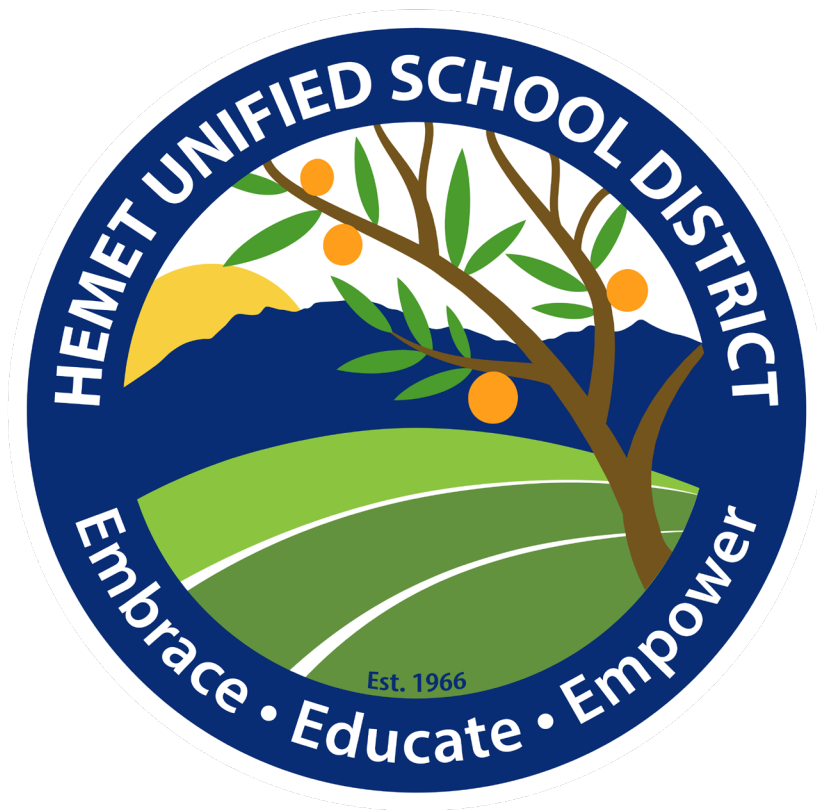


Board Approval: 6/20/2023
RCOE Approval: 8/23/2023

2023-24 LCAP



Local Control Accountability Plan

LCFF Budget Overview for Parents

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

CDS Code: 3370820000000

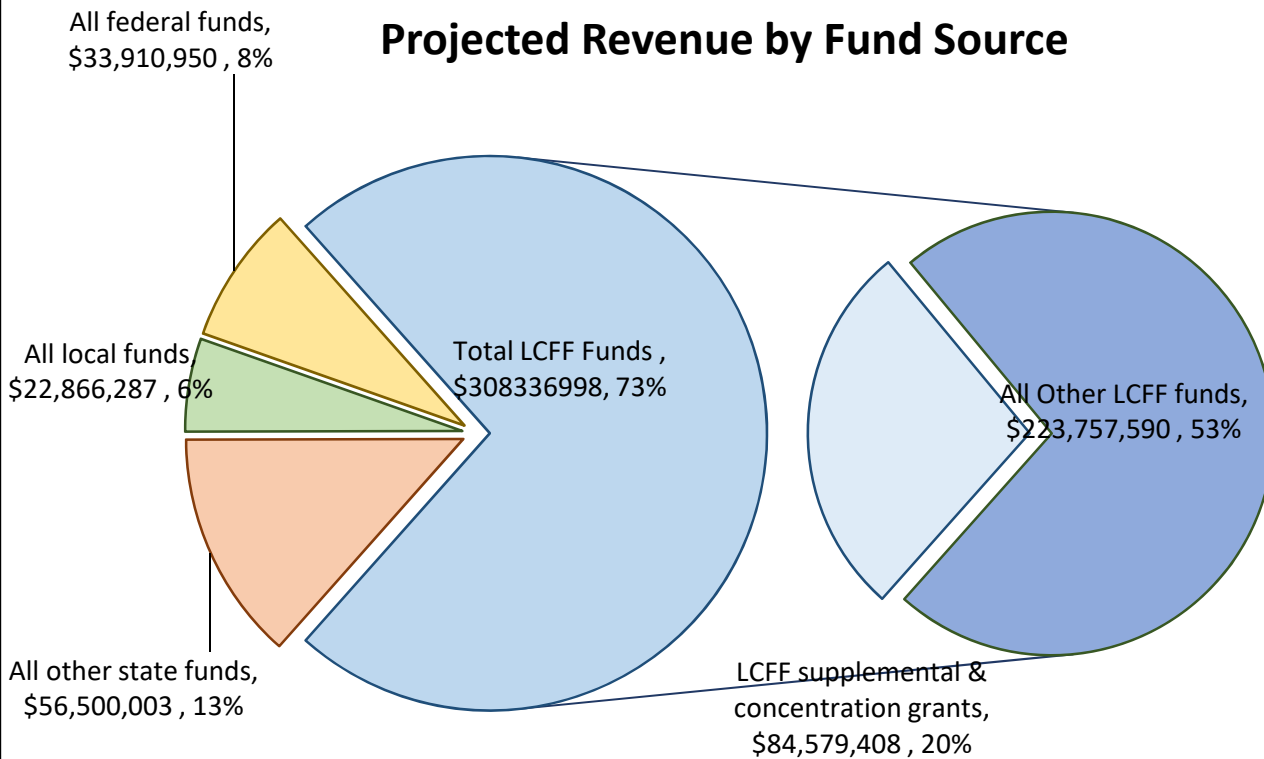
School Year: 2023-24

LEA contact information: Christi Barrett, Superintendent ; cbarrett@hemetUSD.org; (951) 765-5100

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

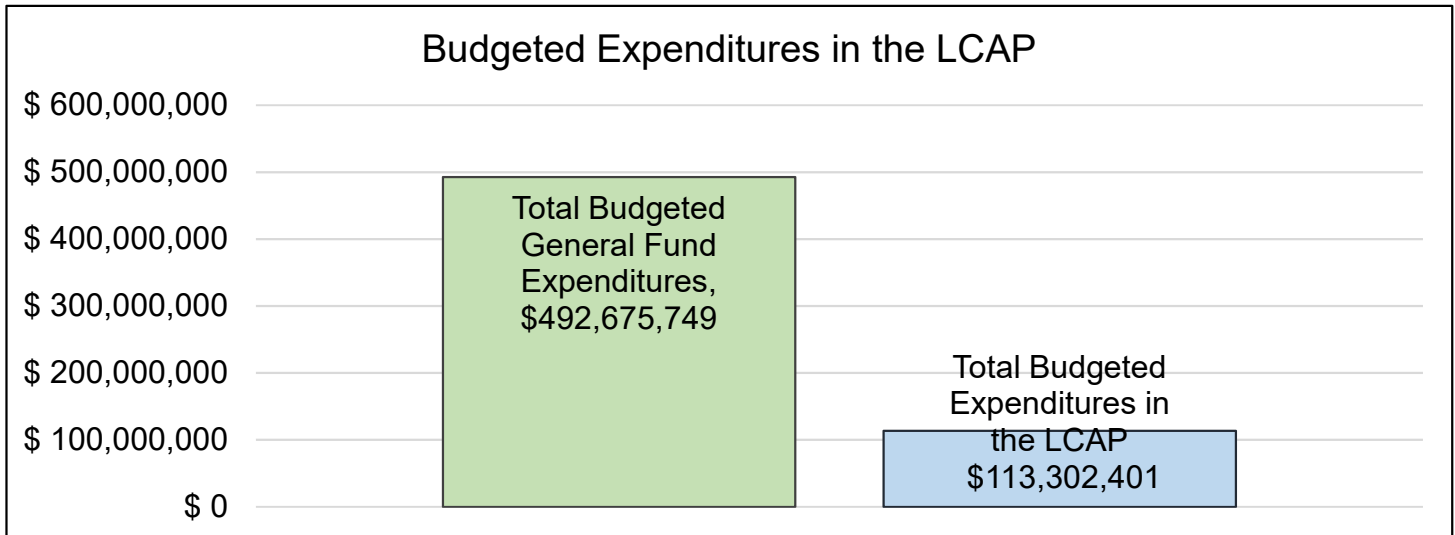


This chart shows the total general purpose revenue Hemet Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hemet Unified School District is \$421,614,238.00, of which \$308,336,998.00 is Local Control Funding Formula (LCFF), \$56,500,003.00 is other state funds, \$22,866,287.00 is local funds, and \$33,910,950.00 is federal funds. Of the \$308,336,998.00 in LCFF Funds, \$84,579,408.00 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 2023-24. 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 \$492,675,749.00 for the 2023-24 school year. Of that amount, \$113,302,401.00 is tied to actions/services in the LCAP and \$379,373,348.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

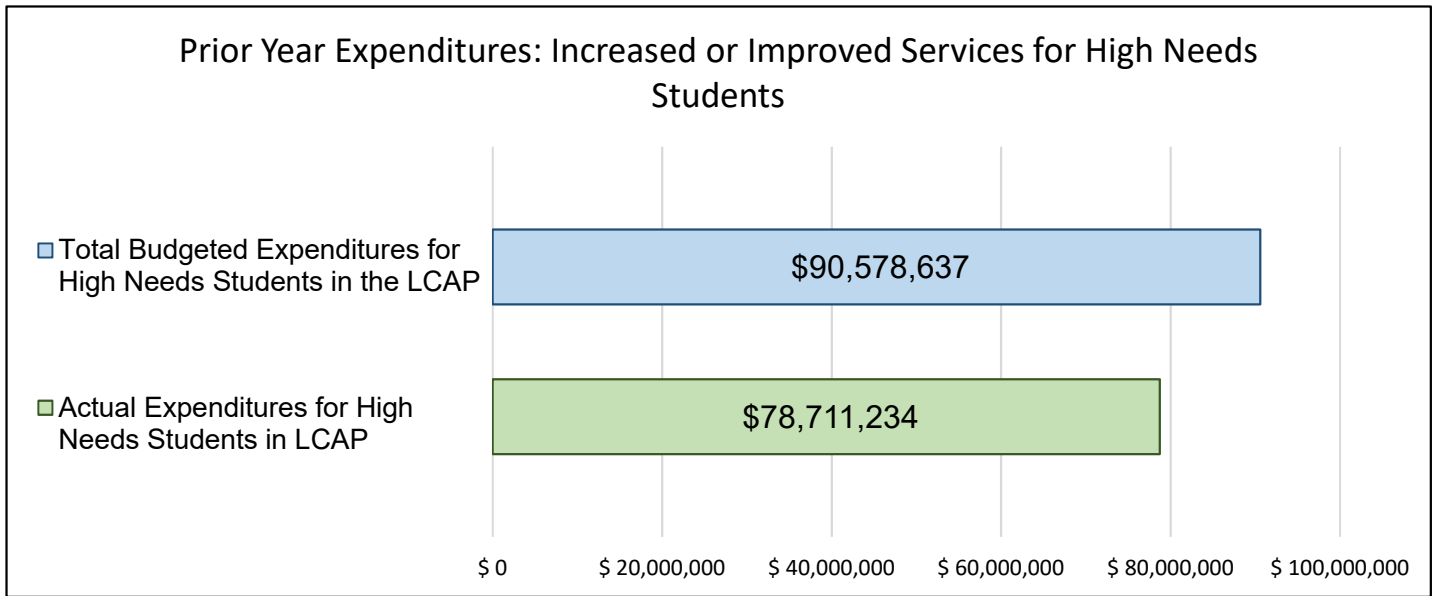
General fund expenditures not included in the LCAP are base classroom teachers and support staff, district office administrative and support staff, as well as maintenance, facilities, student transportation, utilities, debt service, insurance and other basic operational, instructional and instructional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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Hemet Unified School District is projecting it will receive \$84,579,408.00 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 \$105,030,915.00 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 2022-23



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 2022-23, Hemet Unified School District's LCAP budgeted \$90,578,637.00 for planned actions to increase or improve services for high needs students. Hemet Unified School District actually spent \$78,711,234.20 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$11,867,402.80 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, as well as unanticipated variance in the cost of supplies and materials. As an example, in the 2022-23 school year, supply chain issues related to electronics posed a barrier to refreshing student Chromebooks (a potential \$8M expense.) There was no substantive change in the implementation of the action/services.

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 2023-24

General Information

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

The Hemet Unified School District serves approximately 21,676 students (an increase from 20,845 students in the prior year) in a diverse service area that covers 647 square miles with 26 school sites in remote rural, suburban, and urban settings. As shown on the 2022 California Dashboard, California Department of Education identifies approximately 86.9% of students as Socioeconomically Disadvantaged, 13.4% of students as English Learners, and 0.8% of students as Foster Youth.

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

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

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

CORE VALUES

- **Collaboration.** We engage everyone in an innovative and collaborative environment focused on promoting improvement of academic, social, and emotional outcomes.
- **Communication.** We mutually communicate in a timely manner throughout the organization to foster trust, collaboration, growth, and consistency while staying true to our collective vision.

- **Pristine.** We share responsibility to provide clean, updated, and well-maintained workplaces.
- **Professionalism.** We will demonstrate professionalism that values equity and fosters the social, emotional, and physical safety of all team members.
- **Respect.** We will interact positively and respectfully to ensure everyone feels acknowledged and valued.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data

The students of Hemet Unified School District, like others in the State, have faced unexpected challenges in the wake of the COVID-19 pandemic. As the 2022 California Dashboard reflects, the District experienced a significant surge in Chronic Absenteeism in the 2021-22 school year. Where in the District experienced a 50% Chronic Absenteeism rate (evidenced by the most recent Dashboard), the District also witnessed challenges with other attendant student metrics, inclusive of academic and student engagement indicators.

Acknowledging the challenges with using year-old information from the California Dashboard, the District is excited to see emerging data from the 2022-23 school year that illuminates areas of growth that will likely be evident in future California Dashboard iterations.

Literacy Outcomes

The District recently made a significant investment in literacy and continues this investment in the current Local Control Accountability Plan. In the 2022-23 school year, the district witnessed several major successes with regard to this initiative:

- At the end of the 2022-23 school year, 44% of 1st grade students are readers with measurable Lexile scores. This metric is up from 24% at the same time last year.
- Over the course of the 2022-23 school year, the percentage of below grade level readers in elementary decreased 14%.
- Over the course of the year, the percentage of 2nd grade students reading at grade level increased from 21% to 36%.

Improved Attendance Trends

As discussed above, the 2021-22 school year (the first full in-person year post pandemic) witnessed an increase from 17.2% to 50.5% since the spring of 2019. The State witnessed an increase from 10.1% to 30% during the same time frame. Educators observed an increased frequency in negative social/emotional events manifesting in a spectrum if internalized and externalized student distress in addition to undeniable negative impacts on academic outcomes. Local Control Accountability Plan (LCAP) supported systems in place at the outset of the pandemic pivoted to address the circumstances underpinning the chronic absenteeism issues. Year to date, the District current estimates a 20% improvement in chronic absenteeism (based on internal metrics).

Supporting Profoundly At-Risk Students

In the several years since the inaugural opening the -now- Wellness & Community Outreach Center, the District has significantly increased the scope of services and the associated fingerprint in terms of supporting our students and families. Where in Hemet USD serves 180

foster youth, over 900 homeless students (internal metrics), and 86.9% of students are Socioeconomically Disadvantaged, the District has recently augmented the array of community partners as well as capacity to provide services. The following are several key facts and outcomes [recently shared with our Governing Board](#):

- In addition to numerous family outreach events, the Wellness Center (since late, 2021) distributed 404,500 pounds of food in concert with local food pantries, established laundry facilities that District families have utilized over 1500 times
- Total instances of providing services to students and families have exceeded 46,899 events
- Over 12,637 households have been served in a variety of manners

In addition to the above, the infrastructure associated with the Wellness & Community Outreach Center organizes & supports mental health services in a variety of structures. These structures include:

- The District has built partnerships with a variety of outside entities inclusive of Riverside University Health System, Molina Healthcare, and Inland Empire Health Plan
- Supporting site based mental health professionals and social workers to support crisis response and facilitation of bridge services to a variety of community partners
- Site based mental health interventions for students who experience significant social/emotional distress

The District is proud to celebrate these outcomes that are supported by the work described by the Local Control Accountability Plan.

The District plans to build on these upon and maintain these successes in a variety of manners. The District will continue the current investment in literacy and expand the focus on improving chronic absenteeism. With respect to the work around literacy, the continued action/service implementation focus on the K-2 grade span will deepen as cycles of continuous improvement have pointed to opportunities to bring further curricular alignment joined to improved resolution on the emerging signals of academic distress that signal a differentiated approach to instruction. Through the lens of supporting students social/emotional needs, the District plans to assess the implementation of the current support structures to streamline the delivery of services to students, inclusive of referrals to community partners for ongoing support. The District has identified opportunity to ensure the District's system of initial support by counseling and mental health professionals is more deeply connected and calibrated to community-based systems that can further support families. Through a collective lens, the District plans to engage a redevelopment of the multi-tiered system of support (MTSS) structure with the objective of more fully integrating the Student Services and Education Services dimensions of the district.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following is a breakdown of student performance most recently recorded on the California Dashboard and underpins work set forth in the three District goals with specific emphasis in the work that comprises our systems of support:

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

California Dashboard Summary – Hemet Unified School District

	ELPI		Pupil Achievement ELA (Academic)		Math (Academic)		School Climate Suspension Rate		Pupil Engagement Chronic Absenteeism		Graduation Rate	
	Value	Bar Chart	Value	Bar Chart	Value	Bar Chart	Value	Bar Chart	Value	Bar Chart	Value	Bar Chart
All Students	44.7% 2357 Students		-60.7 DFS 10095 Students		-106.8 DFS 10060 Students		5.7% 23442 Students		50.5% 15320 Students		89% 1802 Students	
American Indian or Alaska Native			-74.9 DFS 77 Students		-114.4 DFS 77 Students		8.3% 169 Students		60.7% 107 Students		87.5% 16 Students	
Asian			-2.3 DFS 92 Students		-54.2 DFS 91 Students		1.7% 178 Students		22.3% 112 Students		80% 15 Students	
Black/African American			-90.9 DFS 788 Students		-141.0 DFS 788 Students		11.1% 2013 Students		56.7% 1319 Students		82.6% 132 Students	
Filipino			19.0 DFS 87 Students		-43.5 DFS 88 Students		1.5% 196 Students		18.7% 107 Students		95.5% 22 Students	
Hispanic			-65.1 DFS 6783 Students		-110.8 DFS 6754 Students		4.9% 15584 Students		50.9% 10303 Students		89.4% 1168 Students	
Multiple Races/Two or More			-58.3 DFS 381 Students		-108.0 DFS 380 Students		7.8% 941 Students		52.4% 634 Students		87.7% 65 Students	
Pacific Islander			-40.2 DFS 28 Students		-78.6 DFS 28 Students		4.2% 71 Students		42.2% 45 Students		6 Students	
White			-38.7 DFS 1859 Students		-83.0 DFS 1854 Students		5.9% 4290 Students		47.6% 2693 Students		89.9% 378 Students	
English Learner	44.7% 2357 Students		-99.5 DFS 1872 Students		-137.7 DFS 1857 Students		4.9% 3365 Students		48.9% 2430 Students		78.2% 216 Students	
Foster Youth			-76.3 DFS 95 Students		-132.1 DFS 94 Students		10.2% 381 Students		50.2% 237 Students		71.8% 39 Students	
Homeless Youth			-100.9 DFS 158 Students		-134.7 DFS 156 Students		7.7% 558 Students		69.9% 342 Students		81.5% 157 Students	
Socioeconomically Disadvantaged			-67.4 DFS 8951 Students		-113.1 DFS 8918 Students		6% 20646 Students		52.4% 13683 Students		88.7% 1657 Students	
Students with Disabilities			-132.9 DFS 1678 Students		-167.1 DFS 1667 Students		9.5% 3865 Students		59.6% 2483 Students		77.8% 329 Students	

- **African American students:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **American Indian students:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **English Learners:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement)
- **Foster Youth:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **Homeless Youth:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement)
- **Students with Disabilities:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **All Students:** Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement)

Based on current and historic results of the California Dashboard, the following student groups have a dedicated goal related to improved measurable student outcomes:

- **Homeless Youth**
- **American Indian/Alaskan Native**

The intention of the goal will build and implement a student level Early Warning System with a specific focus on attendance and the cognate Chronic Absenteeism metric. Both student groups exceed the 2022 Dashboard reported Chronic Absenteeism for the District of 50.5% where Native American students and Homeless students had Chronic Absenteeism rates of 60.7% and 69.9%, respectively.

