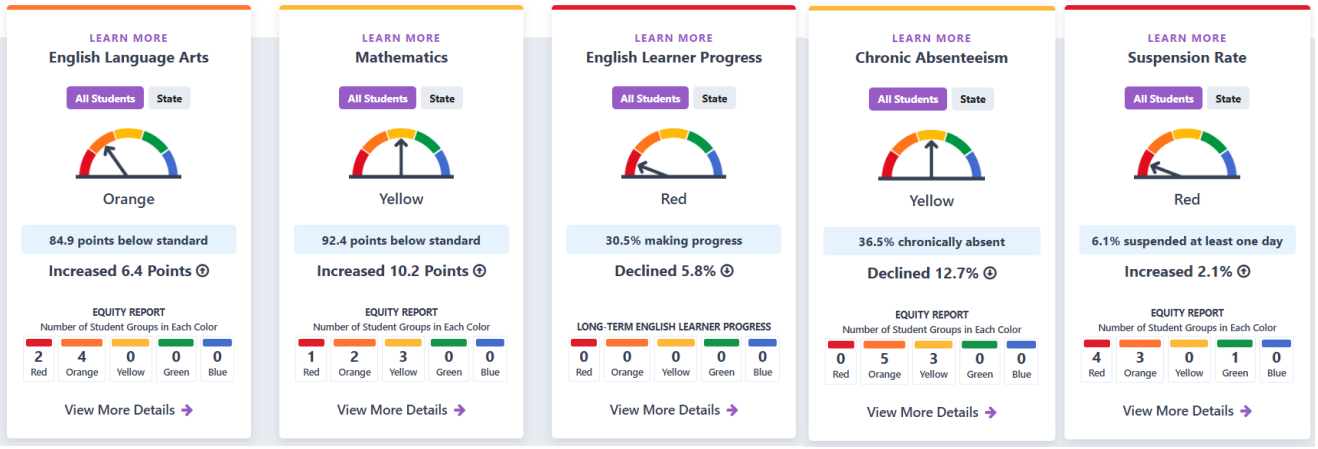
There was $172,393 of adopted budget available for the actions/services of which $206,609 was actually spent and encumbered through the 2024-25 School year. This variance was related to the increased cost of personnel vs planned salaries as well as additional unplanned material and supply costs.

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

The narrative below relates to the 2024-25 Goal 7 – Whittier ES Equity Multiplier.

As evidenced by the California Dashboard results, shown below, Whittier ES witnessed a dramatic decrease in the Chronic Absenteeism and is on track for continued progress in this indicator for the current year. The same action/service also supported improvements in ELA and math achievement as well.

Overall, in light of this data, the District deems this action/service effective.



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

The narrative below relates to the 2024-25 Goal 7 – Whittier ES Equity Multiplier.

In the 2024-25 cycle, AoI met the goal of improving Chronic Absenteeism by 5%. Though Chronic Absenteeism has improved, it still remains a significant concern. Yet, the 2024 California Dashboard data below shows significant need in the area of math. To this extent, the 2025-26 goal has bee changes to reflect this priority. Notably, the action services inplace for the prior year will stay in place and will pivot the focus to improving math outcomes. To join this change, a math related metic was added to the metric section.

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
7A	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.	$139,962	No
7C	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. The Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Academy of Innovation, an Equity Multiplier site, to address support out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices.	$182,017	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
8	Whittier Elementary - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Suspension Rate by no less 0.5% per year and/or achieving a yellow dashboard indicator. This goal will focus on the following student groups: "All Students", Black/African American, English Learners, Students with Disabilities, Homeless, and White student groups. Based on the 2024 California School Dashboard, Whittier Elementary demonstrates multiple student groups with the lowest performance level on state indicators, qualifying the site for Equity Multiplier focus. The following student groups are identified as having Red-level performance on one or more indicators: **English Learners** • *English Language Arts:* 103.7 points below standard – Red • *Mathematics:* 110.5 points below standard – Red • *English Learner Progress:* 30.5% making progress – Red **Hispanic Students** • *English Language Arts:* 84.9 points below standard – Orange **African American Students** • *Suspension Rate:* 14.4% – Red **Students with Disabilities** • *Suspension Rate:* 11.2% – Red **White Students** • *Suspension Rate:* 14.1% – Red **Homeless Students** • *Suspension Rate:* 12.8% – Red	Equity Multiplier

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement) – Culture & Climate

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, 2024. There were no specific student groups with a Red Indicator in Chronic Absenteeism.

TAMO Summary and Use of Professional Development to Support Instruction at Whittier Elementary

Teaching Assignment Monitoring Outcomes (TAMO) Summary:
In the 2022–23 school year, Whittier Elementary employed **37.0 full-time equivalent (FTE)** teachers. Of these:

- **90.5%** were assigned to positions with a **clear credential**,
- **2.7%** were teaching **out-of-field**,
- **1.4%** were identified as **interns**,
- **2.7%** were classified as **ineffective**, and
- **2.7%** were marked as **incomplete**.

Compared to Hemet Unified, Riverside County, and statewide averages, Whittier exceeds expectations in its percentage of clear credentialed teachers. However, the combined total of teachers in out-of-field, intern, ineffective, and incomplete assignments (~9.5%) indicates the need for intentional instructional support, particularly for educators in transitional or provisional roles. This staffing profile reinforces the importance of a robust professional development system designed to ensure instructional quality for all students.

Use of Professional Development to Support Instruction:
To maintain high instructional standards and support provisional educators, Whittier Elementary engages in structured professional learning aligned to the **HUSD Instructional Framework**. Key components include:

- Ongoing training in standards-based planning, scaffolding strategies, and equitable access to academic content.
- Targeted support for intern and ineffective-designated teachers through mentoring, model lessons, and collaborative planning with experienced colleagues.
- Professional Learning Communities (PLCs) that focus on formative assessment, student work analysis, and instructional decision-making.

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
8.7.1	Chronic Absenteeism	All Students – 45.3% African American – 49.2% Two or More Races – 45.1% White – 50.5%	All Students – 36.5% African American – 47.4% Two or More Races – 30.2% White – 37.8%		All Students – 30% African American – 30% Two or More Races – 30% White – 30%	All Students – -8.8% African American – -1.8% Two or More Races – -14.9% White – -12.7%
8.7.2	Suspension New metric in 2025-26	All Students – 6.1% Homeless – 12.8% Students with Disabilities – 11.2% African American – 14.4%	All Students – 6.1% Homeless – 12.8% Students with Disabilities – 11.2% African American – 14.4%		3% or better for all student groups	Will be determined in 2026-27 LCAP Document
8.7.3	ELA	EL - -103.7 DFS	EL - -103.7 DFS		- 70 DFS	Will be determined in 2026-27 LCAP Document
8.7.4	Math	EL - -110.5 DFS	EL - -110.5 DFS		- 70 DFS	Will be determined in 2026-27 LCAP Document
8.7.5	ELPI	EL – 30.5%	EL – 30.5%		45% or better	Will be determined in 2026-27 LCAP Document

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 will be addressed in the 2026-27 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.

This will be addressed in the 2026-27 LCAP.

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

This will be addressed in the 2026-27 LCAP.

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 will be addressed in the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8A	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 addition to the improved student engagement stemming from improved instruction, the Specialist will provide support on student engagement strategies to attenuate the negative behavioral events that can lead to suspension. The Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Whittier Elementary School, an Equity Multiplier site, to address support out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices.	$184,459	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
9	Fruitvale 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 achievement of the “All Students”, English Learners, African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and White student groups. Based on the 2024 California School Dashboard, Fruitvale Elementary School demonstrates multiple student groups performing at the lowest levels on one or more state indicators, qualifying the site for Equity Multiplier support. The following student groups are identified as having Red-level performance on state indicators: **Chronic Absenteeism (Red level performance):** • *All Students:* 41.2% chronically absent - Red • *Hispanic Students:* 36.1% chronically absent – Red • *Homeless Students:* 62.5% chronically absent – Red • *Socioeconomically Disadvantaged Students:* 42.6% chronically absent – Red • *White Students:* 40.9% chronically absent – Red **English Learners** • *Mathematics:* 99.3 points below standard – Red • *English Learner Progress:* 32.2% making progress – Red • *ELA (Current ELs):* 105.8 points below standard (informational data) **African American Students** • *Mathematics:* 111.5 points below standard – Red • *Suspension Rate:* 8.1% suspended at least one day – Red	Equity Multiplier

State Priorities addressed by this goal.

Priority 5: Academic Engagement

Priority 6: School Climate (Engagement) – Culture & Climate

An explanation of why the LEA has developed this goal.

Hemet USD established a Focus Goal at Fruitvale Elementary School for the targeted use of Equity Multiplier funds in direct response to the school's persistent challenges related to chronic absenteeism and student mobility. According to the 2024 California School Dashboard, Fruitvale reported a **chronic absenteeism rate of 41.2%**, with **four student groups in the red**, underscoring systemic barriers to daily attendance. These included **Socioeconomically Disadvantaged students (91.1% of enrollment)**, **English Learners (13.3%)**, and **Foster Youth (1.8%)**, all of whom face compounded risk factors for disengagement.

Further justifying the designation, Fruitvale's **student stability rate stands at only 74.7%**, meaning over a quarter of its students (25.3%) experience transiency during the school year—conditions strongly associated with disrupted learning, inconsistent support structures, and increased absenteeism. The Equity Multiplier legislation explicitly emphasizes addressing chronic absenteeism among high-need groups as a qualifying use of funds. Hemet USD's local needs assessment, aligned with Education Code §32526(d), highlights the connection between Fruitvale's chronic absenteeism and lagging academic performance in both **ELA (46.8 points below standard)** and **Math (76.7 points below standard)**—both rated Orange on the Dashboard.

Summary of TAMO Data and Use of Professional Development to Support Instruction at Fruitvale Elementary

Teaching Assignment Monitoring Outcomes (TAMO) Summary:
For the 2022–23 school year, Fruitvale Elementary reported a **total of 31.0 full-time equivalent (FTE)** teaching positions. Of these, **93.5%** were held by teachers with a **clear credential**, while **6.5%** were designated as **out-of-field**. There were **no intern**, **ineffective**, or **incomplete/unknown** assignments reported. Compared to district, county, and state averages, Fruitvale outperformed significantly in the percentage of clear credentialed teachers, demonstrating strength in recruitment and staffing consistency. However, the presence of out-of-field assignments signals an opportunity for targeted support to maintain instructional quality and content alignment in those classrooms.

Professional Development to Support Instruction:
Fruitvale Elementary has leveraged site-based and district-supported professional development to ensure all teachers, including those in out-of-field assignments, are equipped to deliver high-quality, standards-based instruction. Professional learning is intentionally aligned to the **HUSD Instructional Framework** and focuses on:

- Building capacity in content-specific pedagogy.
- Deepening understanding of grade-level standards and curriculum pacing.
- Utilizing data to inform instruction and intervention.

Professional development is delivered through PLCs, staff trainings, and ongoing coaching cycles. Emphasis is placed on strategies that support clarity of instruction, equity of access, and the academic success of all learners—particularly English Learners and students with diverse learning needs.

By establishing a Focus Goal for Fruitvale, Hemet USD is addressing a clearly documented area of need and fulfilling the statutory requirements of the Equity Multiplier program. The goal will enable implementation of targeted supports, such as attendance outreach, academic interventions, and stability-oriented services, with the aim of reducing chronic absenteeism by at least 5% annually across the most affected student groups. This targeted approach reflects a data-driven commitment to closing equity gaps and improving both engagement and academic achievement at one of the district's highest-need elementary sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Chronic Absenteeism	All Students – 41.2% Hispanic – 36.1% Homeless – 62.5% SED – 42.6% White – 40.9%	All Students – 41.2% Hispanic – 36.1% Homeless – 62.5% SED – 42.6% White – 40.9%N/A		25% for all student groups	Will be determined in 2026-27 LCAP Document

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 will be addressed in the 2026-27 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.

This will be addressed in the 2026-27 LCAP.

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

This will be addressed in the 2026-27 LCAP.

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 will be addressed in the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9A	FES - Asst. Principal Support	Assistant Principal (AP) support conforms to Equity Multiplier allowable uses when the role is strategically designed to implement evidence-based interventions that reduce chronic absenteeism and improve school climate—both priorities outlined in the Equity Multiplier program guidance under **EC §42238.** In this context, Assistant Principals work to support chronic absenteeism reduction by: • **Leading site-level teams**, analyzing data to identify at-risk students and coordinating Tier I and Tier II interventions; • **Coordinating family engagement and outreach** efforts to re-establish school-home connections for chronically absent students; • **Supervising behavior intervention systems**, such as Alternatives to Suspension (ATS), which is closely linked to improved attendance outcomes; • **Supporting Multi-Tiered Systems of Support (MTSS)** structures that connect chronic absenteeism with academic, behavioral, and wellness interventions.	$184,585	N

9B	FES - Instructional Coaching	This action provides targeted instructional and leadership coaching focused on the implementation of Teacher Clarity practices as outlined in the HUSD Instructional Framework. The coaching will support both classroom educators and site leaders at Equity Multiplier schools in developing and refining instructional practices that emphasize clear learning intentions, success criteria, and student engagement strategies. Improved instruction is intended to improve outcomes related to ELA, math and ELPI outcomes. Coaching will be delivered through structured professional development sessions, embedded instructional walkthroughs, and PDSA cycles that promote feedback and continuous improvement. Teacher Clarity is a research-based strategy known to increase student engagement, academic confidence, and relevance of learning—factors shown to mitigate the negative impacts of chronic absenteeism. For students with inconsistent attendance, clearly communicated expectations and accessible instructional routines support re-entry into learning and reduce instructional fragmentation. At the leadership level, site administrators will be supported in observing and reinforcing Teacher Clarity practices across classrooms to ensure system-wide coherence and high-quality Tier I instruction. This action is aligned to Equity Multiplier allowable uses by strengthening evidence-based practices that improve student outcomes, especially for students furthest from opportunity and those most impacted by chronic absence. At Fruitvale Elementary, instructional coaching provided outside vendors (described above) will join work by site leadership and district Learning Improvement Support Specialists will focus on the implementation of **Teacher Clarity** as a core strategy to strengthen classroom instruction—particularly in classrooms led by out-of-field teachers. Coaching cycles will support teachers in clearly articulating learning intentions, success criteria, and aligned assessments, enabling all students to access rigorous, standards-aligned instruction.	$15,000	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
10	Jacob Wiens 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 outcomes of the following student groups: "All Students", Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Homeless students. **Focus Area based on 2024 Dashboard: Chronic Absenteeism** In accordance with the 2024 California School Dashboard data, Jacob Wiens Elementary qualifies for Equity Multiplier support based on multiple student groups demonstrating the lowest performance level (Red) across key state indicators: **"All Students" Student Group** • *ELA:* 88.6 points below standard – Red • *Mathematics:* 102.9 points below standard – Red **Hispanic Students** • *English Language Arts (ELA):* 90.2 points below standard – Red • *Chronic Absenteeism:* 42.2% (down 3.4% - not meeting 5% decrease goal) **Socioeconomically Disadvantaged Students** • *ELA:* 90.4 points below standard – Red • *Mathematics:* 105.1 points below standard – Red • *Chronic Absenteeism:* 42.8% (down 4.9% - not meeting 5% decrease goal) **Students with Disabilities** • *ELA:* 167.1 points below standard – Red • *Mathematics:* 166.7 points below standard – Red • *Chronic Absenteeism:* 50% (down 7.1% - meeting 5% decrease goal) **Homeless Students**	Equity Multiplier

	• *Chronic Absenteeism:* 54.9% – Red (increased 3.8% - not meeting 5% decrease goal)	

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement) – Culture & Climate

An explanation of why the LEA has developed this goal.