The District plans to address the areas of low performance, as well as performance gaps, via a focus on improving measurable outcomes associated with literacy, chronic absenteeism, and behavior. The core theory of action is based on first ensuring students are at school every day. Absent their presence, students are not available to receive instruction that will address shortcomings in literacy. The focus on literacy is intended to improve all academic outcomes. In the early elementary arena, reading is an absolutely essential skill. In every subject, successful students are able to not only read (with ease), but also be able to speak, listen to content, and write about a given subject matter. These collective set of skills represent the working definition of a student being literate in a subject area. At the core of literacy is a student’s ability to read and comprehend complex text. Woven into this approach, supported by actions and services associated with student re-engagement and behavior support, is a focus on helping students emotionally engage instruction and adversity.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Hemet Unified School District’s LCAP and District goals are:

- As a function of rigorous, high quality **TEACHING** and high impact **LEARNING**, all students will graduate from high school, college and career ready.
- As a function of coherent and highly aligned **SYSTEMS OF SUPPORT**, the District will identify and support students’ academic and social/emotional needs to ensure equitable student outcomes for all students.
- As a function of a positive **CULTURE** and **CLIMATE**, all students (100%) will attend school every day and feel valued and safe.

With the waning of the COVID-19 pandemic, the District Identifies two essential issues are act as gateways to progress in additional student performance indicators:

Literacy – As of the fall of 2020, approximately 36% of all students were reading and comprehending text at their respective grade level. With the better part of fourteen months of instruction being completed online or with limited access in person, the impact to early elementary literacy is profound and extensive. The District is prioritizing financial and time resources to improving student literacy at all grade levels but with a specific focus in grades TK-2, with separate strategic emphasis in grades 3-5. The District maintains that improving grade level literacy will have an accelerating effect on other academic measures and will buoy student self-efficacy, thus improving measures of school connectedness.

Attendance – Though primarily measured by Chronic Absenteeism on the California Dashboard, student attendance is essential to learning. If students are not receiving instruction, they cannot learn the content necessary to achieve at high levels and become College and Career Ready. This issue is compounded by the effects of COVID-19 where in the District witnessed profound disengagement of approximately 30% of students with significantly understated outcomes for an additional 40% of students. The focus on addressing the academic and social/emotional needs of students is designed to bolster student engagement and associated outcomes such as attendance and an associated decrease in Chronic Absenteeism.

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.

Diamond Valley Middle
 Academy of Innovation K-8
 Alessandro High

Acacia Middle

Jacob Wiens Elementary

Support for Identified Schools

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

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

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

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

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

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

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

CSI schools - Alessandro High School, Jacob Wiens Elementary, Acacia Middle School, Academy of Innovation K-8, Diamond Valley Middle School - were notified of their CSI status in early 2023. The LEA supported CSI schools in identifying and implementing evidence-based interventions throughout the year. Resources such as What Works Clearinghouse and Evidence for ESSA were shared with both of our CSI schools, and the Director of State and Federal accountability met with principals and their school site councils during their need's assessment process. Plans include activities to build capacity in professional learning communities designed to improve student outcomes, professional development in the area of literacy, and engaging in a more robust multi-tiered system of support for students. SPSAs were then reviewed for coherence, and feedback was given to all CSI schools in terms of how to ensure that CSI funds were reserved for evidence-based interventions. Implementation of CSI activities continues to be monitored through this school year as a continuous improvement cycle with regular PDSA reflection and monitoring meetings. Implementation will be evaluated through the annual evaluation process to assess the effectiveness of the interventions.

Monitoring and Evaluating Effectiveness

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

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

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

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

As the District and the CSI identified schools progress through the 22/23 school year, the District has scheduled quarterly monitoring periods during which the District support team and site principal review student progress as measured by data through the CAASP test management system, internal assessments such as curriculum embedded assessments, NWEA assessments and internal tracking of graduation progress for our continuation school site. In addition, the District and site leadership, in conjunction with the SSC, will evaluate the site's improvement plan, adjust according to a continuous improvement cycle that is built on regular data review, and prepare quarterly reports for the District leadership cabinet team, site leadership team and for site school site council groups.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement was solicited through a multi-pronged approach, shown below:

Structured Feedback Instruments LCAP Survey: 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 2023.

LCAP Parent Advisory Meetings – 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. Four meetings were held from November, 2022 to May, 2023.

District English Learner Advisory Committee (DELAC) Meetings – Information and opportunity for input regarding the District’s Local Control Accountability Plan was a standing item on the District’s DELAC agendas through the 2023-24 school year. DELAC Committee members have a dual membership in both the District DELAC and the District LCAP Parent Advisory Committee. The District presented a discussion of the State system of accountability, the California Dashboard, an overview of the District LCAP content, as well as discussion of student outcomes specific to English Learners. Additionally, the proposed LCAP, with proposed changes specifically highlighted, was presented to the group and input on the plan content, and changes, was solicited and received.

Association Focus Group Meetings – Executive Cabinet and the Associations’ leadership teams met to discuss the planning process surrounding the use of supplemental/concentration funding as it relates to the actions and services outlined this 2022-2024 LCAP. A culminating review and input session were complemented by regularly scheduled meetings between District leadership and the Association presidents where in implementation of initiatives is regularly discussed.

Whole Staff Forums – The Superintendent of Hemet Unified School District facilitated whole staff meetings (certificated and classified) at every school and for each department by division at the District Office. The purpose of these meetings was to gain input on staff connected to District goals (which are currently synonymous the LCAP Goals) as well as collaboratively develop a common set of district values that serve as the basis for communication, system development, collaboration, and leadership.

Principals & Administrators – All district and site administrators engage in monthly Leadership and Lead Learner meetings in Hemet Unified School District. These meetings expressly relate, discuss, or plan around the work described by the District goals. Feedback on the content is gathered in a “Plus/Delta” feedback format. In addition, the District has installed a Principal support system called the “squad” system. In the context of monthly site walks, the site and district leaders observe and evaluate work associated with the goals of the district.

Formative feedback then guides both program implementation as well as planning processes for successive LCAP iterations. Additionally, senior district leaders conduct Learning Walks where in discussions with individual site principals concern implementation of district initiatives and there is express opportunity for feedback on support and implementation.

Community – 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 24, 2023. 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.

Riverside County SELPA – The District conferred with leaders of the Riverside County SELPA through the course of the spring in development of improvement plans connected to special education accountability structures. Additionally, the District reviewed the proposed LCAP, as well as proposed changes, with SELPA leadership in a feedback session.

A summary of the feedback provided by specific educational partners.

Stakeholder 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 stakeholder 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.

Broad themes of feedback include support for:

- Enhanced focus on disproportionate outcomes for under-performing student groups
- Continued focus and support for English Learners
- Continued support for student and staff Information Technology support inclusive of enhancements to infrastructure to maintain post pandemic device availability, support, and access to contemporary learning technology
- Continued support to address adverse student behavior

Community Feedback: Community feedback gathered through formal and informal feedback venues (described above) also reflected elements of the themes identified by the LCAP Advisory Committee. Community based feedback supported continued focus on literacy. Additionally, community members had positive comments about the condition of the schools, the broad array of services offered to families. Community members broadly concurred with the focus points for schools as well as the district as a whole. Additionally, community

members specifically associated with the Healthy Valley Foundation spoke to the integration of the District's work with the emerging focus of elevating wellbeing.

LCAP Parent Advisory Group Feedback – LCAP Parent Advisory Group input included continued support for current array of district initiatives. The advisory group supported continued focus on improving literacy outcomes, enhanced focus on disproportionate student outcomes for all students but especially in the context of student groups subject to Differentiated Assistance status (via the development of a systems to accomplish this outcome), as well as the proposed increase in support for the Information Technology infrastructure as a means to maintain and enhance post-pandemic access to technology for students and staff. Additionally, the group supported the district's practice of strategic changes to the configuration (inclusive of naming conventions) and implementation of actions and services with the objective of optimizing use of fiscal resources, alignment with best practices, and the ultimate improvement of student outcomes. Lastly, the Parent Advisory Group agreed with the increased support for activities that supported student engagement as means to address chronic absenteeism. The Parent Advisory group supported the required addition of an ongoing goal for all student groups – with disproportionate outcomes – subject to Differentiated Assistance requirements.

District English Learner Advisory Committee (DELAC) Feedback – The DELAC group supported the continued focus and investment in support of English learners. The group provided consensus support for the District focus on Chronic Absenteeism and input centered on specifically focusing on more fully engaging EL parents as a primary strategy to address student outcomes.

Administrator Feedback – Administrative feedback continue to be centered on concerns around chronic absenteeism, student engagement, student behavioral concerns. Administrators also express the need for ongoing support related to professional development as subject to the Local Indicators.

Association Partners – Association partners expressed longstanding support for the lowering of class sizes. In addition, the associations have advocated strongly around the need to support students with adverse behaviors that disrupt the learning process.

In a survey of Hemet USD staff, the below are key results:

- 476 of 521 respondents either agreed or strongly agreed with increased support to promote overall engagement and participation in extra-curricular activities.
- 483 of 521 respondents either agreed or strongly agreed with maintaining and improving the infrastructure to support updated and dependable use of instructional technology inclusive of classroom-based technology as well as student devices, (e.g. Chromebooks).
- 485 of 521 respondents agree or strongly agree with additional services for students who, at times, respond inappropriately to challenges inside or outside the classroom.

SELPA Feedback – In consultation with SELPA leadership, the District reviewed proposed changes to the 2023-24 LCAP as well as the ongoing elements of the plan. SELPA leadership concurred with the District perspective that Students with Disabilities (SWD) are first general education students. To this extent, there was support for the ongoing LCAP elements that collectively form the Multitiered Systems of Support and efforts to improve this system. SELPA Leadership also concurred with the composition of the required addition of a goal in support of students with persistent disproportionate outcomes as defined Differentiated Assistance policies. SELPA Leadership input

enhanced this goal with the addition of monitoring SWD disproportionality for subject student groups with the intention of differentiating the threshold and manner of intervention based on an emerging student monitoring system.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LCAP Parent Advisory Group Feedback – LCAP Parent Advisory Group input supported the installation of a 4th district goal focused on improving outcomes for student groups with persistently disproportionate outcomes. The Parent Advisory Group agreed the nature of the goal should be flexible to not only address the currently identified groups who have persistently disproportionate and low outcomes (Native American and Homeless students) should include monitoring capacity for all at-risk student groups based on CA Dashboard outcomes or specific local metrics. The Parent Advisory Group also supported the strategic realignment, implementation (inclusive of naming conventions) of actions/services as needed in support of optimizing goals, actions, and services in support of the development of Goal #4. Additionally, the Parent Advisory Group supported the strategic use of one-time funds, and the associated realignment of supplemental/concentration funds, to best optimize the positive impact on student services and outcomes. With respect to the investment in the Information Technology Infrastructure, all but two parents either “Strongly Agreed” or “Agreed” with the proposal.

District English Learner Advisory Committee (DELAC) Feedback – In addition to continuing the work described by the action/service in support of English Learners, the District applied the feedback to include a specific focus point of EL parent engagement supported by the pre-existing action/service parent liaison plan element. DELAC parent feedback reinforced the District’s investment in the current action/service structure.

Administrator Feedback – Administrative feedback regarding student needs reinforced the ongoing financial support around improving student behavior. To this extent, the District plans to continue to increase and/or improve efforts to address disruptive student behavior.

Association Partners – Association educational partners articulated ongoing support for the lowered class size action, the improvement of ongoing efforts around improving student behavior, as well as continued investment in supporting and improving the information technology infrastructure at or above post pandemic levels.

SELPA Feedback – SELPA leadership joined the broad support for the installation of a 4th District goal in supporting students with persistently disproportionate outcomes. SELPA leadership specifically influenced the configuration of the goal to include the monitoring of students with disabilities as a subcomponent of any student group associated with Goal #4.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Depending on the variety and nature of the academic barriers that some students face, at-risk students show poor student outcomes as compared to students who do not face barriers to the same extent. In Hemet Unified School District, 87.5% of students come from a socioeconomically disadvantaged background, are Foster youth, or are currently learning English. The District based the development of this goal on the importance and urgency of the data provided and the associated analysis.

For the following performance indicators – for 2020 to present - there exists the following performance gaps between the student groups as compared to students who do not face the specific barrier to learning:

Graduation Rate – 2022

Whereas Hemet Unified School District had an overall Graduation Rate of 89.0% in 2022 (improved from 76.5% in 2010), the gap between the following groups compared to all other students are as follows:

- Socioeconomically disadvantaged: 88.6% socioeconomically disadvantaged students graduated compared to 92.9% of all other students who do not have a socioeconomically disadvantaged background
- Foster Youth: 69.4% of Foster Youth graduated compared to 89.4% of all other students who are not fostered youth
- English Learners: 77.8% of English Learners graduated compared to 90.5% of all other students who are not English Learners

Graduation Rate – 2021

Whereas Hemet Unified School District had an overall Graduation Rate of 89.8% in 2021 (improved from 76.5% in 2010), the gap between the following groups compared to all other students are as follows:

- Socioeconomically disadvantaged: 89.1% socioeconomically disadvantaged students graduated compared to 95.5% of all other students who do not have a socioeconomically disadvantaged background
- Foster Youth: 75.0% of Foster Youth graduated compared to 89.9% of all other students who are not fostered youth
- English Learners: 85.5% of English Learners graduated compared to 90.3% of all other students who are not English Learners

Graduation Rate – 2020

Whereas Hemet Unified School District had an overall Graduation Rate of 85.5% in 2020 (improved from 76.5% in 2010), the gap between the following groups compared to all other students are as follows:

- Socioeconomically disadvantaged: 83.3% socioeconomically disadvantaged students graduated compared to 97.6% of all other students who do not have a socioeconomically disadvantaged background
- Foster Youth: 74.5% of Foster Youth graduated compared to 85.5% of all other students who are not fostered youth
- English Learners: 72.5% of English Learners graduated compared to 87.1% of all other students who are not English Learners

A-G Course completion as a primary indicator of College & Career Readiness - 2022

Whereas Hemet Unified School District had an overall A-G completion rate of 48.8% in 2021 (improved from 17.8% in 2012 and 41.3% in 2017)

- Socioeconomically disadvantaged: 48.3% of all socioeconomically disadvantaged graduates completed A-G requirements
- Foster Youth: 4% of all Foster Youth graduates completed A-G requirements
- English Learners: 29.8% of all graduating English Learners completed A-G requirements

A-G Course completion as a primary indicator of College & Career Readiness - 2021

Whereas Hemet Unified School District had an overall A-G completion rate of 48.8% in 2021 (improved from 17.8% in 2012 and 41.3% in 2017)

- Socioeconomically disadvantaged: 45.6%% of all socioeconomically disadvantaged graduates completed A-G requirements
- Foster Youth: 19.0 of all Foster Youth graduates completed A-G requirements
- English Learners: 29.6% of all graduating English Learners completed A-G requirements

A-G Course completion as a primary indicator of College & Career Readiness - 2020

Whereas Hemet Unified School District had an overall A-G completion rate of 55.0% in 2020 (improved from 17.8% in 2012 and 41.3% in 2017)

- Socioeconomically disadvantaged: 51.7%% of all socioeconomically disadvantaged graduates completed A-G requirements
- Foster Youth: 23.7 of all Foster Youth graduates completed A-G requirements
- English Learners: 37.1% of all graduating English Learners completed A-G requirements

Career Technical Education Pathway Completion – 2022

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

- Foster Youth: 12.8% of Prepared CTE pathway completers were Foster Youth
- English Learners: 20.7% of Prepared CTE pathway completers were English Learners

Career Technical Education Pathway Completion – 2021

Whereas Hemet Unified School District had an overall pathway completion rate - contributing to students being deemed “Prepared” on the College and Career Readiness Metric - of 27.6% (up from 10.8% in 2018)

- Foster Youth: 16% of Prepared CTE pathway completers were Foster Youth
- English Learners: 20.7% of Prepared CTE pathway completers were English Learners

Career Technical Education Pathway Completion – 2020

Whereas Hemet Unified School District had an overall pathway completion rate - contributing to students being deemed “Prepared” on the College and Career Readiness Metric - of 25.5% (up from 10.8% in 2018)

- Foster Youth: 10% of Prepared CTE pathway completers were Foster Youth
- English Learners: 15.6% of Prepared CTE pathway completers were English Learners

English Language Arts – Spring, 2022 – Grade 3-8 &11

Whereas Hemet Unified School District had an overall proficiency rate of 30.7% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 27.1% met or exceeded the standard for grade level performance as compared to 51.7% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 6.3% of English Learners met or exceeded the standard for grade level performance

English Language Arts – Spring, 2021 – Grade 11 Only

Whereas Hemet Unified School District had an overall proficiency rate of 43.4% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 39.3% met or exceeded the standard for grade level performance as compared to 60.4% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 4.6% of English Learners met or exceeded the standard for grade level performance

English Language Arts – Spring, 2019 – Grades 3-8 &11

Whereas Hemet Unified School District had an overall proficiency rate of 37.13% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 32.5% met or exceeded the standard for grade level performance as compared to 59.4% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 4.9% of English Learners met or exceeded the standard for grade level performance

Mathematics – Spring, 2022 – Grades 3-8 &11

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

- Socioeconomically disadvantaged: 12.9% met or exceeded the standard for grade level performance as compared to 32.9% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 2.9% of English Learners met or exceeded the standard for grade level performance where as 17.9% of those who are not English Learners met or exceeded standard.

Mathematics – Spring, 2021 – Grade 11 Only

Whereas Hemet Unified School District had an overall proficiency rate of 20.3% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 16.6% met or exceeded the standard for grade level performance as compared to 35.4% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 1.3% of English Learners met or exceeded the standard for grade level performance where as 22.6% of those who are not English Learners met or exceeded standard.

Mathematics – Spring, 2019 – Grades 3-8 &11

Whereas Hemet Unified School District had an overall proficiency rate of 22.3% for all students taking the Smarter Balanced Assessment Consortium (SBAC) assessment,

- Socioeconomically disadvantaged: 18.4% met or exceeded the standard for grade level performance as compared to 41.6% of students who were not socioeconomically disadvantaged at the time of the assessment.
- English Learners: 3.1% of English Learners met or exceeded the standard for grade level performance

Local Indicators:

Implementation of Academic Standards: The District assessment of Implementation of Academic Standards reveals the continuing need to support professional development, with a strong emphasis on K-5 literacy as well as secondary mathematics. Though the implementation of instructional materials aligned to California State Standards in Full Implementation, there exists a need to continue supporting the training

of these materials as student performance is not at optimal levels. In terms of Policy & Program Support, the District sees a continuing need to support teacher collaboration in terms of both training on effective collaboration processes as well as sustaining the collaboration time. In terms of Engagement of School Leadership, the District sees a continuing need to support the professional development of both teachers and school leaders as well as the structures to design professional learning for staff at the individual level.