Jacob Wiens Elementary School (JWES) qualifies for Equity Multiplier funding due to its high non-stability rate of **27.4%** and socioeconomically disadvantaged population of **95.2%**, exceeding both state thresholds for this designation. A focused Equity Multiplier goal is justified based on chronic absenteeism data from the 2024 California School Dashboard: **41.9% of all students** were chronically absent, a persistently high rate despite a 5.5 percentage point improvement from the prior year.

Among student groups, **Homeless students were in the Red performance level for chronic absenteeism at 54.9%**, while **five additional student groups—including African American (42.4%), English Learners (30.8%), Two or More Races (34.4%), Students with Disabilities (50.0%), and White students (42.9%)—were in the Orange performance level**. These outcomes reveal urgent and disproportionate needs, particularly for historically underserved groups.

Chronic Absenteeism was selected for continued focus as the schoolwide rate still exceeds 40%, with all lowest performing groups listed exceeding 42%. With students missing so much school, instructional impact is significantly attenuated (and this theory of action is supported by the concerning outcomes described above). The goal will continue to focus on chronic absenteeism yet also support instructional effectiveness (in order to address the TAMO data below).

TAMO Summary and Use of Professional Development to Support Instruction at Jacob Wiens Elementary

Teaching Assignment Monitoring Outcomes (TAMO) Summary:
For the 2022–23 academic year, Jacob Wiens Elementary reported a total of **23.0 full-time equivalent (FTE)** teaching positions. Of these:

- **87.0%** were held by **clear credentialed teachers**,
- **4.3%** were **out-of-field**,
- **4.3%** were serving under **intern credentials**, and
- **4.3%** were classified as **ineffective**.

While Jacob Wiens exceeds district, county, and state averages in the percentage of clear credentialed teachers, the combined presence of out-of-field, intern, and ineffective assignments (**nearly 13% of the staff**) indicates a targeted need for instructional support. These data reinforce the importance of sustaining high-quality professional learning to ensure instructional consistency and equitable access to grade-level content for all students.

Use of Professional Development to Support Instruction:
To address identified needs, Jacob Wiens has implemented a site-based professional learning model aligned to the **Hemet USD Instructional Framework** and grounded in **teacher development and instructional coherence**. Site leadership supports:

- Focused training in content-area pedagogy and standards implementation.
- Ongoing calibration in Professional Learning Communities (PLCs), emphasizing clarity of learning goals and alignment with curriculum.
- Structured support for interns and out-of-field educators through mentorship, model lessons, and collaborative planning.

According to EC 42238.024 and guidance from the California Department of Education, LEAs receiving Equity Multiplier funding must create focus goals aimed at improving outcomes through evidence-based services. For JWES, the alignment of high non-stability, disproportionate absenteeism, and the elevated needs of multiple student groups underscores the appropriateness of establishing a focus goal targeting chronic absenteeism. This goal will address both academic engagement (Priority 5) and school climate (Priority 6) per the California State Priorities, ensuring alignment with LCAP requirements and advancing equity-based resource allocation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Chronic Absenteeism	All Students – 41.9% Homeless – 54.9% African American – 42.4% English Learners – 30.8% Two or More Races – 34.4% SWD – 50.0% White – 42.9%	All Students – 41.9% Homeless – 54.9% African American – 42.4% English Learners – 30.8% Two or More Races – 34.4% SWD – 50.0% White – 42.9%		25% for all student groups	Will be determined in 2026-27 LCAP Document
10.2	ELA New Metric for 2025-26	Hispanic - -90.2 DFS SED - -90.4 DFS SWD - -167.1 DFS	Hispanic - -90.2 DFS SED - -90.4 DFS SWD - -167.1 DFS		-70.0 DF for all student groups	Will be determined in 2026-27 LCAP Document
10.2	Math New Metric for 2025-26	SED - -105.1 DFS SWD - -166.7 DFS	SED - -105.1 DFS SWD - -166.7 DFS		-70.0 DF for all student groups	Will be determined in 2026-27 LCAP Document

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 will be addressed in the 2026-27 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.

This will be addressed in the 2026-27 LCAP.

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

This will be addressed in the 2026-27 LCAP.

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 will be addressed in the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10A	JWES - Asst. Principal Support	Assistant Principal (AP) support conforms to Equity Multiplier allowable uses when the role is strategically designed to implement evidence-based interventions that reduce chronic absenteeism and improve school climate—both priorities outlined in the Equity Multiplier program guidance under **EC §42238.** In this context, Assistant Principals work to support chronic absenteeism reduction by: • **Leading site-level teams**, analyzing data to identify at-risk students and coordinating Tier I and Tier II interventions; • **Coordinating family engagement and outreach** efforts to re-establish school-home connections for chronically absent students; • **Supervising behavior intervention systems**, such as Alternatives to Suspension (ATS), which is closely linked to improved attendance outcomes; • **Supporting Multi-Tiered Systems of Support (MTSS)** structures that connect chronic absenteeism with academic, behavioral, and wellness interventions.	$184,417	N

10B	JWES - Instructional Coaching	This action provides targeted instructional and leadership coaching focused on the implementation of Teacher Clarity practices as outlined in the HUSD Instructional Framework. The coaching will support both classroom educators and site leaders at Equity Multiplier schools in developing and refining instructional practices that emphasize clear learning intentions, success criteria, and student engagement strategies. Coaching will be delivered through structured professional development sessions, embedded instructional walkthroughs, and PDSA cycles that promote feedback and continuous improvement. This work will address the ELA and math instruction and combine with chronic absenteeism focus to attenuate concerning academic outcomes. Teacher Clarity is a research-based strategy known to increase student engagement, academic confidence, and relevance of learning—factors shown to mitigate the negative impacts of chronic absenteeism. For students with inconsistent attendance, clearly communicated expectations and accessible instructional routines support re-entry into learning and reduce instructional fragmentation. At the leadership level, site administrators will be supported in observing and reinforcing Teacher Clarity practices across classrooms to ensure system-wide coherence and high-quality Tier I instruction. This action is aligned to Equity Multiplier allowable uses by strengthening evidence-based practices that improve student outcomes, especially for students furthest from opportunity and those most impacted by chronic absence. The outside instructional coaching will join and a structured instructional coaching model led by site administration and supported by district Learning Improvement Support Specialists. Coaching will emphasize the implementation of **Teacher Clarity** as a research-based strategy to strengthen instructional delivery and student learning—particularly for intern, out-of-field, and ineffective-designated teachers. **Scope of Support:** • Provide individualized coaching cycles for out-of-field and intern teachers focused on designing lessons with clear learning	$15,000	N

		intentions, success criteria, and aligned formative checks for understanding. • Facilitate PLCs and staff-wide PD sessions centered on instructional routines that promote clarity, purpose, and accessibility of grade-level content. • Model effective lesson delivery and co-teach lessons in identified classrooms, ensuring clarity of objectives and alignment to the HUSD Instructional Framework.		

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$89,340,697	$11,298,621

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
38.255%	1.093%	$2,470,182	39.348%

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 Formerly 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 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.	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.

		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 Formerly 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. How this action will address the unique needs of UPP students: This action directly supports the needs of English Learners (EL), Foster Youth, and Low-Income (LI) students in Hemet Unified by providing expanded early learning opportunities that address foundational literacy gaps documented in the 2023 California School Dashboard. With only 4.3% of English Learners and 26.8% of Low-Income students meeting or exceeding standards in ELA compared to 29.7% of all students, the action delivers increased services through both Preschool and Extended Day Kindergarten, creating conditions for early academic success. Foster Youth—who often experience interrupted schooling—benefit from the stability, routine, and foundational instruction provided in these early educational settings, enhancing school readiness and long-term engagement. 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.	

1C Formerly 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. Notably, for the same time period, gaps for UPP student groups maintained significant gaps vs the Districtwide for the same Lexile metric: Foster: 14% EL: 2% Low Income: 23% Were in the 50th percentile or better. Student Need: These disproportionate outcomes highlight a need for targeted	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 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	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.

	monitoring and interventions related to: - Literacy instruction and assessment in grades K-12 - ELA related outcomes	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*.	

1D Formerly 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) 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: - 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 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.	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.

	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	- 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.	

1E Formerly 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 - CTE 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. - - 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	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.

		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.	

1G Formerly 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	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: 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.	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)

	for students 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	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: 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	

	model to match the needs of socioeconomically disadvantaged 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	elementary school. The study emphasized the long-term academic benefits of dual language immersion. 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	

	motivating factor is the basis to support the continued implementation of a Dual Immersion program described by this action.	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.	

1H Formerly 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 suggests that the	These actions will address the disproportionate outcomes by delivering the following increased services: - **H1 - 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. - **H2 - 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. - 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 higher total GPA as compared to similar students who do not engage outside the school day. In order to improve outcomes for socioeconomically	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).

	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 research indicated that student-athletes had higher GPAs, better attendance records, and lower dropout rates	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: 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.	

	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 arts and achievement in at-risk youth: Findings from four longitudinal studies.* National Endowment for the Arts*.*	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.	

	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	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.	

1I Formerly 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, unduplicated 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. - 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	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.

		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-2APerforming School Systems Use Data to Improve Instruction for Elementary Students. *Center on Educational Governance*.	

2A Formerly 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 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,	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.

		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.	

2B New 2025	Relevant Data: The academic performance data from the 2024 California School Dashboard provides clear evidence that Hemet USD must address disproportionate student outcomes—particularly in ELA and mathematics—for historically underserved student groups. According to the Dashboard: • ELA results showed a *districtwide score of 55.7 points below standard*, despite a 6.6-point gain. Student groups such as *Homeless* (Red), *African American*, *Foster Youth*, *English Learners*, and *Students with Disabilities* scored in the Orange or Red levels. • Mathematics results were even more severe, with a *districtwide score of 103.8 points below standard*. The following student groups remained in Red: *African American, American Indian, Long-Term English Learners, Two or More Races,* and *Socioeconomically Disadvantaged*. English Learners, Foster Youth, and Students with	These actions will address the disproportionate outcomes by delivering the following increased services: This action is being provide on an LEA wide basis based on the following: Expected Outcome: These actions are bring provided on a District wide basis and we expect that all students will benefit. 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,… Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: student achievement. Students in schools led by principals with greater access to professional development experienced gains equivalent to approximately 29 additional days of learning in ELA and nearly three months in mathematics. These effects were especially pronounced among historically underserved students and novice principals. Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2 *Citation:* Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Principal learning opportunities and school outcomes: Evidence from California*. Learning Policy Institute. https://learningpolicyinstitute.org/product/principal-learning-opportunities-school-outcomes-brief The Effects of a Principal Professional Development Program on Student Achievement This randomized controlled trial conducted by the Institute of Education Sciences evaluated a professional development program for elementary	Metrics to monitor: - Classroom walkthrough tool measuring quality and frequency of use of instructional practices - ELA and math leading indicators (e.g. Lexile and Quantile outcomes) - ELA/math SBAC outcomes - Local Indicator: Standards Implementation - Professional Development feedback The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	Disabilities were Orange despite slight gains. Unique Student Needs: There exists an achievement gap as describe by the above student data for ELA and math outcomes for both unduplicated pupil groups (EL, Foster, LI) as well as other student groups (of which the unduplicated pupil groups have dual membership). There exists a need for intervention related to disproportionate outcomes: These performance patterns illustrate the urgency of investing in systemic leadership capacity and teacher development, as both are key levers for equitable instruction. However, disparities in student outcomes indicate a disconnect between implementation fidelity and student impact, particularly for students in Red and Orange performance bands. These disproportionate outcomes highlight a need for targeted monitoring and interventions related to California Local Indicator outcomes, related leading indicators, and connected ELA and	school principals focused on structured teacher observations and feedback. While the study did not find statistically significant effects on student achievement in ELA or math, it provided valuable insights into the implementation challenges and the importance of sustained, high-quality professional development for school leaders. Tim *Citation:* Herrmann, M. A., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2019). *The effects of a principal professional development program on student achievement*. Institute of Education Sciences. https://files.eric.ed.gov/fulltext/ED616663.pdf Scaling Up Teacher Induction: Implementation and Impact on Teachers and Students This study evaluated the New Teacher Center's (NTC) induction model across multiple districts. Findings indicated that when implemented with high fidelity, the NTC induction program had a positive, statistically significant impact on student achievement in both ELA and mathematics, particularly in schools with higher proportions of historically underserved students. The study underscores the importance of consistent, high-quality mentoring in enhancing student learning outcomes. ERIC+6Education Week+6SRI+6ERIC+1ERIC+1 *Citation:* Young, V. M., Schmidt, R., Wang, H., Cassidy, L., & Laguarda, K. (2017). *A comprehensive model of teacher induction: Implementation and impact on teachers and students*. SRI International. https://www.sri.com/wp-content/uploads/2022/04/NTC-i3-Validation-Comprehensive-Report-with-App_Final.pdf The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research This comprehensive review analyzed multiple studies on teacher induction and mentoring programs. The majority of the studies reviewed showed that students of beginning teachers who participated in induction programs had higher scores or gains on academic achievement tests in ELA and mathematics. The review highlights the positive correlation between structured	

	math outcomes (leading and lagging) for disproportionately impacted student groups.	support for new teachers and improved student academic performance. Graduate School of Education *Citation:* Ingersoll, R., & Strong, M. (2011). *The impact of induction and mentoring programs for beginning teachers: A critical review of the research*. University of Pennsylvania. https://www.gse.upenn.edu/pdf/rmi/RER-RMI-2011.pdf	

2C New 2025	Relevant Data: • Hemet USD's unduplicated student population—comprising 86.8% Socioeconomically Disadvantaged, 13.8% English Learners, and 1.4% Foster Youth—demonstrates persistent academic performance gaps, as evidenced by 2024 CA Dashboard results. These groups are disproportionately represented in the Orange or Red performance bands for both ELA and Math. • English Learners are scoring an average of 127.8 points below standard in ELA and 164.1 points below standard in Math, with only 40.6% making progress toward English language proficiency, which declined 5.6% from the prior year. • Socioeconomically Disadvantaged students score 60.9 points below standard in ELA and 109.6 points below standard in Math, with below-typical growth scores in both subject areas.	These actions will address the disproportionate outcomes by delivering the following increased services: Adding instructional minutes across the school day—while simultaneously enabling embedded teacher collaboration—addresses disproportionate outcomes by increasing both direct learning time for students and targeted planning time for educators, particularly in support of English Learners (EL), Socioeconomically Disadvantaged (SED/LI), and Foster Youth (FY) students. This dual strategy ensures that high-need students receive more consistent exposure to rigorous, standards-aligned instruction while teachers are equipped with structured time to analyze data, align instructional strategies, and design responsive supports. The additional minutes allow for: • Expanded literacy and math instruction with scaffolds that support foundational skills for students scoring far below standard. • Embedded intervention blocks and re-engagement opportunities that mitigate the effects of chronic absenteeism by helping students catch up without missing core content. • Increased collaboration time during the school day that supports effective implementation of the HUSD Instructional Framework—particularly practices such as Teacher Clarity, use of formative assessments, and differentiated instruction. This action is being provide on an LEA wide basis based on the following: - Widespread need – the issue of disproportionate outcomes is an issue at many if not all schools. - There is an interest in providing instructional equity for all students - In the same way collective teacher efficacy at a site is one of the highest leverage instructional strategies, this work is designed to accomplish this on a district wide scale. Expected Outcome: Local Indicator – Priority 2 (Implementation of Academic Standards): Increased instructional minutes and embedded collaboration time will strengthen the consistent implementation of the HUSD Instructional	Metrics to monitor: - Local Indicator 2-Professional Development - Qualitative feedback regarding trainings