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

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

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

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

Key Metrics:

- **Student Performance Indicators:** Graduation Rate, College/Career Readiness, English Language Arts, Mathematics
- **Local Priorities:** Implementation of Academic Standards, Access to a Broad Course of Study, Basics: Teachers, Instructional Materials, Facilities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard District Graduation Rate					
Baseline: 2020					
All	85.9%	90.5%	89.0%		95%
English Learner	74.5%	87.0%	78.2%		84.5%
Foster Youth	86.6%	84.0%	71.8%		95%
Socioeconomically Disadvantaged	84.9%	90.5%	88.7%		94.9%
Students with Disabilities	77.0%	80.1%	77.8%		87%
African American	81.9%	78.3%	82.6%		95%
American Indian	92.3%	*	*		95%
Homeless	86.6%	80.2%	81.5%		95%
College and Career Indicator					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator (from Dashboard) – Prepared Baseline: 2019-20	40.3%	No metric available	No metric available		65%
College and Career Indicator (from Dashboard) – Approaching Prepared –	21.7%	No metric available	No metric available		20%
College and Career Indicator (from Dashboard) – Not Prepared –	38.0%	No metric available	No metric available		15%
12th Grade Graduates completing all A-G requirements (From Dataquest) Revised Metric*					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12th Grade Graduates completing all a-g requirements – All –	50.9% 53.3%	46.6%	46.2%		75%
12th Grade Graduates completing all A-G requirements – English Learners	33.1% 36.2%	29.6%	29.5%		75%
12th Grade Graduates completing all A-G requirements –Foster Youth	48.2% 23.7%	19.0%	4.0%		75%
12th Grade Graduates completing all A-G requirements Socioeconomically Disadvantaged	44.9% 50.8%	44.1%	44.3%		75%
12th Grade Graduates completing all A-G requirements –Students w/ Disabilities	43.0% 17.9%	15.0%	14.5%		75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12th Grade Graduates completing all A-G requirements –African-American	36.3% 45.2%	35.8%	34.3%		75%
12th Grade Graduates completing all A-G requirements –Hispanic	47.3% 52.7%	46.0%	46.1%		75%
12th Grade Graduates completing all A-G requirements –Two or More Races	43.6% 54.5%	47.1%	49.1%		75%
12th Grade Graduates completing all A-G requirements – White	51.9% 56.6%	47.6%	48.8%		75%
EAP/SBAC Performance					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC Performance Language Arts (Grade 11)	45.5% Met or Exceeded Standard	43.35% Met or Exceeded Standard	43.36% Met or Exceeded Standard		60% Met or Exceeded Standard
ELA SBAC Performance Mathematics (Grade 11)	18.0% Met or Exceeded Standard	20.25% Met or Exceeded Standard	14.20% Met or Exceeded Standard		40.0% Met or Exceeded Standard
Advanced Placement (AP) Exam Pass Rates					
Number of passing test events over total students tested Source: Dataquest AP Testing Report Number of students passing at least one test over total students tested Source: College Board Revised metric*	988 Passed Tests 1338 Tested 73.8% 604 Students passing at least one test 1340 Tested 45.07%	350 Students passed at least one test 1103 Tested 31.73%	441 Students passed at least one test 1091 Tested 40.42%		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Course Enrollment (Number of students with AP enrollment / Total enrollment grades 9-12)					
AP Course Enrollment (Local Measure) – All	26.1%	28.60%	17.69%		40%
AP Course Enrollment (Local Measure) – English Learners	4.3%	28.42%	3.08%		15%
AP Course Enrollment (Local Measure) – Students w/ Disabilities	1.5%	9.53%	3.1%		10%
AP Course Enrollment (Local Measure) – African - American	11.8%	17.06%	8.82%		40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Course Enrollment (Local Measure) – Hispanic	17.9%	26.69%	16.39%		40%
AP Course Enrollment (Local Measure) – White	19.6%	33.87%	22.65%		40%
CTE Course Enrollment (Number of students with CTE enrollment / Total enrollment grades 9-12)					
CTE Course Enrollment (Local Measure) – District	27.7%	29.77%	33.91%		35%
CTE Course Enrollment (Local Measure) – English Learners	15.1%	27.39%	23.88%		35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Course Enrollment (Local Measure) – Students w/ Disabilities	18.4%	28.75%	34.46%		35%
CTE Course Enrollment (Local Measure – Key Data) – African-American	24.3%	36.92%	38.53%		35%
CTE Course Enrollment (Local Measure) – Hispanic	19.4%	28.91%	33.18%		35%
CTE Course Enrollment (Local Measure) – White	18.2%	30.34%	34.65%		35%
CTE Pathway Completion					
CTE Pathway Completion (CALPADS 3.15) – District	8.6% 15.86%	13.52%	15.87%		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion (CALPADS 3.15) – English Learners	5.5% 16.10%	13.16%	16.99%		30%
CTE Pathway Completion (CALPADS 3.15) – Students w/ Disabilities	6.1% 13.15%	12.45%	10.90%		30%
CTE Pathway Completion (CALPADS 3.15) – African American	5.6% 15.15%	11.46%	14.29%		30%
CTE Pathway Completion (CALPADS 3.15) – Hispanic	8.6% 15.09%	13.49%	17.06%		30%
CTE Pathway Completion (CALPADS 3.15) – White	7.9% 18.02%	12.80%	14.79%		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who complete both A-G and CTE requirements (Number A-G complete OR CTE pathway complete) AND graduate / Number of graduates) Data Source: Dashboard	2019-20 123 of 1486 Graduates 8.28%	16% 272 of 1700 Graduates	17.5% 315 of 1802 Graduates		25%

Actions

Action #	Title	Description	Total Funds	Contributing
1A1	Career Technical Education Pathway Support	<p>Hemet Unified School District will continue with the memorandum of understanding/agreement with Riverside County Office of Education to provide oversight of the Career and Technical Education programs located at our high schools. The goal of the CTE programs is to provide students multi-year coursework that culminates in readiness to enter the workforce in a career path. Considering the significant proportion of students who are have a socioeconomically disadvantaged background, this work endeavors to ensure students who choose to enter the workforce have access to prosperous career opportunities and life choices.</p> <p>22-23: This action is being expanded by two pathways with the support of Concentration “add on” funds.</p>	\$3,722,271	Yes

Action #	Title	Description	Total Funds	Contributing
1A2	College and Career Transition Support	Hemet Unified School District will continue to supplement the costs associated with Advanced Placement exams for all students. In addition, the District will continue to engage and provide access to the use of the California Colleges Guidance Initiative college and career exploration tool. This tool is designed to help students explore and purposely identify college and career objectives as well as host and direct resume and reference materials associated with application processes.	\$667,268	Yes
1A3	Expanded Counseling Services	Hemet Unified School District significantly augments counseling services to provide academic, vocational, and social/emotion counseling to students. Recognizing that 86% of students in the District come from a socioeconomically disadvantage background and/or are foster youth, these student's circumstance place them at risk for not graduating and/or not becoming college and career ready. This service takes these circumstances into account and is designed to address associated needs.	\$6,104,224	Yes

Action #	Title	Description	Total Funds	Contributing
1A4	Access to College Preparatory 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. (0110,0760)	\$1,782,167	Yes
1A5	Instructional Technology Integration and Support	Hemet Unified School District recognizes the importance of contemporary technology just for teaching and learning but also to ensure students have access to contemporary technology that is necessary to function in society. To this extent, the District continues to make a significant infrastructure investment to ensure all students have immediate access to a digital device to facilitate the learning process. In addition, the District has recently developed an LTE network to provide students access to high speed internet at home (via only a district device) to support learning beyond the school day. The District will continue investment in 1:1 student devices for all grades.	\$19,012,237	Yes

1B	Leadership and Instructional Professional Development	<p>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:</p> <ul style="list-style-type: none"> - English/Language Arts Standards Implementation & Support – In the third year of implementation of Common Core aligned ELA curriculum, 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. At most of the District’s secondary schools, the District also augments the standards implementation work with training targeting instructional strategies unique to the instruction of math in association with the GEAR UP granting agencies. - 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 	\$5,364,020	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>curriculum adoption for new Social Studies materials. In the initial implementation, the District anticipates the need for a systemic training process and ongoing support.</p> <p>Local Indicator – Standards Implementation (1 – Professional Learning)</p>		
1C	Site Based Instructional Coaching	<p>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:</p> <ul style="list-style-type: none"> - Site Based Instructional Coaches – In addition to the training and professional learning associated with the adoption and continued implementation of core text adoptions, the District recognizes the need for ongoing support of essential instructional strategies and techniques that are agnostic of a specific subject. Whereas 15% of students are English Learners and only 36% maintain literacy at grade level (of which this disproportionately affects students who come from a socioeconomically disadvantage background), this service will support and coach teachers in key instructional strategies to support literacy in all grades and subjects. In the 2020-21 school year, this effort will focus on grades TK-2. This service is focused on the elementary level. <p>Local Indicator – Professional Development, Policy & Program Support</p>	\$ 1,557,206	No

Action #	Title	Description	Total Funds	Contributing
1D	Professional Development Days	<p>This action expands the time teacher access structured professional development prior to the start of the school year. The District recognizes the disparity in academic achievement, chronic absenteeism, and social/emotional competencies between disaffected student groups inclusive of African American students, American Indian, English Learners as well as socioeconomically disadvantaged students. The professional development on these days is directed to recognize and consider the needs and circumstances of these student groups in the course of instruction.</p> <p>Local Indicator – Policy & Program Support, Engagement of School Leadership</p>	\$1,725,095	No
1E	Early Intervention	<ul style="list-style-type: none"> - 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. <p>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.</p> <p>Local Academic Outcomes</p> <p>Local Indicator – Policy & Program Support</p>	\$ 1,464,585	Yes

Action #	Title	Description	Total Funds	Contributing
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. 1. Local Indicator – Policy & Program Support	\$9,796,149	Yes

Goal Analysis for 2022-23

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

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

1A1 - Career Technical Education Pathway Support – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the College & Career Index California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1A2 - College and Career Transition Support – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the College & Career Index California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1A3 - Expanded Counseling Services– this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the College & Career Index California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1A4 - Access to College Preparatory Coursework – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1A5 - Instructional Technology Integration and Support – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the California Dashboard Local Indicators. A significant change in the anticipated implementation of this action/service relate refresh of student Chromebooks. The District initially planned to refresh a major component of student Chromebooks in the winter of 2023. In the process of selecting a device, it was discovered there existed a significant ongoing supply chain issue as well as the fact available devices only offered technology that would not meet ongoing security needs. To this extent, there is was an intentional decision to delay the planned device refresh until late 2023 pending the availability of sufficient devices that met desired specifications.

1B - Leadership and Instructional Professional Development – this action was partially implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard Local Indicator. Due to staffing shortages related to substitute teachers who would otherwise release teachers for training, professional development delivery has changed in terms of implementation. Professional development occurs outside of school hours and is at times done in a virtual setting. Due to the emerging nature of this dynamic, costs associated with the implementation of this action are highly variable and more difficult to anticipate.

1C - Site Based Instructional Coaching – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard Local Indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1D - Professional Development Days – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1E - Early Intervention – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

1F - Lower Class Sizes – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the cognate California Dashboard indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

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

1A1 - Career Technical Education Pathway Support – This action/service had the opportunity to enhance implementation with revenue that was unplanned at the time of LCAP/Budget adoption in June of 2022. The additional expenditures were used to purchase additional materials and complete classroom and facility enhancements. In total, unplanned expenditures were offset by unrealized expenditures.

1A2 - College and Career Transition Support – This action/service had the opportunity to enhance implementation with revenue that was unplanned at the time of LCAP/Budget adoption in June of 2022. In addition to PSAT/SAT testing, the costs of AP tests for all students, this action service supported ancillary costs of these assessments in addition to other college/career related costs that were assumed due to the unforeseen revenue enhancement.

1A3 - Expanded Counseling Services – Due to unforeseen circumstances, some ancillary activities associated with this resource were not completed, up to and inclusive of UCR AP Readiness field trips and other site activities with associated personnel costs.

1A4 - Access to College Preparatory Coursework – The fiscal variance associated with this resource was due to unrealized training costs associated with the AVID program.

1A5 - Instructional Technology Integration and Support – The original budget was based on a planned refresh of 12,000 Chromebooks. The significant variance in this budget relates to the intentional delay in refreshing the Chrombooks due to an ongoing chip unavailability impacting vendors. Once vendors had available devices, they were based on soon to be outdated technology and to this extent a decision was made to carryover the funds to the fall of 2023 to be able to purchase devices with emerging, reliable technology.

1B - Leadership and Instructional Professional Development - This action/service was adversely impacted by unrealized personnel costs as positions were unfilled for a period of time and some budgeted training costs were not realized. Additionally, some costs were intentionally paid for with other financial resources.

1C - Site Based Instructional Coaching - There were no material differences between the intended and estimated actual expenditures.

1D - Professional Development Days – There were no material differences between the intended and estimated actual expenditures.

1E - Early Intervention - This action/service was adversely impacted by unrealized personnel costs as positions were unfilled for a period of time and some budgeted training costs were not realized. Additionally, some costs were intentionally paid for with other financial resources.

1F - Lower Class Sizes – There were no material differences between the intended and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

1A1 - Career Technical Education Pathway Support – Formative program evaluation indicated planned activities achieved key short-term objectives. Additionally, the District continues to witness overall growth in CTE pathway enrollment, pathway completion, as well as post-secondary occupation engagement as evidenced by CTE graduate surveys.

1A2 - College and Career Transition Support – Formative program evaluation indicated planned activities achieved key short-term objectives. The District continues to witness increased student interest in AP course enrollment as well as positive feedback on interest in taking the AP exam as it relates to the District provision of AP exam fees.

1A3 - Expanded Counseling Services – Formative program evaluation indicated planned activities achieved key short-term objectives. Student, staff, and parent survey continue to provide evidence on the importance of counseling services. Additionally, anecdotal feedback reinforces positive impact of additional counseling services.

1A4 - Access to College Preparatory Coursework – Formative program evaluation indicated planned activities achieved key short-term objectives. Implementation of this action reveals sustained enrollment on A-G qualifying coursework. Recent A-G course auditing (May, 2023) reinforces the continued need to support A-G Subject E – Languages other than English – as this area is still the most restrictive in terms of overall success.

1A5 - Instructional Technology Integration and Support – Formative program evaluation indicated planned activities achieved key short-term objectives. The District is able to sustain student technology that was dramatically expanded at the outset of the COVID 19 pandemic. Feedback indicates increasing professional appetite for contemporary digital learning resources as well as overall sustained use of digital devices by students for the purpose of learning. Additionally, feedback indicates the need to increase support as well as infrastructure to support this need.

1B - Leadership and Instructional Professional Development – Formative program evaluation indicated planned activities achieved most key short-term objectives. The District gathers formative feedback at the conclusion of all training activities through a “Plus/Delta” feedback mechanism. This training specific data is used to inform future trainings as well contribute to an overall appraisal of professional development activities.

1C - Site Based Instructional Coaching – Formative program evaluation indicated planned activities achieved most key short-term objectives. Essential coaching activities, inclusive of supporting site-based collaboration, instructional program support as well as support for literacy initiative implementation still occurred despite substitute teacher staffing shortages and the transition to an after school-based PD model.

1D - Professional Development Days – Formative program evaluation indicated planned activities achieved key short-term objectives. The district was able to conduct professional development activities as planned.

1E - Early Intervention – Formative program evaluation indicated planned activities achieved key short-term objectives. The introduction of Transitional Kindergarten significantly augments, if not in principle joins, the original intention of this action/service/

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

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

With respect to all goals, actions, and services, the Districts continuously reflects on the implementation of the current year where in the importance of making midyear course corrections and adjustments to implementation is an essential practice.

In that the 2023-24 LCAP cycle is the second cycle to see unspent supplemental and concentration funds “roll forward” into the next year, the District received positive feedback from educational partners on reinvesting carryover funds into the current LCAP goals, actions, and services with the objective of increasing the depth of action/service implementation. Additional activities will principally support the aegis of the current actions and services.

Additionally, the District previously received (2022-23 LCAP) positive feedback regarding the adjustment of metrics with the objective of promoting transparency and greater understanding by all educational partners. Adjustments include exchanging prior internally developed/measured metrics for similar metrics that are published by the California Department of Education. These adjustments stay in place for the 2023-24 school year.

1A1 - Career Technical Education Pathway Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1A2 - College and Career Transition Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1A3 - Expanded Counseling Services - This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1A4 - Access to College Preparatory Coursework– This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1A5 - Instructional Technology Integration and Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year with the exception of increased spending to support material sustainment and in some cases improvement of the IT infrastructure. Additionally, this action has a significant carryover of originally 2021-22 funds that had been planned for a major device refreshment. Collectively, though this action/services remains the same in scope and intention, the fiscal support is increased due to dynamics described above. In the interest of transparency, it should be pointed out that this action/service has increased this specific year due to the planned refreshment of devices initially supported by this action/service in prior years as well as supporting the physical infrastructure that facilitates the implementation of this action/service.

1B - Leadership and Instructional Professional Development – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1C - Site Based Instructional Coaching – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

1D - Professional Development Days – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. In the coming year, the District will utilize other state funds to support this action service. This change is supported by the LCAP Parent Advisory Group with the specific feedback that supports the District's strategic alignment/use of available funding sources to optimize implementation of actions/services.

1E - Early Intervention – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. In the coming year, the District will utilize other state funds to support this action service. This change is supported by the LCAP Parent Advisory Group with the specific feedback that supports the District's strategic alignment/use of available funding sources to optimize implementation of actions/services.