	• Foster Youth, though a smaller group, exhibit significant instability and underperformance. Chronic absenteeism for this group is over 43%, and their academic outcomes fall in the Orange band or lower. Student Need: • This indicates a need for additional, targeted instructional time to support foundational literacy and language acquisition skills. • Persistent Achievement Gaps: EL students scored 127.8 points below standard in ELA and 164.1 points below in Math, while SED students scored 60.9 (ELA) and 109.6 (Math) below standard. These gaps require targeted, collaborative planning to identify and implement differentiated strategies, scaffolded instruction, and formative assessment practices. • Inconsistent Academic Growth Across Subgroups:	Framework, leading to full integration of standards-aligned practices such as Teacher Clarity, formative assessment, and differentiated instruction across all classrooms. Student Academic Performance (ELA and Math Indicators): With more time for direct instruction and collaboration, schools are expected to accelerate learning for unduplicated pupils, resulting in measurable growth in ELA and Math scores on the California School Dashboard, particularly among student groups currently in the Orange and Red performance bands. Basis of Increased/Improved Service: Increased Service: By extending the instructional day, the district is increasing the total instructional time available for all students—including unduplicated pupils—to access core academic content, intervention, and engagement opportunities they may otherwise miss due to chronic absenteeism or prior learning gaps. Improved Service: The added collaboration time embedded within the extended day improves the quality of instruction delivered to unduplicated pupils by enabling teachers to engage in data-driven planning, cross-grade articulation, and targeted instructional design, all of which are specifically intended to raise performance in ELA and Math for student groups currently performing in the Orange and Red bands. Absent the LCFF Supplemental and Concentration funding associated with this action/service, this action would not be possible and widened achievement gaps and increased inequity of outcomes would likely occur. Additionally, these actions and services are expected to be effective based on the following: Collaborative Planning Improves Student Achievement Summary: Structured teacher collaboration time improves student outcomes, particularly when focused on formative assessment and data-driven instruction targeting underserved student populations. Citation: Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the	

	While some groups made gains, Foster Youth and English Learners continue to demonstrate inconsistent growth, especially in literacy development and math problem solving. Teacher collaboration provides dedicated time to analyze subgroup-specific data and plan interventions that meet these students' unique learning needs.	impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. https://doi.org/10.1016/j.tate.2007.01.004 Extended Learning Time Narrows Opportunity Gaps Summary: Extending learning time is especially beneficial for low-income and underperforming students when paired with strong instructional practices and targeted intervention. Citation: Kidron, Y., & Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review. *Institute of Education Sciences, U.S. Department of Education*. https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf More Time + Better Instruction = Academic Gains Summary: Increasing instructional time has a positive impact on literacy and math outcomes when combined with teacher collaboration and focused planning aligned to standards. Citation: Farbman, D. A., & Kaplan, C. (2005). Time for a change: The promise of extended-time schools for promoting student achievement. *Massachusetts 2020 Report*. https://eric.ed.gov/?id=ED534894	

2D Formerly 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. - 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. Specifically, this action supports the implementation of the Continuous Improvement framework through professional development and monitoring of associated strategies. This work will support all district level divisions as well as support sites in similar improvement work. - New for 2025-26: This action/service now supports various assessment systems (and associated costs) as well as support for data visualization. - 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. 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.	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

		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

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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.

3A Formerly 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 (definition: percentage 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: - 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.	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 partner 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	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. 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.	

	by Wilder (2014) in the *Review of 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.	Source: Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and 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. 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.	

	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 outside of school that impede attendance	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.	

	- Providing increased access for parents to communicate with schools and advocate as needed		

4A New	Identified Student Need - Relevant Data: The California Dashboard data indicates that across multiple student groups—particularly English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities—academic performance in both ELA and Math remains below standard, with average gaps of 55.7 points (ELA) and 103.8 points (Math) for all students, and even wider disparities for focal groups such as English Learners and Foster. Wherein 86.8% of students are socioeconomically disadvantaged and 13.8% are English Learners, equitable access to instructional technology is essential for academic equity. Student Need: Intervention related to disproportionate outcomes Digital access and technological fluency are critical for intervention efforts aimed at supporting students experiencing academic gaps. Target groups, especially EL, SED, and Students with Disabilities, benefit from tools that enable differentiated, accessible instruction and continuous progress monitoring.	These actions will address the disproportionate outcomes by delivering the following increased services: • Districtwide 1:1 device access, ensuring all students—including those in underperforming groups—can participate in digital learning activities. • Technology infrastructure improvements to support seamless instructional delivery and real-time data use by teachers. This action is being provided on an LEA-wide basis based on the following: Because academic gaps persist across student groups at nearly every site in Hemet USD, and because all students require equitable access to digital tools to meet grade-level standards and access intervention support, the provision of technology integration is essential on a districtwide basis. How the action addresses the unique needs of UPP students: This action addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring equitable access to instructional technology, a critical resource for closing persistent academic achievement gaps. With English Learners scoring an average of over 100 points below standard in Math and over 50 points below in ELA, the integration of a 1:1 device program and infrastructure enhancements provides the necessary tools for differentiated instruction, language acquisition support, and targeted intervention. For Low-Income students—who comprise over 86% of the student body—this action mitigates digital access disparities, enabling full participation in blended learning environments and intervention platforms used to accelerate progress in core subjects. Foster Youth, who often experience disrupted educational experiences, benefit from continuous access to digital learning tools and teacher feedback, allowing for instructional consistency regardless of school transitions. The demonstrated growth for English Learners (+8.7 in Math) and Socioeconomically Disadvantaged students (+7.1 in Math) in 2024 further validates the effectiveness of these actions in supporting focal student groups. By embedding real-time data use and accessible instructional design, this action strengthens the district's capacity to monitor student progress and respond proactively to learning needs, ensuring that unduplicated pupils receive increased and improved services aligned with their academic context.	Metrics to monitor: - Local Indicator – Basic Services - Survey Data - Qualitative Program Evaluation

	These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: • Ongoing academic performance gaps in ELA and Math, especially for EL and SED students. • Technology-integrated instructional interventions that support personalized learning and data-driven instructional practices.	Expected Outcome: These actions are being provided on a District-wide basis, and we expect that all students will benefit from improved access to technology-integrated instruction, particularly in ELA and Math, supporting academic growth across focal student groups. Basis of Increased/Improved Service: In the absence of the Supplemental and Concentration funding that forms the basis of the goals, actions, and services in the LCAP, the District would not be able to maintain 1:1 student device access or update infrastructure to meet instructional demands equitably. Absent the LCFF Supplemental and Concentration funding associated with this action/service, students in higher-need communities would likely experience digital inequity, inconsistent access to instructional resources, and reduced engagement in intervention or enrichment programs that depend on digital platforms. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: Previous implementation of districtwide 1:1 device programs coincided with measurable gains in ELA and Math performance (ELA +6.6 points, Math +3.1 points overall in 2024), particularly for student groups such as English Learners (+8.7 in Math) and Socioeconomically Disadvantaged students (+7.1 in Math).	

4B Formerly 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: There exists an achievement gap as describe by the above student data for ELA and math outcomes for both unduplicated pupil groups (EL, LI) as well as other student groups (of which the unduplicated pupil groups have dual membership). These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: For grade high quality grade level instruction that is differentiated for a single grade level of curriculum. This will in turn, effectively increase the instructional contact time needed to address the specific	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 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.	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.

	needs of the grade level of students in the classroom as it relates to ELA and math outcomes in addition to content literacy in all subject matter.	- 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.	

4C Formerly 2C5	Identified Student Need - Relevant Data: • Chronic absenteeism across Hemet USD remains elevated at 33.4% (Yellow), with nine student groups also in Yellow and five in Orange performance levels. • The district serves a high percentage of socioeconomically disadvantaged students (86.8%), whose attendance and academic engagement are disproportionately impacted by perceived or real barriers to clean and functional school environments. • Local survey and educational partner feedback affirm the importance of maintaining safe, clean, and welcoming campuses—an aspect directly tied to the Basic Services Local Indicator (Standard Met) and the district's "Pristine" operational commitment. Student Need: There exists a need for intervention Related to Disproportionate Outcomes	These Disproportionate Outcomes Highlight a Need for Targeted Monitoring and Interventions Related to: • Campus conditions, which research shows influence attendance, behavioral outcomes, and students' sense of belonging. • A well-maintained school facility signals value, safety, and readiness to learn—factors that promote engagement especially for high-need student groups. These Actions Will Address the Disproportionate Outcomes by Delivering the Following Increased Services: • Staffing to ensure extended learning and extracurricular access is matched with clean, safe, and ready facilities. • More responsive custodial support to address real-time needs that could deter students from attending or remaining on campus. • Reinforcement of the District's commitment to learning environments that affirm student wellbeing and promote daily attendance. This Action Is Being Provided on an LEA-Wide Basis Based on the Following: • All campuses across Hemet USD benefit from clean, safe, and functional environments, which is a precondition for student learning, health, and well-being. • Extended day programming supported by other Goal 4 actions (e.g., tutoring, enrichment, counseling) requires aligned operational supports, making this action foundational and district-wide in nature. Expected Outcome: • These actions are being provided on a District-wide basis and are expected to result in decreased chronic absenteeism and improved conditions for learning, particularly for student groups with higher rates of absence and behavioral referrals. 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, increased custodial staffing to support extended use of school sites would not be possible.	Metrics to monitor: Local Indicator – Basic Services Survey Data regarding clean and safe campus facilities

	• The chronic absenteeism rate for African American (44.8%), Foster Youth (43.6%), Homeless (51.2%), and American Indian (51.8%) students (all in Orange) indicates a significant need for environmental supports that encourage consistent school attendance. These Disproportionate Outcomes Highlight a Need for Targeted Monitoring and Interventions Related to: • Campus conditions, which research shows influence attendance, behavioral outcomes, and students' sense of belonging. • A well-maintained school facility signals value, safety, and readiness to learn—factors that promote engagement especially for high-need student groups.	Absent the LCFF Supplemental and Concentration Funding Associated with This Action/Service… • Campuses would face limitations in maintaining facilities at a standard that encourages student participation in before/after-school activities, directly impacting access to intervention and enrichment for unduplicated pupils. Additionally, These Actions and Services Have Historically Shown to Be Effective in Improving Student Outcomes in Hemet USD as Evidenced By: • Positive trends in chronic absenteeism reduction (4% districtwide decline), and • Feedback from parent, staff, and student surveys that identify clean, orderly schools as a condition of academic engagement and school connectedness. Relevant and supporting academic research: **Facility Quality Influences Learning and Equity** **Summary**: Poor facility conditions disproportionately affect low-income and minority students, reducing student achievement and widening opportunity gaps. **Citation**: Schneider, M. (2002). Do school facilities affect academic outcomes? *National Clearinghouse for Educational Facilities*. https://files.eric.ed.gov/fulltext/ED470979.pdf **Safe and Orderly Schools Support Academic Success** **Summary**: Physical environment is a key component of school climate, with cleaner, more orderly facilities contributing to higher levels of student connectedness and academic outcomes. **Citation**: Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357–385. https://doi.org/10.3102/0034654313483907 **Physical Environment and Chronic Absenteeism** **Summary**: School cleanliness and maintenance are linked to lower chronic absenteeism rates, especially among students in high-poverty schools. **Citation**: Filardo, M., Vincent, J. M., & Allen, M. (2010). Growth and disparity: A decade of U.S. public school construction. *21st Century School Fund*. https://files.eric.ed.gov/fulltext/ED524309.pdf	

4D Formerly 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 disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Student behavior & support	These actions will address the disproportionate outcomes by delivering the following increased services: - 4D1: 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. - 4D2: 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. 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: 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	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

	- 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.	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.	

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
1F Formerly 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 B)
- Additional band and music teachers at the elementary level (Goal 1, Action H)
- Additional CTE pathway teachers in the high school level (Goal 1, Action A1)
- Additional staff at the Academy of Innovation (School of Choice) (Goal 1, Action G)
- New Literacy Intervention teachers at the secondary level (Goal 1, Action C2)
- Increased Reading Intervention Teachers & Instructional Aides (Goal 1, Action C1)
- Additional custodians to improve services at all schools (Goal 4, Action C)
- Additional mental health professionals and behavior support technicians (Goal 1, Action D3)

For the 2024-25 and 2025-26 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 / CE Elementary 12173 680 High School 9107 226 Middle School 6823 394 Ratio Per Adult CE Ratio Students Elementary 12173 17.9 High School 9107 40.3 Middle School 6823 17.3
Staff-to-student ratio of certificated staff providing direct services to students	No Schools Under 55%	Students / CL Elementary 12173 711 High School 9107 174 Middle School 6823 328 Students / CL Ratio Elementary 12173 17.1 High School 9107 52.3 Middle School 6823 20.8

2025-26 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 %)
2025-26	$ 233,541,845	$ 89,340,697	38.255%	1.093%	39.348%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 98,408,073	$ 7,347,377	$ -	$ 7,541,409	$ 113,296,859.00	$ 82,989,410	$ 30,307,449