1F - Lower Class Sizes Intervention – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

California Dashboard Summary – Hemet Unified School District

	ELPI		Pupil Achievement ELA (Academic)		Math (Academic)		School Climate Suspension Rate		Pupil Engagement Chronic Absenteeism		Graduation Rate	
All Students	44.7%	2357 Students	-60.7 DFS	10095 Students	-106.8 DFS	10060 Students	5.7%	23442 Students	50.5%	15320 Students	89%	1802 Students
American Indian or Alaska Native			-74.9 DFS	77 Students	-114.4 DFS	77 Students	8.3%	169 Students	60.7%	107 Students	87.5%	16 Students
Asian			-2.3 DFS	92 Students	-54.2 DFS	91 Students	1.7%	178 Students	22.3%	112 Students	80%	15 Students
Black/African American			-90.9 DFS	788 Students	-141.0 DFS	788 Students	11.1%	2013 Students	56.7%	1319 Students	82.6%	132 Students
Filipino			19.0 DFS	87 Students	-43.5 DFS	88 Students	1.5%	196 Students	18.7%	107 Students	95.5%	22 Students
Hispanic			-65.1 DFS	6783 Students	-110.8 DFS	6754 Students	4.9%	15584 Students	50.9%	10303 Students	89.4%	1168 Students
Multiple Races/Two or More			-58.3 DFS	381 Students	-108.0 DFS	380 Students	7.8%	941 Students	52.4%	634 Students	87.7%	65 Students
Pacific Islander			-40.2 DFS	28 Students	-78.6 DFS	28 Students	4.2%	71 Students	42.2%	45 Students	6 Students	
White			-38.7 DFS	1859 Students	-83.0 DFS	1854 Students	5.9%	4290 Students	47.6%	2693 Students	89.9%	378 Students
English Learner	44.7%	2357 Students	-99.5 DFS	1872 Students	-137.7 DFS	1857 Students	4.9%	3365 Students	48.9%	2430 Students	78.2%	216 Students
Foster Youth			-76.3 DFS	95 Students	-132.1 DFS	94 Students	10.2%	381 Students	50.2%	237 Students	71.8%	39 Students
Homeless Youth			-100.9 DFS	158 Students	-134.7 DFS	156 Students	7.7%	558 Students	69.9%	342 Students	81.5%	157 Students
Socioeconomically Disadvantaged			-67.4 DFS	8951 Students	-113.1 DFS	8918 Students	6%	20646 Students	52.4%	13683 Students	88.7%	1657 Students
Students with Disabilities			-132.9 DFS	1678 Students	-167.1 DFS	1667 Students	9.5%	3865 Students	59.6%	2483 Students	77.8%	329 Students

- **African American students:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **American Indian students:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)
- **English Learners:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement)
- **Foster Youth:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)

- **Homeless Youth:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement)
- **Students with Disabilities:** ELA & Math (Priority 4 – Pupil Achievement); Chronic Absenteeism (Priority 5 – Pupil Engagement); Suspension Rate (Priority 6 – School Climate)

In terms of students with disabilities, 44% of students with disabilities come from a socioeconomically disadvantaged background, or are either a Foster Youth or English Learner.

Whereas 87.5% of students in Hemet Unified School District come from a socioeconomically disadvantaged background, or are either a Foster Youth or English Learner, every student group on the California Dashboard has a significant membership of unduplicated pupils. In a 2019 analysis of California Dashboard data, a student level analysis of students not making adequate progress and/or showing significant signs of distress that would connect to a “Red” or “Orange” indicator on the California Dashboard, the analysis found the primary associated factor with academic or social/emotional distress was a student coming from a socioeconomically disadvantaged background. To this extent, the majority of actions and services in this plan are designed for the needs of socioeconomically disadvantaged youth in mind though the approach to implementing many of the actions is designed to also accommodate the variety of needs of the individual student being served by the action.

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

State Priorities: 2, 4, 5, 6

Local Priorities: Professional Development

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA (3-8) (from Dashboard)		(Percent met or exceeded standard as proxy for distance from standard)			
SBAC ELA (3-8) (From Dashboard) – All	39.6 points below standard	49.01% (Grade 11 Only)	60.7 points below standard		20 points below standard
SBAC ELA (3-8) (From Dashboard) – English Learners	69.9 points below standard	11.31%	99.6 points below standard		45 points below standard
SBAC ELA (3-8) (From Dashboard) –Foster Youth	65.1 points below standard	No metric available	76.3 points below standard		45 points below standard
SBAC ELA (3-8) (From Dashboard) – Socioeconomically Disadvantaged	47.3 points below standard	36.39%	67.4 points below standard		20 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA (3-8) (From Dashboard) – Students with Disabilities	110.8 points below standard	15.48%	132.8 points below standard		75 points below standard
SBAC ELA (3-8) (From Dashboard) – African-American	75.6 points below standard	33.79%	90.8 points below standard		20 points below standard
SBAC ELA (3-8) (From Dashboard) – Two or More Races	38.2 points below standard	60.48%	58.3 points below standard		20 points below standard
SBAC ELA (3-8) (From Dashboard) – White	12.4 points below standard	60.13%	38.7 points below standard		20 points below standard
SBAC Math (3-8) (from Dashboard)		(Percent met or exceeded standard as proxy for distance from standard)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math (3-8) (From Dashboard) – All	83.5 points below standard	33.76%	106.8 points below standard		65 points below standard
SBAC Math (3-8) (From Dashboard) – English Learners	110.1 points below standard	8.41%	137.9 points below standard		90 points below standard
SBAC Math (3-8) (From Dashboard) –Foster Youth	104.6 points below standard	No metric available	133.3 points below standard		80 points below standard
SBAC Math (3-8) (From Dashboard) – Socioeconomically Disadvantaged	90.8 points below standard	20.32%	113.1 points below standard		65 points below standard
SBAC Math (3-8) (From Dashboard) – Students with Disabilities	152.8 points below standard	10.79%	167.1 points below standard		120 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math (3-8) (From Dashboard) – African-American	122.2 points below standard	17.95%	140.9 points below standard		65 points below standard
SBAC Math (3-8) (From Dashboard) – Two or More Races	77.8 points below standard	47.41%	108 points below standard		65 points below standard
SBAC Math (3-8) (From Dashboard) – White	57 points below standard	45.48%	83 points below standard		65 points below standard
EL Indicator (K-12) (From Dashboard) Baseline: 2019	47.9% Making Progress	ELPAC Proficiency 7.86% Well Developed %33.12 Moderately Developed 35.14% Somewhat Developed %23.88 Minimally Developed	44.7% Making Progress		70% Making Progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students redesignated Fluent English Proficient (From Dataquest)	14.6% 12.7%	3.6% 12.2%	11.6%		33%
Implementation of Common Core Aligned Instructional Materials – ELA (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	4 - Full Implementation	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability		5 – Sustained Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementati on of Common Core Aligned Instructional Materials – Math (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	4 - Full Implementation	5 – Full Implementation & Sustainability	5 – Full Implementation & Sustainability		5 – Sustained Implementation

Actions

Action #	Title	Description	Total Funds	Contributing

2A	Student Re-engagement	<p>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.</p> <ul style="list-style-type: none"> - Building Assets Reducing Risks (BARR) - BARR has been implemented at all the comprehensive high schools targeting 9th grade students. BARR provides a comprehensive structure that helps teachers build safe, strong, and trusting relationships with their students. These connections pave the way for every student to engage in learning and have a successful first year in high school. - Alternative to Suspension - The Alternative to Suspension program is designed to provide intensive counseling while continuing instruction in an alternate setting, all of which is in lieu of a suspension. Integral in the work is the framework of restorative justice. The program will be implemented at comprehensive middle and high schools within the district. With the expansion of this work across the secondary grade levels and now piloting in the Elementary level, the District expects to see similar decreases in suspension and recidivism of at risk (principally Unduplicated Count Pupils) students. - Tiered Supports - Hemet Unified School District will continue providing Tier II Behavior Intervention Specialists (classified staff) at the middle and high school level. These specialists will assist sites with implementing and monitoring Tier II interventions. - Multi-Tiered System of Supports & Student Study Team Support: Student Support Services continues the implementation of a team of classified and certificated staff to target drop-out students as well as provide Tier II supports for students across the District. They will also target our Foster Youth students and families by providing access to mentoring services. - Student Services Support: Whereas this action/service was historically incorporated into the Education Services Division, the District will continue the expansion of these services. The Student Services Division maintains a statutory focus on the performance 	\$ 9,608,054	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>22-23: This action/service will maintain the same scope yet benefit from deeper implementation as supported by Concentration “add on” funding. Additional teachers will be added to the “ATS” service above as well as additional mental health professionals supporting the “Student Services Support”.</p> <p>This action/service integrates into work and systems described in other actions/services in this plan.</p>		

2B	Literacy & Reading Intervention	<p>As of the fall of 2020, approximately 36% of students had a reading comprehension ability that was at grade level as measured a Lexile metric. This issue is likely exacerbated by the COVID-19 pandemic. The following are elements of this action/service specifically designed to address the literacy needs of all students:</p> <ul style="list-style-type: none"> - B1 - Elementary Reading Intervention - Elementary Schools will continue with implementation of a Reading Intervention program that employs a Reading Intervention Teacher and Instructional Aides. The program involves extensive training and monthly collaboration meetings. The program is utilizing Fountas and Pinnell's Level Literacy Intervention program. <p>In the 2022-23 school year, additional concentration “add on” funding will support additional intervention teachers and instructional aides will augment the implementation of this action.</p> <ul style="list-style-type: none"> - B2 - Secondary Reading Intervention: Read 180 and System 44 will continue to target our middle school students in need of reading intervention. Ongoing training will focus on deep implementation of the program. <p>In the 2022-23 school year, the District is introducing reading intervention teachers to the secondary level.</p> <ul style="list-style-type: none"> - B3 - Tiered Literacy Intervention System – K-12 - The District has identified the need to more strategically address the shortfalls in student literacy needs. The District has identified a need to install a resource and time intensive intervention for students who have the most profound short falls in reading. Additionally, this additional tier of intervention will be integrated into a comprehensive literacy system. <p>This action/service is complemented by additional funding as well as other action/services in this plan.</p>	\$14,404,359	Yes
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Action #	Title	Description	Total Funds	Contributing
2C	Extended Learning Opportunities	<p>This action/service is designed to provide additional opportunities for at risk youth to recover credits as well as receive supplemental instruction, including:</p> <ul style="list-style-type: none"> - C1 - 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. - C2 - Summer School - Hemet Unified School District will hold summer school (two sessions) to target and assist high school students who need credit recovery and/or additional classes in order to graduate and meet their A-G requirements. It will expand this year to offer summer school at each of high schools. - C3 - Credit Recovery - Hemet Unified School District will expand prior implement a comprehensive plan to address the credit recovery for those students in high school that are not on track to graduate (credit deficient). - C4 - Additional Instructional Time – In recent years, the District added 12 instructional minutes to the typical school day across all grade levels in order to provide increased services to students as well as allow for weekly collaboration time for teachers as a method to improve services. The District plans to continue this service as it supports the Policies & Systems element of the Local Indicators. - C5 – Facility Support – In support of extending the time facilities are used (in actions C1-C4 above), the District will augment custodial staff to ensure the facilities are functional and support the desired educational outcomes. (Funded with Concentration “Add On” funds) 	\$ 9,043,940	Yes

2D	English Learner Support	<p>This action/service is designed to improve English Learner outcomes. Specifically, the elements of this service are:</p> <ul style="list-style-type: none"> - 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. These 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. <p>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.</p> <p>The District provides English Learner support in the following contexts:</p> <ul style="list-style-type: none"> - <i>Structured English Immersion</i> – the preponderance of instruction is provided in English yet the curriculum and presentation of 	\$3,031,447	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>learning materials is designed to support student in various phases of English acquisition</p> <p>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.</p>		
2E	Homeless Supports	<p>This action/service augments services to Homeless youth provided via the Student Services Division:</p> <ul style="list-style-type: none"> - Extended Learning Opportunities for Homeless Youth: The District Plans to provide opportunities uniquely designed to support homeless youth during the summer as well as during the intersession breaks inside the school year. - Expanded Independent Study for Homeless Youth: This service will provide personalized learning opportunities designed and intended for Homeless youth. A district re-engagement team will include mental health professionals, Student Services, as well as other counseling services. - EDGE Coaching for Homeless Youth: The District plans to provide coaching and counseling services specifically designed to support the social/emotional needs of homeless youth. <p>Support for Basic Needs for Homeless Youth: The District plans to expand the after-school hours at a District facility to provide homeless youth a location to address basic needs including hygiene, basic personal provisions, as well as provide support in connecting to pertinent community resources.</p>	\$526,433	No

Action #	Title	Description	Total Funds	Contributing
2F1	Assistant Principal Support	Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP.	\$ 7,374,807	Yes
2F2	Site Directed Support	LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services. Title I funding serves to further strategic intervention aligned with LCFF funded increased or improved services in a site directed manner.	\$3,404,015	Yes

Goal Analysis for 2021-22

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

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

2A - Student Re-engagement - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Suspension Rate California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes. Though not a substantive difference, this action/service is an

area that witnessed significant focus and deep implementation due to issues surrounding the **lasting** impacts of the disruption to schooling caused by COVID-19.

2B - Literacy & Reading Intervention - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the English/Language Arts California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes. Though not a substantive change, the District complemented LCAP directed resources with one-time federal funding to support the implementation of the LTRS professional development course for teachers and administrators. This was intended to enhance the outcomes of work in this action/service.

2C - Extended Learning Opportunities - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Graduation Rate & College/Career California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes. In terms of fiscal support, the Summer School subset of this action/service was supported by Federal COVID Relief funding.

2D - English Learner Support - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the English Learner California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

2E - Homeless Supports - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Suspension Rate California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

2F1 - Assistant Principal Support - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Suspension Rate California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

2F2 - Site Directed Support of Socioeconomically Disadvantaged Youth - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Suspension Rate California Dashboard indicator metrics. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

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 - This action/service was adversely impacted by unrealized personnel costs as positions were unfilled for a period of time and some budgeted training costs were not realized. Additionally, some costs were assumed by one-time funds.

2B - Literacy & Reading Intervention– There were no material differences between the intended and estimated actual expenditures. Any variance was due to unrealized training costs.

2C - Extended Learning Opportunities - This action/service was implemented as planned yet costs were intentionally paid for with other financial resources. Accordingly, there was a variance in the planned and actual LCFF expenditures.

2D - English Learner Support– Variance between planned and realized expenditures was a function of unrealized training costs and unbilled time cards costs.

2E - Homeless Supports – There were no material differences between the intended and estimated actual expenditures.

2F1 - Assistant Principal Support - This action was implemented based on the intended outcome though the costs exceeded the planned implementation based on the adopted plan. The increase in costs was due to unexpected step/column costs as well as expanded implementation with the addition of additional positions as needed.

2F2 - Site Directed Support of Socioeconomically Disadvantaged Youth– There were no material differences between the intended and estimated actual expenditures. Schools expended funds as expected.

An explanation of how effective the specific actions were in making progress toward the goal.

2A - Student Re-engagement – Formative program evaluation indicated planned activities achieved key short-term objectives. With the profound impact of the COVID-19 pandemic, the District continues to pivot student re-engagement services to meet the need of students. Key indicators such as attendance rate and chronic absenteeism have improved yet significant student need still exists in this area.

2B - Literacy & Reading Intervention – Formative program evaluation indicated planned activities achieved key short-term objectives. As measured by Reading Inventory scores, the percentage of students reading at or above grade level (benchmarked by CDE Lexile Hub achievement percentile metrics) has nearly doubled from the beginning of the year to end of year in the elementary setting. Second grade witnessed the most profound growth with a 15% increase in at grade level readers.

2C - Extended Learning Opportunities – Formative program evaluation indicated planned activities achieved some key short-term objectives. Though in school credit recovery activities were delivered as planned, the provision of summer school was dramatically impacted by the COVID-19 pandemic. Additionally, some extended learning opportunity services had to be adapted due to staffing shortages that impacted facility agency.

2D - English Learner Support – Formative program evaluation indicated planned activities achieved key short-term objectives.

2E - Homeless Supports – Formative program evaluation indicated planned activities achieved key short-term objectives. This action/service witnessed significant expansion with the formation of a facility for homeless parents and students to obtain basic needs as well as access laundry services. Anecdotal feedback presents significant growth and impact of these services.

2F1 - Assistant Principal Support – Formative program evaluation indicated planned activities achieved key short-term objectives.

2F2 - Site Directed Support of Socioeconomically Disadvantaged Youth – Formative program evaluation indicated planned activities achieved key short-term objectives.

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

With respect to all goals, actions, and services, the Districts continuously reflects on the implementation of the current year where in the importance of making midyear course corrections and adjustments to implementation is an essential practice.

In that the 2022-23 LCAP cycle is the first to see unspent supplemental and concentration funds “roll forward” into the next year, the District received positive feedback from educational partners on reinvesting carryover funds into the current LCAP goals, actions, and services with the objective of increasing the depth of action/service implementation. Additional activities will principally support the aegis of the current actions and services.

In the 2023-24 Metrics, our county level Educational Partners suggested we improve the description for ELA/math reflection tool to specifically highlight the inclusion of ELD. To this extent, the metric description was clarified for this purpose. This change is complemented by a pre-existing interest of the Parent Advisory Committee to make amendments that promote clarity to goals, actions, and services.

Also in the 2023-24 LCAP, the reported metrics for the Redesignated Fluent English Proficient (RFEP) student population were reclarified and numerical outcomes adjusted to perfectly match the reported population as described by the California Department of Education DataQuest website. These adjustments, improved for the purpose of accuracy, are highlighted in yellow.

2A - Student Re-engagement – As evidenced by ongoing student need acknowledged by educational partners, student engagement support – inclusive of supporting adverse student behavior – will sustain the expansion of financial resources. This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

2B - Literacy & Reading Intervention – Supported by other sources of financial support in the district, this focus will continue implementation with principally the same scope as the current action/service. In the 2022-23 school year, the District will sustain the number of Literacy Specialists at sites with a focus on upper elementary and middle school. In the 2022-23 school year, additional concentration “add on” funding will support additional intervention teachers and instructional aides will augment the implementation of this action.

2C - Extended Learning Opportunities – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. In the interest of transparency, it should be noted that the increase in costs in this action service are principally due to the increase in personnel costs as well as the lack of complementing one-time funding that the District used in prior years to support the same action/service.

2D - English Learner Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

2E - Homeless Supports – This action/service will sustain the same scope of implementation evident in the 2022-23 school year. With recent support from state directed Expanded Learning Opportunity Grant funding in the 2021-22 school year, the Parent Center and Student Services division will continue implementation and expansion of the homeless supports initiated in the prior year.

2F1 - Assistant Principal Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

2F2 - Site Directed Support of Socioeconomically Disadvantaged Youth– This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

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

Goal

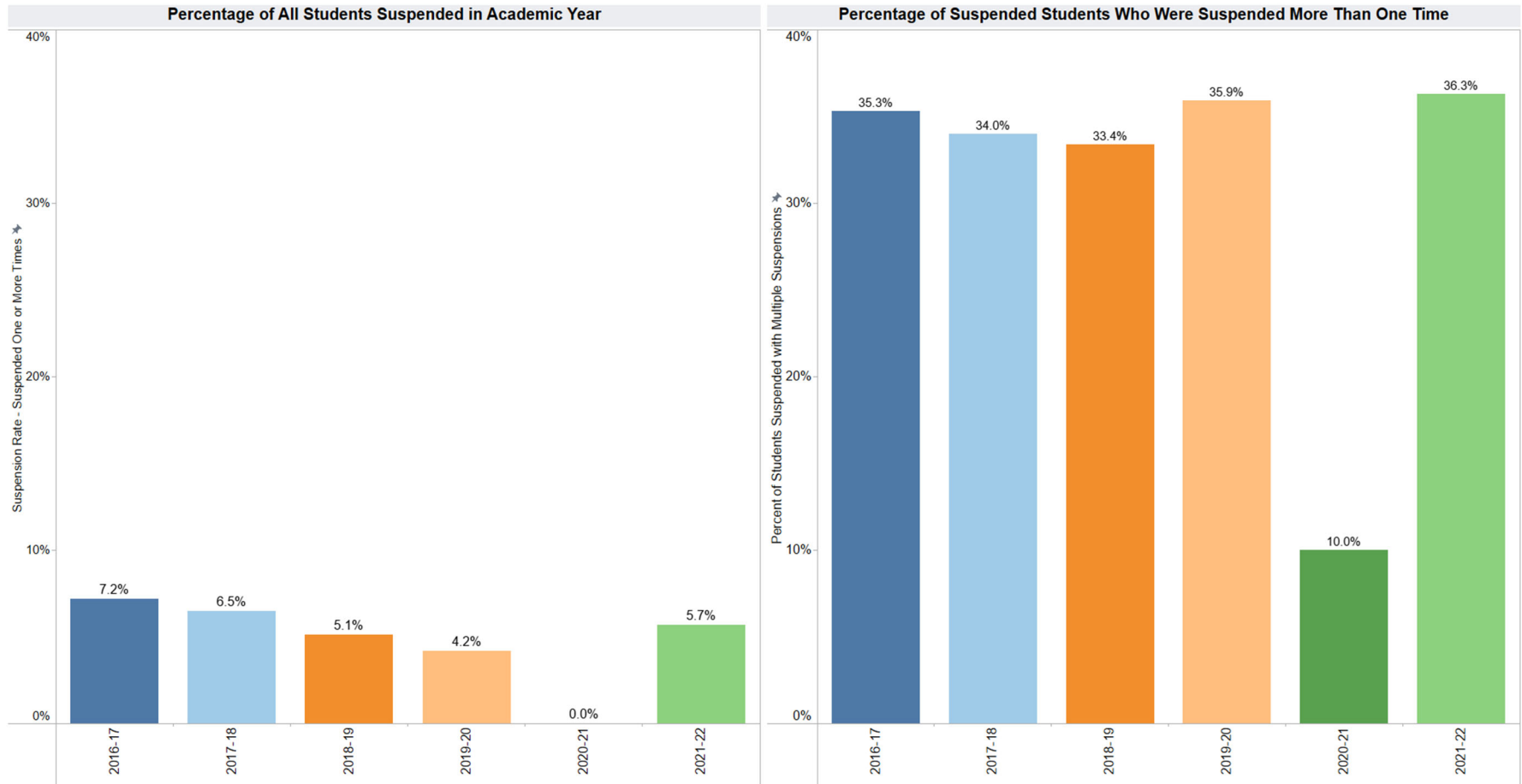
Goal #	Description
3	As a function of a positive CULTURE and CLIMATE, all students (100%) will attend school every day and feel valued and safe.