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	1A1	Career Technical Education Pathway Support	All	Yes	LEA-wide	All	High Schools	Ongoing	$ 2,536,211	$ 1,377,606	$ 3,913,817		$ -		$ 3,913,817	0.000%
1	1A2	College and Career Transition Support	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	High Schools	Ongoing	$ 194,052	$ 316,145	$ 278,145		$ -	$ 232,052	$ 510,197	0.000%
1	1A3	Expanded Counseling Services	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	All	Ongoing	$ 5,143,635	$ 1,619,947	$ 6,009,610		$ -	$ 753,972	$ 6,763,582	0.000%
1	1A4	Access to College Prepatory Coursework	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	High Schools	Ongoing	$ 830,319	$ 625,304	$ 1,455,623		$ -		$ 1,455,623	0.000%
1	1B	Early Intervention	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	All	Ongoing	$ 1,213,137	$ 203,810	$ 154,781	$ 951,453	$ -	$ 310,713	$ 1,416,947	0.000%
1	1C	Literacy & Reading Intervention	All	Yes	LEA-wide	All	All	Ongoing	$ 11,046,954	$ 2,691,225	$ 12,545,982	$ 1,192,197	$ -		$ 13,738,179	0.000%
1	1D	Student Re-engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 7,763,964	$ 1,841,198	$ 7,341,414	$ 2,263,748	$ -		$ 9,605,162	0.000%
1	1E	Extended Learning Opportunities	All	Yes	LEA-wide	All	All	Ongoing	$ 1,576,242	$ 2,323,373	$ 2,182,234	$ 1,717,381	$ -		$ 3,899,615	0.000%
1	1F1	English Learner Support	English Learner	Yes	Limited	English Learners	All	Ongoing	$ 3,007,155	$ 860,677	$ 3,165,985		$ -	$ 701,847	$ 3,867,832	0.000%
1	1F2	Long Term English Learner Support	English Learner	No	Limited	English Learners	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	1G	Specialized Educational Options	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	Academy of Innovation & Hemet Dual Language Academy	Ongoing	$ 9,692,391	$ 443,229	$ 10,135,620		$ -		$ 10,135,620	0.000%
1	1H	High Interest Student Engagement Opportunities	All	Yes	LEA-wide	All	All	Ongoing	$ 2,588,012	$ 2,372,626	$ 4,960,638		$ -		$ 4,960,638	0.000%
1	1I	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	$ 242,159	$ 315,712	$ 557,871		$ -		$ 557,871	0.000%
2	2A	Instructional Professional Development	All	Yes	LEA-wide	All	All	Ongoing	$ 6,308,707	$ 1,127,123	$ 2,889,059		$ -	$ 4,546,771	$ 7,435,830	0.000%
2	2B	Leadership & New Teacher Professional Development	All	Yes	LEA-wide	All	All	Ongoing	$ 938,466	$ 1,968,065	$ 2,906,531		$ -		$ 2,906,531	0.000%
2	2C	Expanded Learning Opportunities	All	Yes	LEA-wide	All	All	Ongoing	$ 5,856,848	$ -	$ 5,856,848		$ -		$ 5,856,848	0.000%
2	2D	Student Outcome Monitoring & Continuous Improvement	All	Yes	LEA-wide	All	All	Ongoing	$ 130,735	$ 1,612,945	$ 1,743,680		$ -		$ 1,743,680	0.000%
3	3A	Parent Engagement & Support	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	All	Ongoing	$ 2,387,315	$ 360,729	$ 1,751,990		$ -	$ 996,054	$ 2,748,044	0.000%
4	4A	Instructional Technology Integration and Support	Socioeconomically Disadvantaged	Yes	LEA-wide	Low-Income	All	Ongoing	$ 1,243,719	$ 6,814,306	$ 8,058,025		$ -		$ 8,058,025	0.000%
4	4B	Lower Class Size	All	Yes	LEA-wide	All	All	Ongoing	$ 8,881,435	$ -	$ 8,881,435		$ -		$ 8,881,435	0.000%
4	4C	Facility Support	All	Yes	LEA-wide	All	All	Ongoing	$ 1,987,280	$ 216,864	$ 2,204,144		$ -		$ 2,204,144	0.000%
4	4D	Site Based Support	All	Yes	LEA-wide	All	All	Ongoing	$ 8,243,076	$ 3,171,565	$ 11,414,641		$ -		$ 11,414,641	0.000%
5	5A	ELA Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
5	5B	Math Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
5	5C	Suspension Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
5	5D	Chronic Absenteeism Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
5	5E	Graduation Rate Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
5	5F	College/Career Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -		$ -		$ -	0.000%
6	6A	AHS - Increased Counseling Support	All	No	Limited	All	Alessandro HS	Limited	$ 169,667	$ -	$ -	$ 169,667	$ -		$ 169,667	0.000%
6	6B	AHS - Intervention TOSA	All	No	Limited	All	Alessandro HS	Limited	$ 157,150	$ -	$ -	$ 157,150	$ -		$ 157,150	0.000%
6	6C	AHS - Learning Improvement Specialist	All	No	Limited	All	Alessandro HS	Limited	$ 159,926	$ -	$ -	$ 159,926	$ -		$ 159,926	0.000%
7	7A	AoI - Increased Counseling Support	All	No	Limited	All	Academy of Innovation	Limited	$ 139,962	$ -	$ -	$ 139,962	$ -		$ 139,962	0.000%
7	7B	AoI - Intervention TOSA (DISCONTINUED 2025-26)	All	No	Limited	All	Academy of Innovation	Limited	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7C	AoI - Learning Improvement Specialist	All	No	Limited	All	Academy of Innovation	Limited	$ 182,017	$ -	$ -	$ 182,017	$ -		$ 182,017	0.000%
8	8A	WES - Learning Improvement Specialist	All	No	Limited	All	Whittier ES	Limited	$ 184,459	$ -	$ -	$ 184,459	$ -		$ 184,459	0.000%
9	9B	FES - Instrucitonal Coaching	All	No	Limited	All	Fruitvale Elementary	Limited	$ -	$ 15,000	$ -	$ 15,000	$ -		$ 15,000	0.000%
9	9B	FES - Instrucitonal Coaching	All	No	Limited	All	Fruitvale Elementary	Limited		$ 15,000	$ -	$ 15,000	$ -		$ 15,000	0.000%
10	10A	JWES - Asst. Principal Support	All	No	Limited	All	Jacob Wiens Elementary	Limited	$ 184,417	$ -	$ -	$ 184,417	$ -		$ 184,417	0.000%
10	10B	JWES - Instrucional Coaching	All	No	Limited	All	Jacob Wiens Elementary	Limited	$ -	$ 15,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 233,541,845	$ 89,340,697	38.255%	1.093%	39.348%	$ 98,408,073	0.000%	42.137%	**Total:**	$ 98,408,073
								LEA-wide Total:	$ 95,242,088
								Limited Total:	$ 3,165,985
								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	1A1	Career Technical Education Pathway Support	Yes	LEA-wide	All	High Schools	$ 3,913,817	0.000%
1	1A2	College and Career Transition Support	Yes	LEA-wide	Low-Income	High Schools	$ 278,145	0.000%
1	1A3	Expanded Counseling Services	Yes	LEA-wide	Low-Income	All	$ 6,009,610	0.000%
1	1A4	Access to College Prepatory Coursework	Yes	LEA-wide	Low-Income	High Schools	$ 1,455,623	0.000%
1	1B	Early Intervention	Yes	LEA-wide	Low-Income	All	$ 154,781	0.000%
1	1C	Literacy & Reading Intervention	Yes	LEA-wide	All	All	$ 12,545,982	0.000%
1	1D	Student Re-engagement	Yes	LEA-wide	All	All	$ 7,341,414	0.000%
1	1E	Extended Learning Opportunities	Yes	LEA-wide	All	All	$ 2,182,234	0.000%
1	1F1	English Learner Support	Yes	Limited	English Learners	All	$ 3,165,985	0.000%
1	1F2	Long Term English Learner Support	No	Limited		All	$ -	0.000%
1	1G	Specialized Educational Options	Yes	LEA-wide	Low-Income	Academy of Innovation & Hemet Dual Language Academy	$ 10,135,620	0.000%
1	1H	High Interest Student Engagement Opportunities	Yes	LEA-wide	All	All	$ 4,960,638	0.000%
1	1I	Chronic Absenteeism	Yes	LEA-wide	All	All	$ 557,871	0.000%
2	2A	Instructional Professional Development	Yes	LEA-wide	All	All	$ 2,889,059	0.000%
2	2B	Leadership & New Teacher Professional Development	Yes	LEA-wide	All	All	$ 2,906,531	0.000%
2	2C	Expanded Learning Opportunities	Yes	LEA-wide	All	All	$ 5,856,848	0.000%
2	2D	Student Outcome Monitoring & Continuous Improvement	Yes	LEA-wide	All	All	$ 1,743,680	0.000%
3	3A	Parent Engagement & Support	Yes	LEA-wide	Low-Income	All	$ 1,751,990	0.000%
4	4A	Instructional Technology Integration and Support	Yes	LEA-wide	Low-Income	All	$ 8,058,025	0.000%
4	4B	Lower Class Size	Yes	LEA-wide	All	All	$ 8,881,435	0.000%
4	4C	Facility Support	Yes	LEA-wide	All	All	$ 2,204,144	0.000%
4	4D	Site Based Support	Yes	LEA-wide	All	All	$ 11,414,641	0.000%
5	5A	ELA Performance Indicator Improvement	No	LEA-wide		All	$ -	0.000%
5	5B	Math Performance Indicator Improvement	No	LEA-wide		All	$ -	0.000%
5	5C	Suspension Indicator Improvement	No	LEA-wide		All	$ -	0.000%
5	5D	Chronic Absenteeism Indicator Improvement	No	LEA-wide		All	$ -	0.000%
5	5E	Graduation Rate Indicator Improvement	No	LEA-wide		All	$ -	0.000%
5	5F	College/Career Indicator Improvement	No	LEA-wide		All	$ -	0.000%
6	6A	AHS - Increased Counseling Support	No	Limited		Alessandro HS	$ -	0.000%
6	6B	AHS - Intervention TOSA	No	Limited		Alessandro HS	$ -	0.000%
6	6C	AHS - Learning Improvement Specialist	No	Limited		Alessandro HS	$ -	0.000%
7	7A	AoI - Increased Counseling Support	No	Limited		Academy of Innovation	$ -	0.000%
7	7B	AoI - Intervention TOSA (DISCONTINUED 2025-26)	No	Limited		Academy of Innovation	$ -	0.000%
7	7C	AoI - Learning Improvement Specialist	No	Limited		Academy of Innovation	$ -	0.000%
8	8A	WES - Learning Improvement Specialist	No	Limited		Whittier ES	$ -	0.000%
9	9B	FES - Instrucitonal Coaching	No	Limited		Fruitvale Elementary	$ -	0.000%
9	9B	FES - Instrucitonal Coaching	No	Limited		Fruitvale Elementary	$ -	0.000%
10	10A	JWES - Asst. Principal Support	No	Limited		Jacob Wiens Elementary	$ -	0.000%
10	10B	JWES - Instrucional Coaching	No	Limited		Jacob Wiens Elementary	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 105,045,668.00	$ 101,189,479.13