An explanation of why the LEA has developed this goal.

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

Suspension Rate

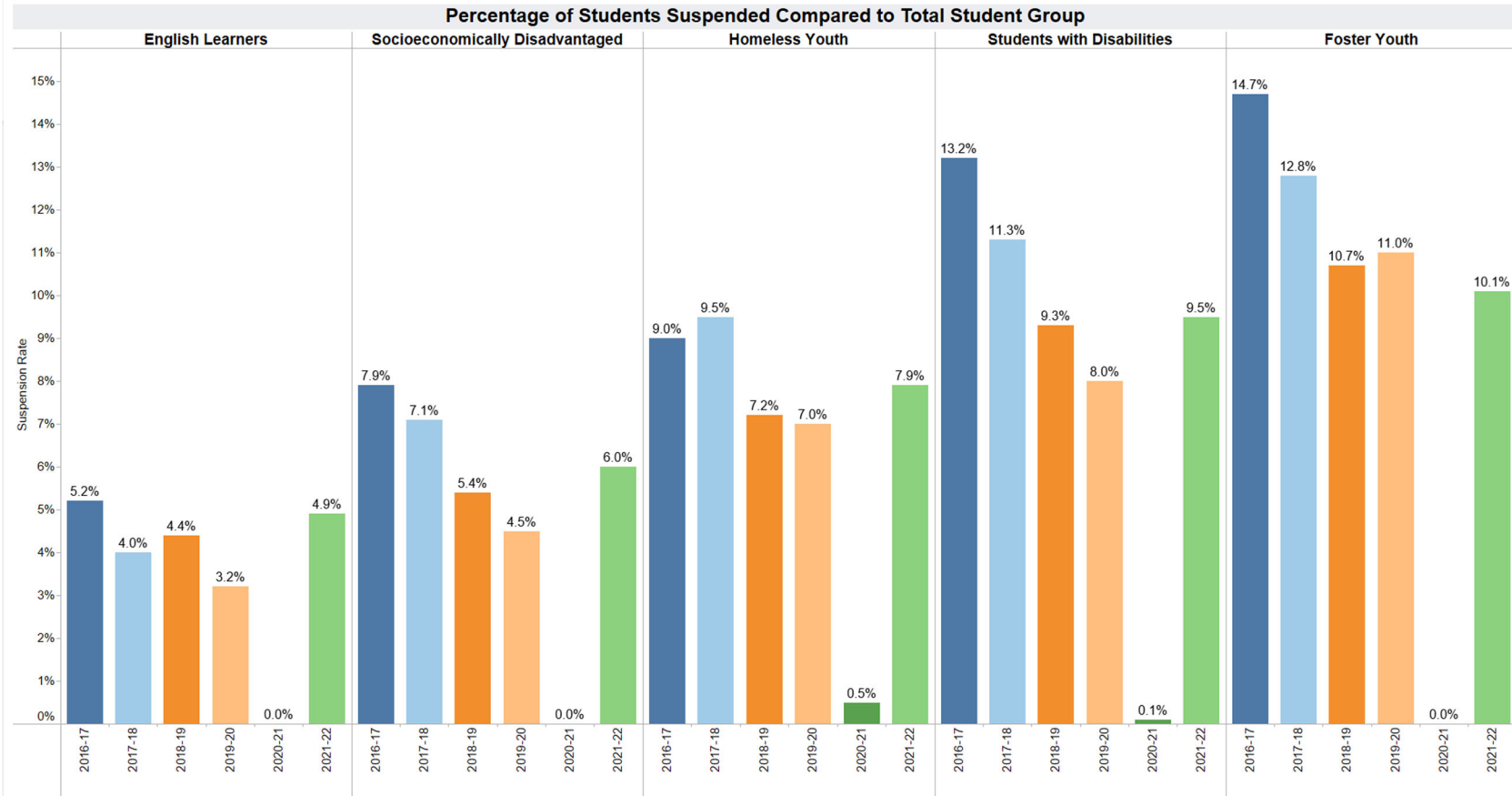
Hemet Unified School District - Overall Suspension Rate & Recurrent Suspension Rate



Whereas Hemet Unified School District had an overall Suspension Rate of 6.0% in 2021-22 (improved from 7.2% in 2016-17), the gap between the following groups compared to all other students are as follows (as evidenced by the California Department of Education hosted data website *DataQuest*):

- Socioeconomically Disadvantaged: 6.0% socioeconomically disadvantaged students were suspended at least once
- Foster Youth: 14.7% of Foster Youth were suspended at least once

Hemet Unified School District - Program Student Group Suspension Rate Over Time



- English Learners: 4.9% of English Learners were suspended at least once

This data is evidence of a clear need to continue supporting students in order to prevent and decrease the rate at which students are excluded from school based on their behavior. In addition to the negative impact on victims of a student’s suspendable behavior, a student’s suspension results in their exclusion from school and instruction. Additionally, upon a student’s return from a suspension, students who successfully re-engage learning often require extensive counseling support as well as ongoing intervention to prevent future negative behaviors from re-occurring (and likely becoming subject to a pattern of recurrent suspension as most recently 36.3% of students experienced). Notably, Hemet USD staff describes the frequency and severity of negative student behavior as increasing dramatically post pandemic.

Chronic Absenteeism:

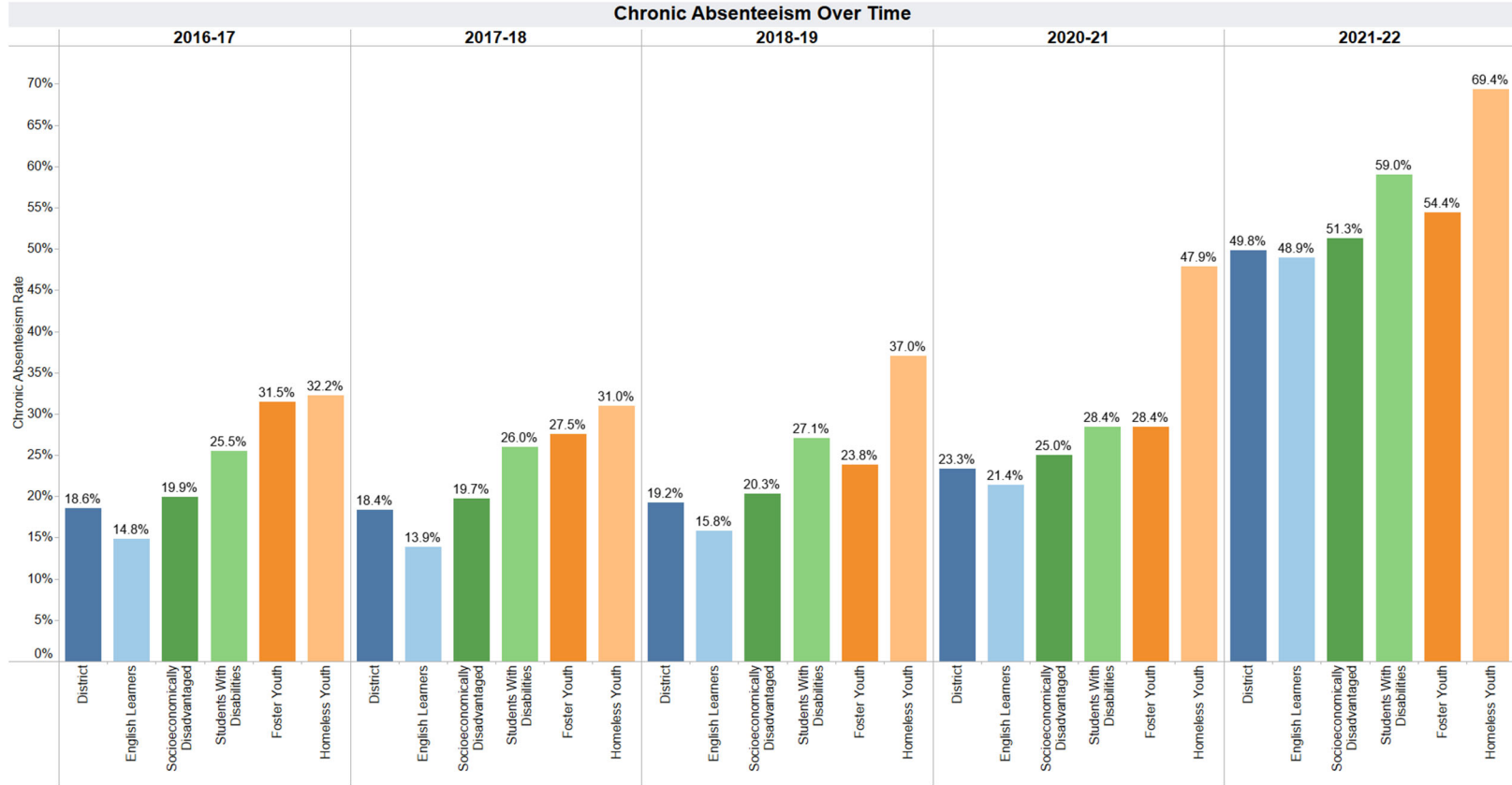
Whereas Hemet Unified School District had an overall Chronic Absenteeism Rate of 49.8% in 2021-22 (a change from 16.2% in 2017-18 and 19.2% in 2018-19), the gap between the following groups compared to all other students are as follows for the 2012-22 SY(as evidenced by California Department of Education hosted *DataQuest*):

- Socioeconomically Disadvantaged: 51.3% socioeconomically disadvantaged students were identified as Chronically Absent
- Foster Youth: 54.4% of Foster Youth were identified as Chronically Absent
- English Learners: 48.9% of English Learners were identified as Chronically Absent

As evidenced by the California Department of Education and viewed on the *DataQuest* website:

The most recent data, for the 2021-22 school year, shows significant chronic absenteeism, especially in contract to the most recent typical year shown below:

Hemet Unified School District - Chronic Absenteeism



Notably, due to the COVID-19 pandemic, Chronic Absenteeism was not reported in 2019-20.

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

Examining student data around the area of attendance, student engagement, student suspensions, and expulsions from a variety of state and local sources demonstrates that there is a need to focus on creating a positive and engaging climate at each school where students feel valued, supported, and safe. The data reveals a need to continue focusing on creating a well-rounded, engaging, and safe culture at each school. Additionally, there is a need to address the following achievement gap among African-American students who had a dropout rate of

6.1% as compared to the White sub-group rate of 2.6% and the Hispanic drop-out rate of 3.4% (9-12 graders, according to DataQuest on 2013-14 data). The EAMO for these sub-groups has been elevated due to an urgency to close the gap.

Local Indicator: Local Climate Survey

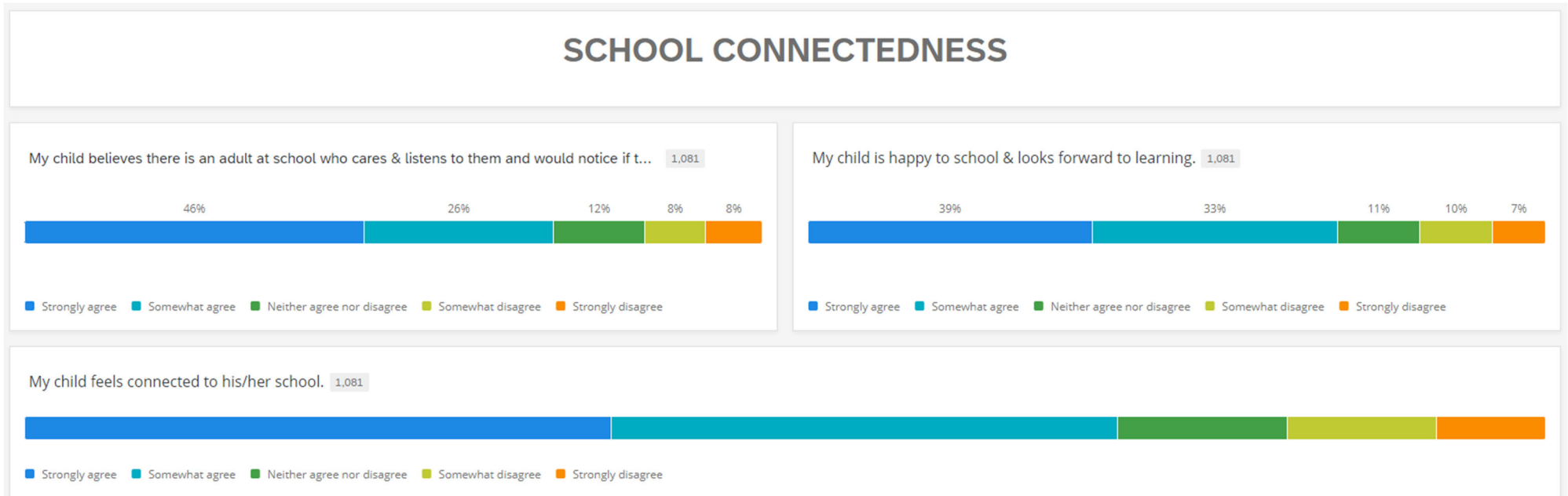
In response to the COVID-19 pandemic, the District significantly augmented information gather from students regarding school climate. In addition to school connectedness and school safety, the District screened students in the area of social/emotional health in a manner that was appropriate for the grade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

In a recent climate survey, students indicated the following:

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

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

Spring, 2023:



Spring, 2022:

SCHOOL CONNECTEDNESS

My child believes there is an adult at school who cares & listens to them and would notice if they were not at school. 1,297



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

My child is happy to school & looks forward to learning. 1,297 >



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

My child feels connected to his/her school. 1,297



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

Spring 2021:

SCHOOL CONNECTEDNESS

My child believes there is an adult at school who cares & listens to them and would notice if they were not at school. 1,800 Responses



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

My child is happy to school & looks forward to learning. 1,800 Responses



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

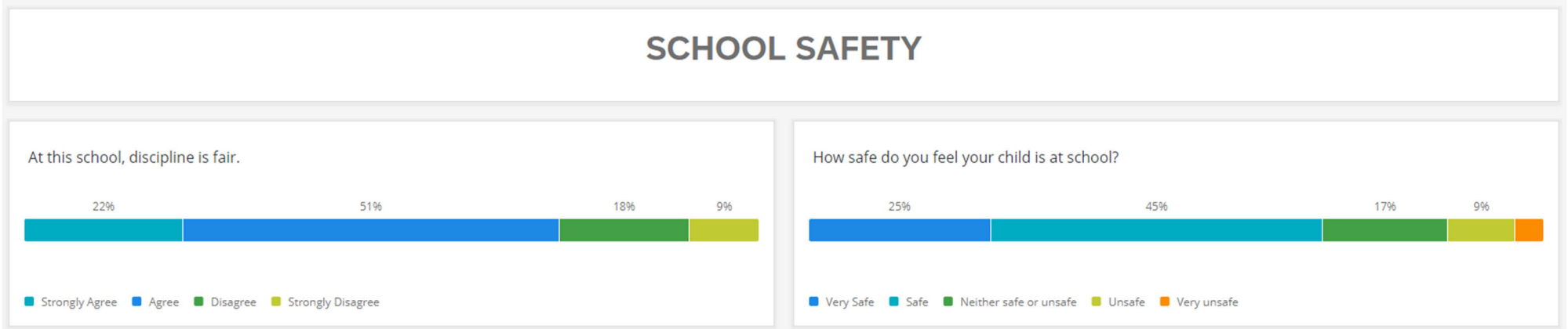
My child feels connected to his/her school. 1,800 Responses



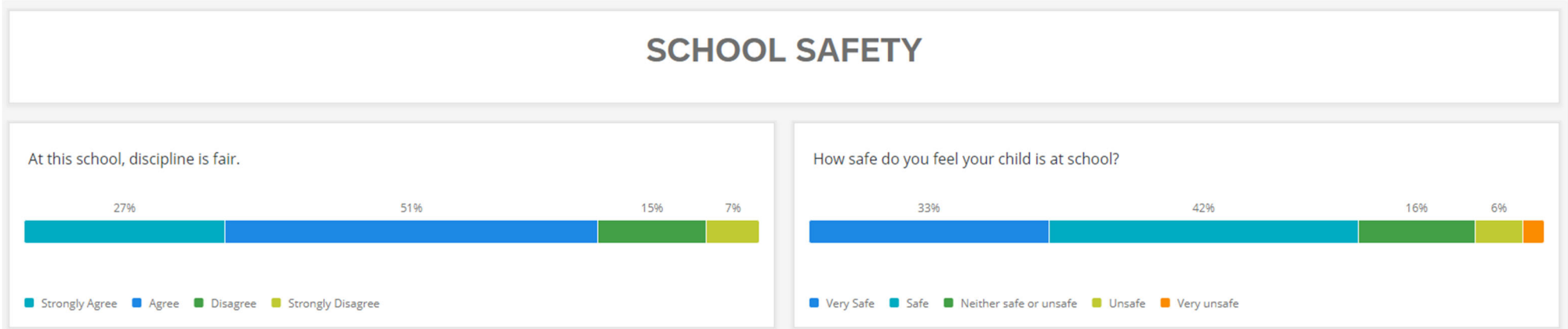
Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

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

Spring, 2023:

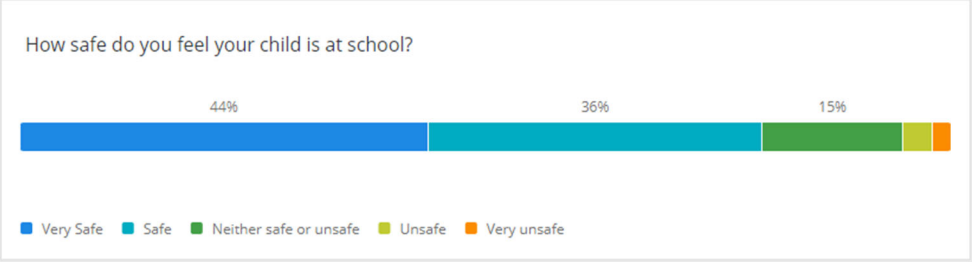
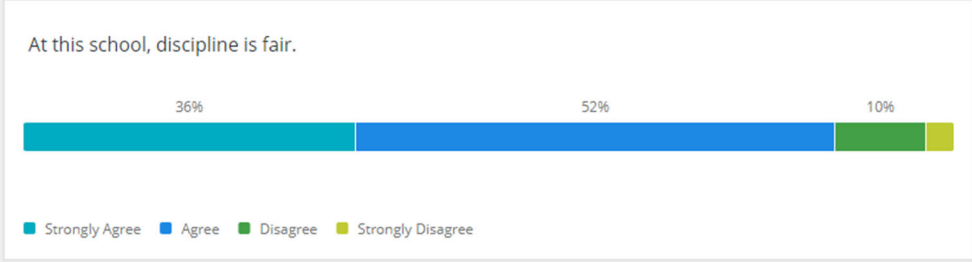


Spring, 2022:



Spring, 2021

SCHOOL SAFETY



Based on the array of student and parent perception information, the District sees a clear need to the work around supporting student mental health, providing structures that promote connections to school, as well as supporting the social/emotional health of students. Additionally, data around school safety connects to the needs evident in the Suspension Rate student performance indicator. Collectively, the local indicator data around School Climate provides strong evidence to support continued work in addressing student behavior and student social/emotional health as well as promoting structured positive and engaging interactions for students.

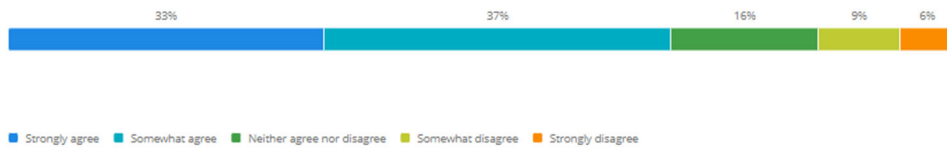
Local Indicator: Parent Engagement

In the Spring of 2023, the District reached out to parents to gain insight into the family perspective related to academic and social/emotional needs of students in addition to topics associated with the Basics (clean and safe facilities) as well as Parent Engagement. There was a total of 1234 respondents comparably representing all schools, grade levels, as well as the racial/ethnic diversity in the District. Demographic information is self-reported by survey respondents and respondents had the option of *not* responding to all questions.

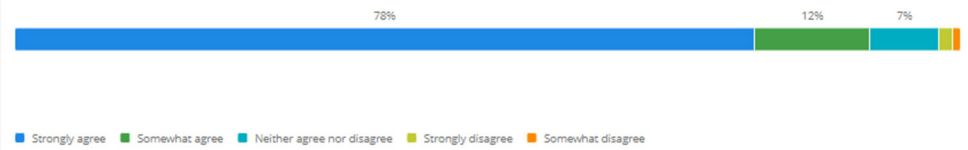
Spring, 2023

PARENT ENGAGEMENT

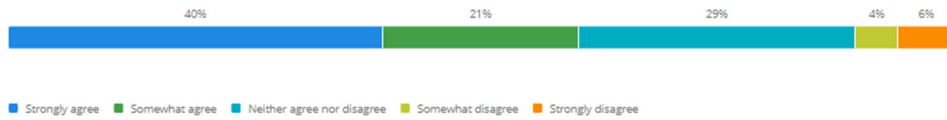
To what extent does your child's school, and the District as a whole, create a welcoming environment? 867



School staff members speak to me in my preferred language. 867



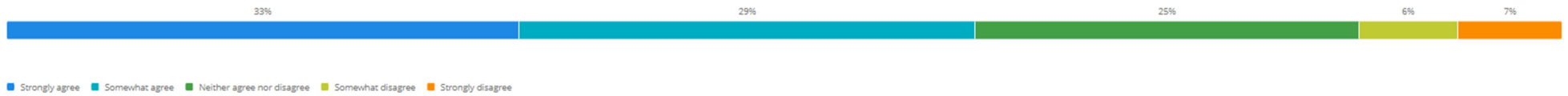
My child's background (race, ethnicity, religion, economic status) is valued at this school. 867



To what extent does your child's school, and the District as a whole, provide you with information and resources to support stu... 867



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? 867



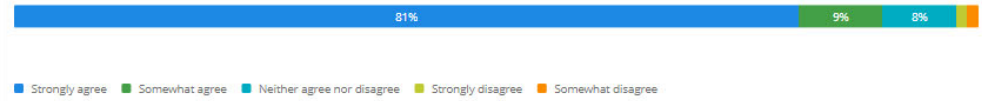
Spring, 2022

PARENT ENGAGEMENT

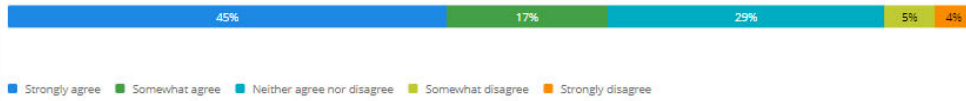
To what extent does your child's school, and the District as a whole, create a welcoming environment? 1,343



School staff members speak to me in my preferred language. 1,343



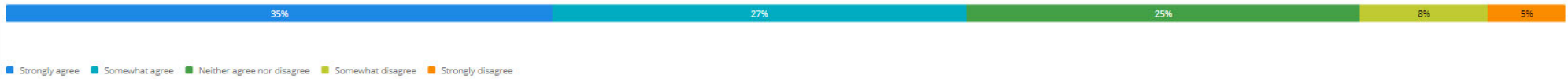
My child's background (race, ethnicity, religion, economic status) is valued at this school. 1,343



To what extent does your child's school, and the District as a whole, provide you with information and resources to support ... 1,343



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? 1,343



Spring, 2021

PARENT ENGAGEMENT

To what extent does your child's school, and the District as a whole, create a welcoming environment? 1,825 Responses



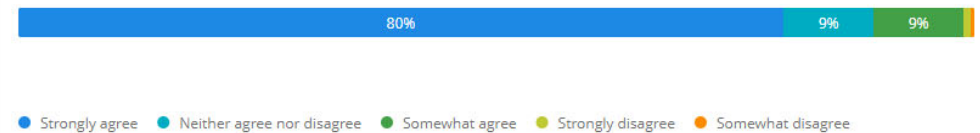
To what extent does your child's school, and the District as a whole, provide you with information and resources to support student learning and development at home? 1,825 Responses



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? 1,825 Responses



School staff members speak to me in my preferred language. 1,825 Responses



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

Key Metrics addressed by Goal 3:

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

Student Performance Indicators: Suspension Rate, Chronic Absenteeism

Local Priorities: Local Climate Survey, Parent Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fall 2019				
Chronic Absenteeism (pending from CA School Dashboard)	17.2%	23.3%	50.5%		10%
Suspension Rate (From Dashboard)-All	5.1%	0.0%	5.7%		4%
Suspension Rate (From Dashboard)-English Learners	4.4%	0.0%	4.9%		4%
Suspension Rate (From Dashboard)-Socioeconomically Disadvantaged	5.4%	0.0%	6.0%		4%
Suspension Rate (From Dashboard)-Students with Disabilities-	9.3%	0.1%	9.5%		4%
Suspension Rate (From Dashboard)-African American	11.4%	0.1%	11.1%		4%
Suspension Rate (From Dashboard)-Hispanic	4.3%	0.0%	4.9%		4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (From Dashboard)- Two or More Races	7.3%	0.0%	7.8%		4%
Suspension Rate (From Dashboard)- White	4.2%	0.1%	5.9%		4%
Expulsion Rate (From Dataquest)-All	68 students 0.29%	0 students 0.0%	115 students 0.5%		.2%
Expulsion Rate (From Dataquest)-English Learners	7 students 0.25%	0 students 0.0%	13 students 0.4%		.2%
Expulsion Rate (From Dataquest)- Socioeconomically Disadvantaged	61 students 0.30%	0 students 0.0%	109 students 0.5%		.2%
Expulsion Rate (From Dataquest)-Students with Disabilities	13 students 0.35%	0 students 0.0%	23 students 0.6%		.2%
Expulsion Rate (From Dataquest)-African- American	13 students 0.58%	0 students 0.0%	22 students 1.1%		.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate (From Dataquest)-Hispanic	44 students 0.30%	0 students 0.0%	74 students 0.5%		.2%
Expulsion Rate (From Dataquest)-Two or More Races	1 student 0.10%	0 students 0.0%	3 students 0.3%		.2%
Expulsion Rate (From Dataquest)-White	8 students 0.15%	0 students 0.0%	15 students 0.3%		.2%
Local Dashboard Indicators-Basics (Williams Act)	Met	Met	Met		Met
Local Dashboard Indicators-Standards	Met	Met	Met		Met
Local Dashboard Indicators-Parent Engagement	Met	Met	Met		Met
Local Dashboard Indicators-Climate	Met	Met	Met		Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 5	72%	65%	68%		90%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 7	62%	47%	45%		85%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 9	59%	48%	45%		75%
Perception of School Connectedness-Students (inclusive of unduplicated pupils and students with exceptional needs) - Grade 11	54%	53%	46%		75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perception of School Climate - Staff					
Caring Adult Relationships	52%	46%	47%		75%
High Expectations – Adults in School	56%	50%	53%		75%
Student Learning Environment	52%	42%	44%		75%
Supports for Social/Emotional Learning	38%		29%		50%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 5	81%	69%	70%		95%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 7	69%	49%	47%		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 9	66%	52%	52%		85%
Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 11	63%	59%	49%		80%
Perception of School Safety-Safe place for students - Staff	58%	79%	82%		90%
Perception of School Safety-Safe place for students - Parents	80%	76%	70%		90%
Attendance Rate-All	94.6%	98.3%	86.3%		96%
Source: Local Student Information System					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HS Dropout Rate-All Source: Dataquest	127 Students 7.5%	94 Students 5.6%	123 students 6.9%		3%
HS Dropout Rate- English Learners	20 Students 10.5%	16 Students 8.6%	30 students 14.0%		3%
HS Dropout Rate- Socioeconomically Disadvantaged	124 Students 8.2%	91 Students 6.0%	120 students 7.3%		3%
HS Dropout Rate- Students with Disabilities	24 Students 9.2%	21 Students 7.2%	34 students 10.4%		3%
HS Dropout Rate- African-American	12 Students 7.7%	13 Students 8.2%	13 students 10.1%		3%
HS Dropout Rate- Hispanic	76 Students 7.8%	49 Students 4.8%	79 students 6.8%		3%
HS Dropout Rate- Two or More Races	34 Students 6.0%	2 Students 3.5%	6 students 9.4%		3%
HS Dropout Rate- White	34 Students 7.7%	27 Students 7.2%	23 students 6.1%		3%
MS Dropout Rate-All Source: CALPADS	5 Students 0.09%	7 Students	16 Students		0%
MS Dropout Rate- African-American	2 Students 0.42%	2 Students	1 Students		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MS Dropout Rate- Hispanic	3 Students 0.09%	2 Students	14 Students		0%
MS Dropout Rate- White	0 Students 0%	3 Students	0 Students		0%
Dashboard District Graduation Rate					
Baseline: 2020					
All	85.9%	89.3%	89.0%		95%
English Learner	74.5%	85.5%	78.2%		84.5%
Foster Youth	86.6%	75.0%	71.8%		95%
Socioeconomically Disadvantaged	84.9%	88.8%	88.7%		94.9%
Students with Disabilities	77.0%	77.9%	77.8%		87%
African American	81.9%	75.9%	82.6%		95%
American Indian	92.3%	*	*		95%
Homeless	86.6%	73.2%	81.5%		95%
Two or More Races	90.2%	89.5%	87.7%		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator (from Dashboard) – Prepared Baseline: 2019-20	40.3%	No metric available	No metric available		65%
College and Career Indicator (from Dashboard) – Approaching Prepared	21.7%	No metric available	No metric available		20%
College and Career Indicator (from Dashboard) – Not Prepared	38.0%	No metric available	No metric available		15%
	2018/19	2019-20	2020-2021		
Culture/Climate Williams Act- Students have textbooks and materials	100% of Students had textbooks	100% of Students had textbooks	100% of Students had textbooks		100% of Students had textbooks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Culture/Climate Williams Act- % of Schools with Overall “Good” Rating or better	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating	100% had either “Good” or “Exemplary” Rating		100% had either “Good” or “Exemplary” Rating
Teaching Credential- Teacher Misassignments	5	5	6.8		0
Teaching Credential- Credentialed Teacher Rate	96.8%	96.7%	99.6%		100%
Teaching Credential- Credentialed Teacher Teaching Outside of Subject Area Rate	3.2%	0.5%	2.44%		0%
Staff LCAP Survey Total Responses	362 37.3%	330	601		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent LCAP Survey (Inclusive of parents if Unduplicated Pupils and parents of students with exceptional needs) Total Respondents	2551	1991	1234		5000
Student LCAP Survey Total Respondents	176	490	370		5000

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Student Outcome Monitoring	<p>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.</p> <p>The District is at an emerging level of implementation with regards to the system of Continuous Improvement as supported by the Carnegie Institute and the WestEd organization. This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. This work will support all district level divisions as well as support sites in similar improvement work.</p> <p>Key Metrics: Formative program evaluation</p>	\$188,186	Yes

Action #	Title	Description	Total Funds	Contributing
3B	Parent Engagement & Support	<p>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.</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>22-24: Federal Title I funding will strategically support this action/service.</p> <p>Key Metrics:</p> <ul style="list-style-type: none"> - Local Indicator- Parent Engagement <p>Parent Survey/Perception Data</p>	\$2,667,752	Yes

Action #	Title	Description	Total Funds	Contributing
3C	Specialized Educational Options	<p>This action/service is designed to support specialized educational options for students and parents.</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>2023-24: This action/service prominently supports the Academy of Innovation online and independent study school.</p>	\$3,222,010	Yes

3D	High Interest Student Engagement Opportunities	<p>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.</p> <ul style="list-style-type: none"> - D1 - Afterschool Athletics – this action supports middle school and high school athletics. This is a supplement to program elements funded out of base funding. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. - D2 - K-12 Music – this action supports a portion of personnel, band instrument purchase and repair, as well as some ongoing uniform costs. The music program that provides both instrumental and vocal music instruction to all interested 3rd through 12th-grade students will continue to expand. Schools will target Low Income (LI) and Foster Youth (FY) students to participate in this arts program. Instruments are provided for students who are unable to afford one for use during the school year. <p>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.</p> <ul style="list-style-type: none"> - D3 – Elementary Athletics - this action/service, similarly to after school athletics in the secondary setting, is designed to increase student engagement via increased opportunity to participate in school and district level athletic events in the elementary setting. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. 	\$8,089,334	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>22-23: This action service will maintain the same scope yet witness increased depth of implementation.</p> <p>Key Metrics:</p> <ul style="list-style-type: none"> - School Connectedness perception data <p>Cohort Analysis of student outcomes</p>		
3E	Chronic Absenteeism	<p>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.</p> <p>Key Metrics: Chronic Absenteeism Indicator</p>	\$546,842	Yes

Goal Analysis for 2022-23 School Year

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

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

3A - Equitable Outcomes – This action/service was implemented as described in the action/service description. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

3B - Parent Engagement & Support - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Parent Engagement California Dashboard Local Indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

3C - Specialized Educational Options – this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Graduation Rate and College Career Index California Dashboard indicators. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

3D - High Interest Student Engagement Opportunities - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the School Climate California Dashboard Local Indicator. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

3E - Chronic Absenteeism - this action was implemented as described in the action/service description, aligned with district goals, and principally connected to the Chronic Absenteeism California Dashboard Local Indicator as well as being measured by the overall attendance rate of the District. Implementation of this action occurred largely as planned with opportunistic adjustments made to enhance intended outcomes.

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

3A - Equitable Outcomes – This action/service was supplemented with base fund and other one-time financial resources. The action/services were implemented as intended.

3B1 - Parent Engagement & Support – This action/service was adversely impacted by unrealized personnel costs as positions were unfilled for a period of time. This impact resulted in an 11% variance between planned and realized expenditures.

3B2 – Parent Engagement - There were no material differences between the intended and estimated actual expenditures.

3C - Specialized Educational Options – The Academy of Innovation is a Program/School of Choice developed in response to the COVID-19 pandemic and is supported by this action/service. The funding of this action/service benefitted from multiple components of LCFF funding including both base and supplemental/concentration funding. Aligned with Parent Advisory Group feedback, the district strategically directed a greater share of the school’s costs to the Supplemental/Concentration funding source. This variance did not change the implementation or intent of this action/service.

3D - High Interest Student Engagement Opportunities – There were no material differences between the intended and estimated actual expenditures.

3E - Chronic Absenteeism – With the provision of funding unanticipated at the development of the LCAP in 2022, and faced with the reality of 50.5% Chronic Absenteeism rate, the District expanded the depth of implementation of this action service. This deeper implementation resulted in significant variance of planned vs. realized expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

3A - Equitable Outcomes – The work supported by the action/service became center stage with data disaggregation practices with the development of several important district tools. These tools included the development of:

Reading Inventory Dashboard – this tool illustrated performance gaps via program participation as well as student identified race and ethnicity attributes

Disproportionality Metric Tool – this tool provides real time monitoring of disproportionate outcomes & placement patterns – as measured by risk ratios - for students based on program participation, race, and ethnicity

3B - Parent Engagement & Support – the District Parent Resource Center was the subject of extensive positive feedback from educational partners as well as evident support via parent survey data. Interview data demonstrates a high degree of positive impact for at risk students and families.

3C - Specialized Educational Options – Formative program evaluation indicated planned activities achieved key short-term objectives.

3D - High Interest Student Engagement Opportunities – Formative program evaluation indicated planned activities achieved key short-term objectives. Additionally, student survey and interview results connect high levels of reported student engagement to participation the athletic and music programs associated with this action/service.

3E - Chronic Absenteeism – Joined to work implemented via the Student Re-engagement action/service, the work around Chronic Absenteeism achieved short term objectives of implementation. This action/service faces significant challenge in that the Chronic Absenteeism rate accelerated in the 2022-23 school year (similar to that of all LEAs across California). To this extent, the work around Chronic Absenteeism is facing a high degree of importance in the District in the coming year.

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

With respect to all goals, actions, and services, the Districts continuously reflects on the implementation of the current year where in the importance of making midyear course corrections and adjustments to implementation is an essential practice.

In that the 2022-23 LCAP cycle is the first to see unspent supplemental and concentration funds “roll forward” into the next year, the District received positive feedback from educational partners on reinvesting carryover funds into the current LCAP goals, actions, and services with the objective of increasing the depth of action/service implementation. Additional activities will principally support the aegis of the current actions and services.

Additionally, the District received positive feedback regarding the adjustment of metrics with the objective of promoting transparency and greater understanding by all educational partners.

With respect to the 2023-24 LCAP iteration, the descriptions in the metrics sections, specific to student and parent survey results, have been amended to specify the inclusion of unduplicated pupils and students with exceptional needs (students and parents of) in the interest of transparency. This amendment is supported by County level Educational Partners as well as standing interest of the LCAP Parent Advisory Committee that descriptive amendments be made to improve transparency.

3A - Equitable Outcomes – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year with the exception of renaming the actions/service to more accurately reflect the nature of the work and bring the action/service into alignment with the development of Goal #4. The LCAP Parent Advisory Group, in both discussion and summary assessment, supported the transformation of actions/services to complement and/or support the development of Goal #4.