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	$ 4,611,216	$ 3,790,654
1	A2	College and Career Transition Support	Yes	$ 396,307	$ 425,458
1	A3	Expanded Counseling Services	Yes	$ 6,572,990	$ 5,613,550
1	A4	Access to College Prepatory Coursework	Yes	$ 1,477,759	$ 1,179,555
1	A5	Instructional Technology Integration and Support	Yes	$ 9,950,062	$ 11,246,304
1	B	Leadership and Instrucitonal Professional Development	Yes	$ 5,471,442	$ 8,545,643
1	E	Early Intervention	Yes	$ 660,158	$ 264,154
1	F	Lower Class Sizes	Yes	$ 9,796,149	$ 9,796,149
2	A	Student Re-engagement	Yes	$ 7,195,347	$ 6,525,152
2	B	Literacy & Reading Intervention	Yes	$ 12,825,399	$ 11,644,999
2	C	Extended Learning Opportunities	Yes	$ 9,192,120	$ 7,276,343
2	D1	English Learner Support	Yes	$ 3,798,313	$ 3,848,486
2	D2	Long Term English Learner Support	No	$ -	$ -
2	E	Homeless Supports	No	$ 303,000	$ 57,523
2	F1	Assistant Principal Support	Yes	$ 8,506,190	$ 8,438,516
2	F2	Site Directed Support	Yes	$ 3,081,175	$ 2,197,084
3	A	Student Outcome Monitoring	Yes	$ 37,569	$ 1,200,476
3	B	Parent Engagment & Support	Yes	$ 3,026,135	$ 1,573,843
3	C	Specialized Educational Options	Yes	$ 10,224,591	$ 10,386,151
3	D	High Interest Student Engagement Opportunities	Yes	$ 6,303,510	$ 5,636,936
3	E	Chronic Absenteeism	Yes	$ 542,607	$ 549,472
4	A	ELA Performance Indicator Improvement	No	$ -	$ -
4	B	Math Performance Indicator Improvement	No	$ -	$ -
4	C	Suspension Indicator Improvement	No	$ -	$ -
4	D	Chronic Absenteeism Indicator Improvement	No	$ -	$ -
4	E	Graduation Rate Indicator Improvement	No	$ -	$ -
4	F	College/Career Indicator Improvement	No	$ -	$ -
5	A	AHS - Increased Counseling Support	No	$ 160,175	$ 161,761
5	B	AHS - Intervention TOSA	No	$ 122,250	$ 101,465
5	C	AHS - Learning Improvement Specialist	No	$ 147,143	$ 154,056
6	A	AoI - Increased Counseling Support	No	$ 160,175	$ 132,972
6	B	AoI - Intervention TOSA	No	$ 164,350	$ 108,747
6	C	AoI - Learning Improvement Specialist	No	$ 147,143	$ 127,421
7	A	WES - Learning Improvement Specialist	No	$ 172,393	$ 206,609

2024-25 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)
$ 86,742,697	$ 100,092,790	$ 92,952,749	$ 7,140,041	0.000%	0.000%	0.000% - 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	$ 4,611,216	$ 3,790,654.00	0.000%	0.000%
1	A2	College and Career Transition Support	Yes	$ 396,307	$ 412,326.00	0.000%	0.000%
1	A3	Expanded Counseling Services	Yes	$ 5,176,232	$ 4,883,414.00	0.000%	0.000%
1	A4	Access to College Prepatory Coursework	Yes	$ 1,477,759	$ 1,179,555.00	0.000%	0.000%
1	A5	Instructional Technology Integration and Support	Yes	$ 9,950,062	$ 11,246,304.00	0.000%	0.000%
1	B	Leadership and Instrucitonal Professional Development	Yes	$ 5,471,442	$ 4,403,688.00	0.000%	0.000%
1	E	Early Intervention	Yes	$ 341,386	$ -	0.000%	
1	F	Lower Class Sizes	Yes	$ 9,796,149	$ 9,796,149.00	0.000%	0.000%
2	A	Student Re-engagement	Yes	$ 7,195,347	$ 6,525,152.00	0.000%	0.000%
2	B	Literacy & Reading Intervention	Yes	$ 12,825,399	$ 11,644,999.00	0.000%	0.000%
2	C	Extended Learning Opportunities	Yes	$ 9,192,120	$ 7,276,343.00	0.000%	0.000%
2	D1	English Learner Support	Yes	$ 3,290,434	$ 2,966,147.00	0.000%	0.000%
2	F1	Assistant Principal Support	Yes	$ 8,506,190	$ 8,438,516.00	0.000%	0.000%
2	F2	Site Directed Support	Yes	$ 3,081,175	$ 2,197,084.00	0.000%	0.000%
3	A	Student Outcome Monitoring	Yes	$ 37,569	$ 46,016.00	0.000%	0.000%
3	B	Parent Engagment & Support	Yes	$ 1,673,295	$ 1,573,843.00	0.000%	0.000%
3	C	Specialized Educational Options	Yes	$ 10,224,591	$ 10,386,151.00	0.000%	0.000%
3	D	High Interest Student Engagement Opportunities	Yes	$ 6,303,510	$ 5,636,936.00	0.000%	0.000%
3	E	Chronic Absenteeism	Yes	$ 542,607	$ 549,472.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 225,930,102	$ 86,742,697	3.842%	42.236%	$ 92,952,749	0.000%	41.142%	$ 2,470,182.52	1.093%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

- For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

- Actions may be grouped together for purposes of these explanations.

- The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier school sites 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 school must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 school sites 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 school would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific school site, 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 school site.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

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

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

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

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

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

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

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

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024