3B - Parent Engagement & Support – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. Though the scope of services will maintain, the depth of implementation will increase with improved practice and additional support via federal Title I dollars.

3C - Specialized Educational Options – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. Similar to the 2022-23 school year, the scope and depth will be similar, yet this action/service will take a larger share of the multiple sources of funding as compared to prior years.

3D - High Interest Student Engagement Opportunities – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year. The District is directing a significant reinvestment of carryover supplemental/concentration funds to support an increase in music education at the elementary level.

3E - Chronic Absenteeism – This action/service will continue with principally the same scope of implementation evident in the 2022-23 school year.

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

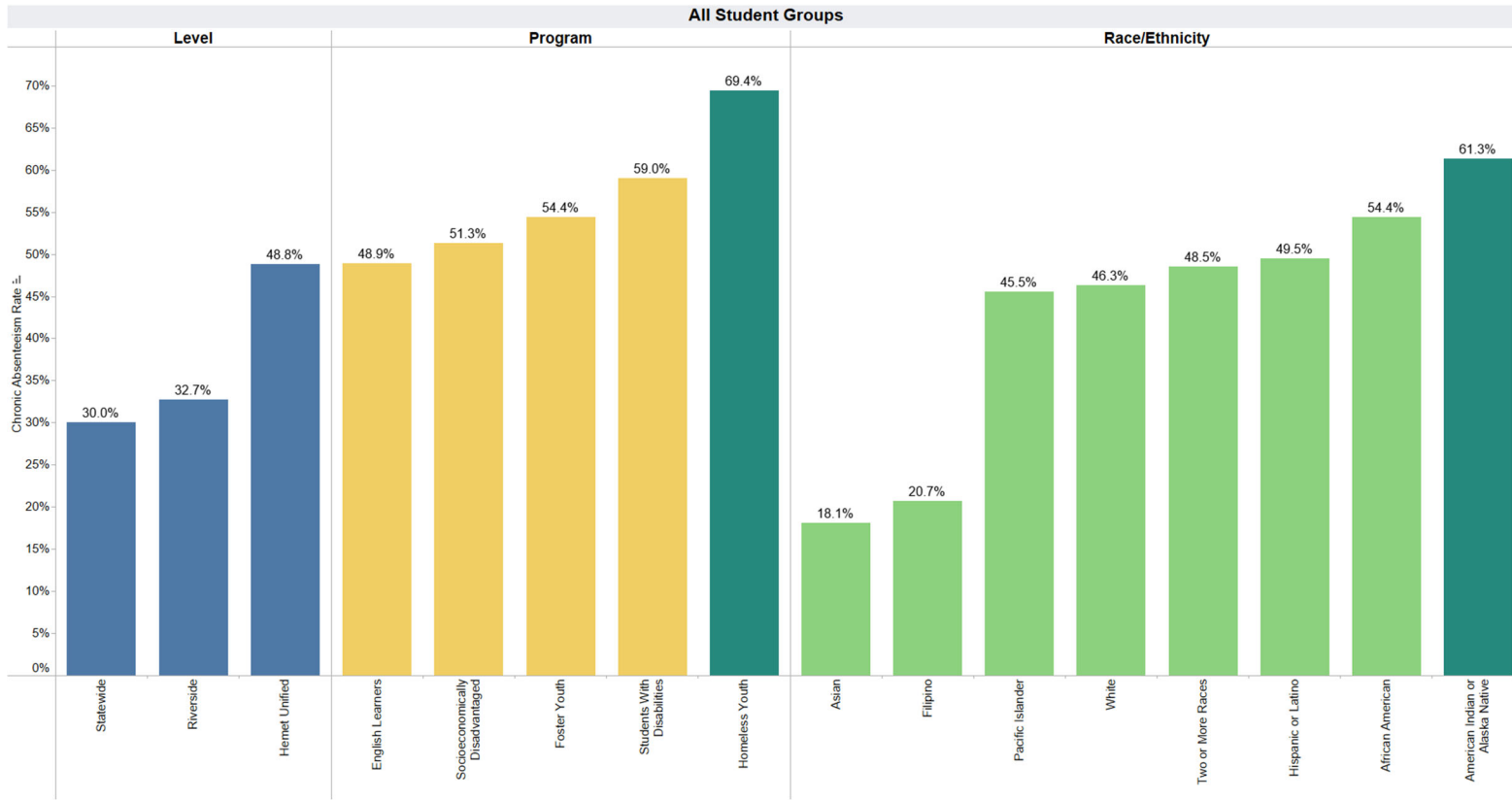
Goal

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

An explanation of why the LEA has developed this goal.

California Education Code 52064 (e)(5) directs school districts to develop goals in the Local Control Accountability plan to address persistently low outcomes by student groups subject to the Education Code. Student groups that demonstrate qualifying outcomes for three years or more are subject to this requirement.

Hemet Unified School District - Chronic Absenteeism - Goal #4



The intention of this goal is to facilitate actions/services for students subject to the intention of the underpinning California Education Code.

Analysis of student need indicates that attendance, as indicated by the Chronic Absenteeism metric, is a profound area of need and concern for both student groups.

A core rationale for the focus on chronic absenteeism is based on two main concepts. First, students who miss school are not present for the instruction necessary for learning. The correlating

driver of this goal is reflected in local data that indicates students who have 90% or better attendance are significantly more likely to achieve Level 3 or 4 scores on the ELA and math SBAC exams and less likely to be suspended from school.

The District plans to develop a student level Early Warning System to be used by site and district personnel for the purposes of identifying present or emerging trends of non-attendance where in non-attendance is a primary indicator of student distress and at-risk status of poor academic outcomes.

In the 2023-24 school year, this goal/action/service will specifically service the Homeless and American Indian student groups which are eligible for Differentiated Assistance.

Key Metrics addressed by Goal 4:

State Priorities: Parental Involvement, Other Student Outcomes

Student Performance Indicators: Chronic Absenteeism

Local Priorities: Parent Engagement

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
4A	Early Warning System	<p>The district will develop and implement a student-level Early Warning System. The system will identify student attendance trends, chronic absenteeism status, as well as other student related metrics. Staff will be trained in the use of the system and actively monitor student level outcomes for student groups included in this goal. The system will show the temporal relationship between interventions and changes in student attendance outcomes as well as associated metrics.</p> <p>In the 2023-24 school year, this goal/action/service will specifically service the Homeless and American Indian student groups.</p>	\$0.00	N
4B	Focus Group & Parent Consultations	<p>The District will develop a system of interactions with parents of each student group included in this goal. The interactions will focus on understanding the specific needs of each student group as well as review current services with the objective of calibrating services to the circumstances of the respective student group.</p> <p>In the 2023-24 school year, this goal/action/service will specifically service the Homeless and American Indian student groups.</p>	\$0.00	N

Goal Analysis for 2022-23 School Year

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

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

Analysis will be completed at the end of the 1st year of the goal in Spring, 2024.

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.

Analysis will be completed at the end of the 1st year of the goal in Spring, 2024. Currently, there are no costs associated with this goal.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis will be completed at the end of the 1st year of the goal in Spring, 2024.

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

Analysis will be completed at the end of the 1st year of the goal in Spring, 2024.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$84,579,408	\$10,643,027

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
38.34%	8.10%	\$16,729,034	46.43%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For the purposes of this section, the data and statistics are connected to publicly available data on the California Department of Education DataQuest website or based on calculations connected to downloadable data files for the same data sources on the DataQuest website.

For the sake of brevity, the following is a list of acronyms used in this section:

- EL: English Learner
- FY: Foster Youth
- SED: Socioeconomically Disadvantaged; this group is interchangeably referred to by the term low-income youth

1A – College, Career, & Life Opportunities: Whereas students who are not in an unduplicated pupil count group had a graduation rate of 84.3% as compared to socioeconomically disadvantaged students (81.2%), English Learners (69.1%), and Foster Youth (58.2%), the District

in continuing and further developing services related to ensuring students minimally graduate in four years as equally importantly graduate college and career ready.

These systems, as described in Actions 1A, focus on improving outcomes as measured by graduation rate, A-G completion, CTE pathway completion, as well as success in AP coursework. In order to address this outcome for SED, EL and Foster Youth, the District will renovate and further implement an interconnected array of services including comprehensive counseling services, support of Advanced Placement and International Baccalaureate programs, expanded Career Technical Education offerings, expanded course access to Languages other than English (the A-G “E” LOTE requirement), as well as continuing to ensure access to devices that are typical for educational experiences in the post-secondary setting.

These actions are being 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 we 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.

Elements of this action/service persist from the prior LCAP in the 2021-24 LCAP. The District has determined that these elements – in concert - have historically been effective in improving key indicators. Two key indicators that witnessed improved student outcomes are A-G rate and College and Career Readiness performance indicator. Since 2015, A-G completion has improved approximately 10% and in the last three years the CCI has improved from 32% to 40%.

The following response will equally address the following action/services as they work together to bring about improved and/or sustained outcomes as measured by Local Indicators:

1B – Leadership and Instructional Professional Development –

For reference, the action/service description is provided:

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 – In the third year of implementation of Common Core aligned ELA curriculum, 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. At most of the District’s secondary schools, the District also augments the standards implementation work with training targeting instructional strategies unique to the instruction of math in association with the GEAR UP granting agencies.
- 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.

Basis of Unduplicated Pupil Group Need:

As evidenced by the 2022 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner, Foster Youth, and Low Income student groups:

ELA: All Students: -60.7 points Distance from Standard (DFS) vs.

- Low Income: -67.4 DFS (6.7 DFS gap)
- English Learner: -99.6 DFS (38.9 DFS gap)
- Foster Youth: -76.3 DFS (15.6 DFS gap)

Math: All Students: -106.8 points Distance from Standard (DFS) vs.

- Low Income: -113.1 DFS (6.3 DFS gap)
- English Learner: -137.9 DFS (31.1 DFS gap)
- Foster Youth: -133.3 DFS (26.5 DFS gap)

The performance gaps shown above demonstrate the basis of student need where in professional development will better equip teachers to implement instructional strategies that allow for instruction to be differentiated based on student needs. Additionally, professional development will be provided – with respect to these student groups – to assist teachers in understanding the social/emotional needs of students who face barriers to education such as language acquisition, potential resource inequity, as well as instability often associated specifically with Foster Youth.

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.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by the relevant elements of the Implementation of Academic Standards Local Indicator. Specifically, these elements have substantially accounted for the sustained “Full Implementation” and/or “Full Implementation and Sustainability” for the Professional Development, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership subsets.

1F – Staffing Ratios – 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.

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. The nature of these gaps often varies and require a greater degree of individual attention. To this extent, this action is designed to provide increased 1:1 access to teachers to support and close learning gaps.

Basis of Unduplicated Pupil Group Need:

As evidenced by the 2022 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner, Foster Youth, and Low Income student groups:

ELA: All Students: -60.7 points Distance from Standard (DFS) vs.

- Low Income: -67.4 DFS (6.7 DFS gap)
- English Learner: -99.6 DFS (38.9 DFS gap)
- Foster Youth: -76.3 DFS (15.6 DFS gap)

Math: All Students: -106.8 points Distance from Standard (DFS) vs.

- Low Income: -113.1 DFS (6.3 DFS gap)
- English Learner: -137.9 DFS (31.1 DFS gap)
- Foster Youth: -133.3 DFS (26.5 DFS gap)

The performance gaps shown above demonstrate the basis of student need where in provide classroom environments with proportionally fewer students better allows teachers to provide instruction differentiated to match the specific needs of students quiring a second language, as well as the varied challenges of other student groups.

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.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by the support evidenced on survey data from staff (evidenced in open ended section), feedback from site administration, as well as input from labor partners.

Goal 2 – Systems of Support

2A – Student Re-engagement – For reference, the following is a description of the action/service:

This action/service is designed to specifically identify, intervene, and provide ongoing support on behalf of students when academic and/or social/emotional distress becomes evident.

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

outcomes for Students with Disabilities, Foster Youth, Low Income students, and all students (regardless of student group designation) who show signs of social/emotional and behavioral distress as measured by leading and lagging indicators.

22-23: This action/service will maintain the same scope yet benefit from deeper implementation as supported by Concentration “add on” funding. Additional teachers will be added to the “ATS” service above as well as additional mental health professionals supporting the “Student Services Support”.

The District views student suspension and chronic absenteeism as key indicators of student dis-engagement. Via the lens of Suspension Rate, the 2019 California Dashboard shows Foster Youth (10.9% Suspension Rate) and Socioeconomically Disadvantaged (5.4% Suspension Rate) youth have higher rates of suspension compared to all students (5.1%). In terms of Chronic Absenteeism, Foster Youth (19.4%) and Socioeconomically Disadvantaged (18.1%) exceed the district chronic absenteeism rate of 17.1%. It should be noted that Hemet USD has the second highest Chronic Absenteeism rate in Riverside County. Evident by these disparities, this action/service is specifically directed to these two unduplicated count groups. 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.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by several metrics. As evidenced by the 2019 California Dashboard, the District suspension rate decreased by 1.5%. Related to the supports delivered to Foster Youth, the associated Chronic Absenteeism rate decreased by 3.3%. Additionally, qualitative feedback from administrators and counselors supported the continuation of these services as well as adjustments in implementation to improve student outcomes.

2B – Literacy & Reading Intervention – In a recent districtwide assessment of reading comprehension as measured by the HMH Reading Inventory Lexile test, only 36% of students in Hemet Unified School District were reading at grade level. For English Learners and Socioeconomically disadvantaged students, this outcome was no more than 25%. On the 2019 California Dashboard, only 32.4% of socioeconomically disadvantaged students met or exceeded the standard as compared to 60.29% of those students who do not come from a socioeconomically disadvantaged background. This gap is even more profound for English Learners in that only 4.9% met or exceeded standard as compared to 40.3% who are not English Learners. To address the needs of both socioeconomically disadvantaged youth and English Learners, the District is further developing, expanding and refining the implementation of reading intervention services at both the elementary and secondary level. This action/service was supported by teacher and parents in separate survey instruments. In addition to program designs and curriculum specific to either student group, these groups will be specifically monitored with increased frequency and have additional support services directed to them as needed. Though this service may be offered to all students, these groups will have a disproportionately higher enrollment, and joined to the additional monitoring and intervention, we expect to see accelerated growth as compared to students not in these student groups as measured by Lexile metric assessments that will be administered to the entire district 5 times per year.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by several metrics. As evidenced by the 2019 California Dashboard, ELA scores for the District improved by 3.4 points DFM. This district wide gain was accelerated – as compared to all students – for socioeconomically disadvantaged youth (increased 4.5 points DFM) and Foster Youth (increased 11.8 points DFM). Additionally, local Lexile data from the 2020-21 school year indicates accelerated growth for those who received a modified implementation due to the COVID-19 pandemic.

2C – Extended Learning Opportunities – For reference, the following is a description of the action/service:

This action/service is designed to provide additional opportunities for at risk youth to recover credits as well as receive supplemental instruction, including:

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

As recorded by the 2019 California Dashboard, 88.3% of all students graduated from Hemet Unified School District. In comparison, only 65.5% of Foster Youth graduated, 85.1% of English Learners, as well as 87.8% of socioeconomically disadvantaged youth. Though the extended learning opportunities will be offered to all at risk students in Hemet USD, the following illustrate how these groups will receive differentiated services compared to all students:

- counselors will use specific monitoring systems to intentionally direct academic counseling services for foster youth in addition to specific support systems centered in the Student Services Division monitoring and intervening at the earliest signs of distress associated with a threat to graduation

- English Learners are subject to quarterly academic progress monitoring. To this extent, this additional monitoring will involve graduation progress monitoring to ensure this action/service is initiated as soon as possible. This higher frequency of integrated support exceed that which is otherwise delivered to all students absent for concern about student group status.
- Socioeconomically disadvantaged youth are currently indicating profound disengagement compared to youth who do not come from a socioeconomically disadvantaged background in the context of the COVID-19 pandemic. The shortfalls in course completion are prompting unprecedented expansion of extended learning opportunities to collectively improve the graduation rate. In that 82% of our students come from a socioeconomically disadvantaged background, this represents a preponderance of the student body. Counselors will be additionally monitoring graduation progress for socioeconomically disadvantaged students with a higher frequency and directing this resource accordingly.

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.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by several metrics. 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 for Foster Youth increased from 55% to 74% as well as students with disabilities increasing from 70% to 75%. 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 the 2018-19 to 2019-20 school year:

- English Learners: 32.4% increased to 36.2%
- Foster Youth: 18.2% increased to 23.7%
- Homeless Youth: 29.1% increased to 44.5%
- Students with Disabilities: 12.6% increased to 17.9%

Additionally, in the most recent LCAP student survey, 84% of student responded favorably with continued access to expanded course offerings.

This action is intended to improve measurable student outcomes,

C1 - 0/7th Period Classes - This action is intended to improve measurable student outcomes by increase student access to required coursework that ultimately is measured in both an increased graduation rate as well as increased A-G qualification (of which the Goal 2 metric of SBAC ELA and Mathematics is substantively connected) and CTE pathway completion rate.

C2 - Summer School - This action is intended to improve measurable student outcomes; this action is intended to improve measurable student outcomes by increase student access to required coursework that ultimately is measured in both an increased graduation rate as well as increased A-G qualification (of which the Goal 2 metric of SBAC ELA and Mathematics is substantively connected) and CTE pathway completion rate.

C3 - Credit Recovery - This action is intended to improve measurable student outcomes; this action is intended to improve measurable student outcomes by increase student access to required coursework that ultimately is measured in both an increased graduation rate as well as increased A-G qualification (of which the Goal 2 metric of SBAC ELA and Mathematics is substantively connected) and CTE pathway completion rate.

C4 - Additional Instructional Time – This action is intended to improve measurable student outcomes by increasing the time for available instruction that is materially connected to improved measurable outcomes as measured by SBAC ELA and Mathematics assessments.

C5 – Facility Support – This action is intended to improve the measurable student outcomes as described by the prior four elements of Action/Service C1-C4. Specifically, to facilitate increase access to coursework by extending the school day, providing before and after school (0/7th period) classes (inclusive of credit recovery coursework), the school must be open for a longer period of time in addition to absorbing increased wear and tear on the facility. To this extent, additional custodians materially support the above action/service elements by increasing and improving access to the facilities for student learning.

2F – Site Based Support – For reference, the description of the action/service is provided:

- **2F1 - Assistant Principals** - Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP.
- **2F2 – Increase Site Support** - LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services. Title I funding serves to further strategic intervention aligned with LCFF funded increased or improved services in a site directed manner.

This action service provides additional funding to address student needs at the school level. This funding is “wrapped” into the Single Plan for Student Achievement and is subject to each school’s needs assessment and impact analysis process as implemented by the respective School Site Council. In that this funding is designed to complement existing Title I resources designed to close equity gaps directed towards low income youth, this funding is used at the discretion and guidance of the School Site Council to support work around ELA & math achievement (using the strategies described in this section in Goal 1) as well as supporting social/emotional learning of youth, with a focus on socioeconomically disadvantaged youth. Historically, students from a socioeconomically disadvantaged background are at greater risk of not having both academic achievement or having adverse behavior events. With these conditions in mind, staff will use these funds to support all students but primarily using an approach to support socioeconomically disadvantaged youth. Under the same rationale, additional administrators are provided to ensure the delivery of these additional services as well as lower the student to staff ratio wherein they are more likely to intervene on behalf of student academic or behavioral distress.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by the evidence of effectiveness has been gathered in the School Site Council mediated plan analysis process. Feedback from site councils and administrators is favorable as to continue this action/service.

2F1 - Assistant Principals - This action is intended to improve the measurable student outcomes in the area of SBAC ELA and Math results (Goal 2 metrics), as well as fostering improved outcomes with student perception data in Goal 3, where in the increased prevalence of site administration allows for increased instructional supervision that specifically results in increased teacher facility and capacity to address shortcomings in academic or behavioral outcomes. Specifically, site administrators can specifically support identification and provision of intervention and/or credit recovery classes, provide “just in time” support and professional development to teachers, in addition to reducing variance in instructional practices across courses/grade levels where by tangibly decreasing gaps in measurable student outcomes across some student groups.

2F2 – Increase Site Support - 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.

This is a new action in the 2021-24 LCAP compared to prior LCAP iterations.

Goal 3 – Culture and Climate

3B – Parent Engagement – For reference, the action/service description is provided:

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.

Hemet Unified School District will facilitate and support school sites with parent participation as well as provide funding for the following programs and events across the District: ATP (Action Team for Partnerships is an “action arm” of the School Site Council that is charged with developing plans and implementing activities for parent and family engagement), Parent Engagement Leadership Initiative (PELI) , PTA’s

SMARTS Program, Parent Institute for Quality Education (PIQE), and other planned events. Based on internal data as well as family, student and staff survey data, this action/service provide accelerated improvement in school connectedness outcomes for the students and families of English Learners and Socioeconomically disadvantaged students. Though this action/service is provided to all families, we expect the continued improved outcomes for our at-risk youth.

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.

B1 - 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.

B2 - Parent Resource Center - This action is intended to improve the measurable outcomes by increasing parent access, engagement, and overall sense of being welcomed in the school setting as measured by the Parent Engagement Local Indicator on the California Dashboard. There is a historic pattern in Hemet USD where in students with poor academic and social/emotional outcomes have a higher correlation of having parents who feel disenfranchised and/or disconnected with the District, this action service is designed to improve communication with schools as well as provide a venue assist parents in supporting their student’s academic and social/emotional development.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by metrics that collectively for the Parent Engagement Local Indicator. Specifically, the LCAP Advisory Group rubric ratings and qualitative feedback indicated strong support for the current parent engagement structure as well as provided feedback on recommended improvements. Similar feedback was given in matching survey elements in the 2021 LCAP Parent Survey.

3C – Specialized Educational Outcomes - For reference, the action/service description is provided:

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 2023, there is continued interest in an online educational option. This action supports the continued implementation of this program offering as well as supporting additional support services.

Socioeconomically disadvantaged students have an ongoing need for learning environments that are flexible to the hardships this student groups experience. This action specifically considers the need for flexibility in the delivery model to match the needs of socioeconomically disadvantaged 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. The nature of these gaps often varies and require a greater degree of individual attention and is the basis of supporting continued implementation of the Academy of Innovation (online instruction and independent study setting that supports greater 1:1 access). Additionally, for some students who speak more than English or who have a personal or familiar guidance to be bilingual, this motivating factor is the basis to support the continued implementation of a Dual Immersion program described by this action.

This action is intended to improve the measurable outcomes by addressing student school connectedness and academic motivation – both of which connect to academic performance indicators such as SBAC ELA and Mathematics outcomes. In both contexts, Academy of Innovation (school of choice) and the Hemet Dual Language Academy, student enrollment is driven by student and family interest in specific program configurations. At the Academy of Innovation, instruction is delivered in an online and/or hybrid format. Largely associated with concerns around COVID-19, students at the Academy of Innovation seek a different format of instruction to minimize conflict with these concerns. Absent this action/service support, students would have the sole option of fully in person instruction which would be in conflict with the objective of student engagement in the learning process. In the context of HDLA, students and families seek the opportunity to have instruction designed to build biliteracy in English and Spanish. To this extent, their enrollment is based on interest and, similar to Academy of Innovation, promotes the perception metrics of School Connectedness and Academic Motivation.

To this extent, this action is designed to provide increased 1:1 access to teachers to support and close learning gaps.

This action is new to the LCAP in the 2021 school year.

3D – High Interest Student Engagement Opportunities – 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 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.

D1 - Afterschool Athletics – This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as after school athletics, school staff intends to leverage increased school engagement and connectedness into improved academic outcomes.

D2 - K-12 Music – This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as music, band and choir, school staff intends to leverage increased school engagement and connectedness into improved academic outcomes.

D3 – Elementary Athletics - This action is intended to improve the measurable outcomes by increasing student engagement as measured by sense of school connectedness. Anecdotal data strongly associates increased academic engagement with increased school connectedness. To this extent, by increased opportunity to engage in high interest activities, such as dramatically expanded opportunity and frequency of school or district athletic competitions that foreshadow experiences in the secondary grades, school staff intends to leverage increased school engagement and connectedness into improved academic outcomes.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by student survey questions on the topic of interest and school connectedness. In the most recent LCAP student survey, 87% of students indicated support for the opportunities described in this action. Of the same group of respondents, 98% responded feeling a strong sense of connectedness to school.

3E – Chronic Absenteeism - The District views chronic absenteeism as key indicators of student dis-engagement. In terms of Chronic Absenteeism, Foster Youth (50.2%) and Socioeconomically Disadvantaged (52.4%) exceed the district chronic absenteeism rate of 50.5%. Evident by these disparities, this action/service is specifically directed to these two unduplicated count groups. The actions proposed will intentionally surveil the risk factors as well as the endpoints 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 events, attendance rate as well the chronic absenteeism end point.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined the essential need for this service to continue but with significant renovations in strategy. 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.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In the 2021-22 school year, Hemet Unified School District planned for a total of **\$61,613,127** in Supplemental and Concentration Grant funding out of a total of **\$182,860,829** delivered via the Local Control Funding Formula (LCFF). The \$61,613,127 represented 33.69% of the LCFF amount described above. The 33.69%, also known as the Minimum Proportionality Percentage determines the amount of the Supplemental and Concentration Grant funds that must contribute to increased or improved services for English Learners, Foster Youth and/or Socioeconomically Disadvantaged students.

In the 2022-23 school year, Hemet Unified School District has a total of **\$75,707,949** in Supplemental and Concentration Grant funding out of a total of **\$196,180,323** delivered via the Local Control Funding Formula (LCFF). The \$75,707,949 represents 38.59% of the LCFF amount described above. The 38.59%, also known as the Minimum Proportionality Percentage determines the amount of the Supplemental and Concentration Grant funds that must contribute to increased or improved services for English Learners, Foster Youth and/or Socioeconomically Disadvantaged students. In addition, the District carry over 7.27% of the prior year’s funding in the amount of \$13,436,493.

In the 2023-24 school year, Hemet Unified School District has a total of **\$84,579,408** in Supplemental and Concentration Grant funding out of a total of **\$220,626,586** delivered via the Local Control Funding Formula (LCFF). The \$84,579,408 represents 38.34% of the LCFF amount described above. The 38.34%, also known as the Minimum Proportionality Percentage determines the amount of the Supplemental and Concentration Grant funds that must contribute to increased or improved services for English Learners, Foster Youth and/or Socioeconomically Disadvantaged students. In addition, the District will carry over 8.10% of the prior year’s funding in the amount of \$16,729,033.

Below is a brief outline of the base services that would be offered or how elements of the action/service would exist without the additional LCFF funding, thus establishing the basis of how the action/service description (described in the respective Goal above) is increased or improved:

Goal 1 – Teaching and Learning

College, Career, and Life Opportunities: 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.

Leadership and Instructional Professional Development: Absent LCFF Supplemental and Concentration funding, training for textbook adoptions would be made optional and would be absent coaching on implementation, improvement and differentiation based on the needs of English Learners as well as other instructional needs. Additionally, additional materials outside the physical textbook – used to support and enhance instruction – would not likely be purchased to support student learning. Lastly, administrative training would not likely be funded by the District outside that which is required by any legislation in place.

Professional Development Days: This support would not likely exist absent the additional LCFF Supplemental and Concentration.

Early Intervention: Absent LCFF Supplemental and Concentration funding, the base service that would be offered to students would be direct instruction by a teacher for both a shorter day as well as without the additional support of an instructional aid. Additionally, the preschool program (supplemented by Title I funding) would only have capacity according to the limitations of state and federal funding.

Staffing Ratio: Absent LCFF Supplemental and Concentration funding, class sizes would be both significantly larger as well as being staffed by credentialed 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.

Continuous Improvement: The purpose of this action/service is to provide additional as needed financial support to all other action/services that contribute to increase and/or improved services. To this extent, this action service would not exist absent LCFF Supplemental and Concentration funding.

Goal 2 – Systems of Support

English Learner Support: Absent LCFF Supplemental and Concentration funding, only state and federal mandated services would be provided including minimal monitoring. Additional support for students nor supplemental training for staff would be significantly minimized.

Extended Learning Opportunities: Absent LCFF Supplemental and Concentration funding, the only remedial coursework that would be offered would occur based on available seats during the school day only. Any additional time outside the day would be significantly minimized.

Literacy & Reading Intervention: Absent LCFF Supplemental and Concentration funding, any grade level focus on literacy would occur via the use of core instructional materials. There would likely not be additional teachers to provide targeted support to struggling readers, nor additional training for staff to address the unique needs of students who are unable to read by the end of 2nd grade. Reading intervention in the secondary setting would be significantly minimized and triaged to the most in need students.

Student Re-engagement: 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.

Site Based Support: Absent LCFF Supplemental and Concentration funding, the base service level of funding would be a minimal per pupil allocation sufficient to provide basic instructional supplies.

Continuous Improvement: The purpose of this action/service is to provide additional as needed financial support to all other action/services that contribute to increase and/or improved services. To this extent, this action service would not exist absent LCFF Supplemental and Concentration funding.

Goal 3 – Culture and Climate

Equitable Outcomes: Absent LCFF Supplemental and Concentration funding, this work would be significantly minimized and would exist to the extent of the professional capacity of the District staff outside of additional professional training and support.

High Interest Student Engagement Opportunities: 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.

Chronic Absenteeism: Absent LCFF Supplemental and Concentration funding, the additional support structure provided by both district and site-based intervention staff would be significantly minimized. Additional resources to train staff on the unique issues surrounding student distress in socioeconomically disadvantaged and foster youth and how this manifest in non-attendance leading to chronic absenteeism would be minimized or eliminated.

Parent Engagement & Support: 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.

Specialized Educational Options: Absent LCFF Supplemental and Concentration funding, all students – regardless of how the needs associated with coming from a socioeconomically disadvantaged background are supported in these environments – would attend a single, far less flexible traditional school configuration.

In addition to all the actions include in the prompt above, as well as the descriptions immediately above, Hemet USD will also provide the following actions/services on limited basis:

1E – Early Intervention – For reference, the action/service description is provided:

- **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.

Evidenced in a study by V. McLoyd (1998, *Am Psychologist*) poverty has detrimental effects on IQ, school achievement and socioemotional functioning. These detrimental effects are ameliorated by early instruction, thus supporting the emerging focus on transitional kindergarten. This action/service intentionally takes the risks and condition of socioeconomically disadvantaged students into account and tailors both access (pre-school) and the qualities/strategies of instruction into account to address the risks associated with a socioeconomically disadvantaged background. Though all students are provided this service, it is expected that gaps in achievement will not diverge as was the case prior to the installation of this action service in the prior 2017-20 LCAP.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has determined these elements to be effective as measured by TK/K matriculation rates and cohort analysis of Grade 2 Lexile assessment, local assessment as well as Grade 3 SBAC performance as compared to a matched cohort related to preschool support. In terms of Extended Day Kindergarten, the additional support is supported by teachers and administrators as well as open ended responses on the Parent LCAP survey.

2D – English Learner Support – For reference, the action/service description is provided:

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. These EL Leads also meet throughout the year to attend training and Hemet collaborate with other teachers. Additionally, EL teachers will receive instructional support from Teachers on Special Assignment to promote best instructional practices that translate to higher student achievement. Additionally, Imagine Learning is a computer based supplemental language and literacy program that we have used to target all our English Learners in grades K-5. It is a supplemental program and a goal of 100 minutes per week was set. As a part of the same system of support an additional direct service in the form of tutoring will be provided to EL students.

The support identified in this action reflects the District’s identified need to provide additional support in vocabulary development and comprehension that complements a core (base service) of an integrated ELA/ELD program with corresponding professional development services.

The District provides English Learner support in the following contexts:

- *Structured English Immersion* – the preponderance of instruction is provided in English yet the curriculum and presentation of learning materials is designed to support student in various phases of English acquisition

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.

As evidenced by the 2022 California Dashboard, only 6.3% of English Learners met or exceeded standard on the English Language Arts SBAC as compared to 37% of non-English Learners. Teacher training to provide differentiated instruction uniquely designed to address English Learners will join additional monitoring systems and supports to recognize and intervene early given signs of distress. We expect these “wrap around” type services for English Learners to accelerate improved outcomes as measured by local Lexile assessment, summative SBAC assessment, reclassification rate and overall graduation rate.

Elements of this action persist from the prior LCAP into the 2021-24 LCAP. The District has historic evidence of success – though recent data show increased challenge. This historic success is the basis a determination of effectiveness of strategy though the district plans to improve delivery of services to improve overall outcomes. determined these elements to be effective as measured by the California Dashboard. As evidenced on the 2019 Dashboard, in addition to small gains in ELA (+2.5 pts DFM), English Learners made significant gains (+10.2% in total students identified as “Prepared”) as compared to the “All” student group which saw increases of 6.4% in the number of students “Prepared”. Additional local indicators, along with qualitative data, emphasizes the impact of the work in supporting English Learners.

3A – Equitable Outcomes – For reference, the action/service description is provided:

This action/service is designed to investigate, identify and direct interventions to address gaps in equitable outcomes at both the program level or perspective of race/ethnicity.

The District is at an emerging level of implementation with regards to the system of Continuous Improvement as supported by the Carnegie Institute and the WestEd organization. This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. This work will support all district level divisions as well as support sites in similar improvement work.

The basis of this action is the continued and intentional implementation of the Continuous Improvement framework. The express goal is to deeply engage this framework to address gaps in achievement between at risk student groups and those performing at grade level. The strategies of this work intentionally seek to understand what the circumstances and conditions of the student groups are and how they relate to a lack of achievement. In this case, we are principally directing this work towards our socioeconomically disadvantaged youth yet as 82% of students are low income, we expect that many – if not all -students will benefit. Systems and change ideas will be developed based on the conditions and circumstances that have created inequitable outcomes for our socioeconomically disadvantaged students. Additionally, this process is also intentionally applied to our student groups – all of whom have membership in the socioeconomically disadvantaged student group – who are subject to Differentiated Assistance.

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

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

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

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

For the 2023-24 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%	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Classified</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrollment</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">CL Ratio</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td style="text-align: center;">686</td> <td style="text-align: center;">10381</td> <td style="text-align: center;">15.1:1</td> </tr> <tr> <td>Middle School</td> <td style="text-align: center;">169</td> <td style="text-align: center;">4071</td> <td style="text-align: center;">24.1:1</td> </tr> <tr> <td>High Schools</td> <td style="text-align: center;">321</td> <td style="text-align: center;">7164</td> <td style="text-align: center;">22.3:1</td> </tr> </tbody> </table>		Classified	Enrollment	CL Ratio	Elementary	686	10381	15.1:1	Middle School	169	4071	24.1:1	High Schools	321	7164	22.3:1
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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																		
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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 (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 aspects of the LCAP template 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, 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 site and district-level goals and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a need’s assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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).

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 97,188,227.41	\$ 86,754,495.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	A1	Career Technical Education Pathway Support	Yes	\$ 3,673,246	\$ 3,647,833
1	A2	College and Career Transition Support	Yes	\$ 719,966	\$ 801,525
1	A3	Expanded Counseling Services	Yes	\$ 5,409,433	\$ 5,156,994
1	A4	Access to College Preparatory Coursework	Yes	\$ 1,717,196	\$ 1,349,553
1	A5	Instructional Technology Integration and Support	Yes	\$ 12,048,441	\$ 4,727,560
1	B	Leadership and Instructional Professional Development	Yes	\$ 4,776,068	\$ 3,720,705
1	C	Site Based Instructional Coaching	No	\$ 1,407,635	\$ 1,407,635
1	D	Professional Development Days	Yes	\$ 1,562,824	\$ 1,562,824
1	E	Early Intervention	Yes	\$ 2,881,297	\$ 2,022,718
1	F	Lower Class Sizes	Yes	\$ 9,227,805	\$ 9,227,805
2	A	Student Re-engagement	Yes	\$ 9,554,230	\$ 7,583,325
2	B1	Elementary Reading Intervention	Yes	\$ 5,786,419	\$ 5,221,217

2	B2	Secondary Reading Intervention	Yes	\$	1,463,288	\$	1,271,672
2	B3	Tiered Literacy Intervention System - K-12	Yes	\$	6,508,844	\$	5,949,016
2	C1	Extended Learning Opportunities: 0/7th Period Classes	Yes	\$	441,567	\$	426,547
2	C2	Extended Learning Opportunities: Summer School	Yes	\$	1,447,168	\$	238,225
2	C3	Extended Learning Opportunities: Credit Recovery	Yes	\$	547,234	\$	338,406
2	C4	Extended Learning Opportunities: Additional Instructional Time	Yes	\$	4,273,383	\$	3,914,071
2	C5	Extended Learning Opportunities: Facility Support	Yes	\$	2,136,502	\$	1,852,913
2	2D	English Learner Support	Yes	\$	2,595,078	\$	2,364,335
2	2E	Homeless Supports	No	\$	466,157	\$	466,157
2	F1	Assistant Principal Support	Yes	\$	6,834,736	\$	8,453,306
2	F2	Site Directed Support	Yes	\$	3,582,006	\$	3,412,927
3	A	Equitable Outcomes	Yes	\$	183,336	\$	46,925
3	B1	Parent Engagement & Support: Parent Liaisons	Yes	\$	1,298,284	\$	1,151,783
3	B2	Parent Engagement & Support: Parent Resource Center	Yes	\$	812,830		\$866,860
3	C	Specialized Educational Options	Yes	\$	438,259	\$	3,857,868
3	D1	High Interest Student Engagement Opportunities	Yes	\$	1,384,990	\$	1,385,609
3	D2	High Interest Student Engagement Opportunities	Yes	\$	3,627,623	\$	3,551,540
3	D3	Elementary Athletics	Yes	\$	77,806	\$	49,146
3	E	Chronic Absenteeism	Yes	\$	304,575	\$	727,495

2022-23 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)
\$ 80,411,427	\$ 90,578,637	\$ 78,711,234	\$ 11,867,404	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	A1	Career Technical Education Pathway Support	Yes	\$ 3,673,246	\$ 3,647,832.48	0.00%	0.00%
1	A2	College and Career Transition Support	Yes	\$ 719,966	\$ 801,525.00	0.00%	0.00%
1	A3	Expanded Counseling Services	Yes	\$ 4,630,373	\$ 4,377,933.64	0.00%	0.00%
1	A4	Access to College Preparatory Coursework	Yes	\$ 1,549,477	\$ 1,181,834.00	0.00%	0.00%
1	A5	Instructional Technology Integration and Support	Yes	\$ 12,048,441	\$ 4,727,560.00	0.00%	0.00%
1	B	Leadership and Instructional Professional Development	Yes	\$ 4,776,068	\$ 3,720,705.00	0.00%	0.00%
1	D	Professional Development Days	Yes	\$ 1,562,824	\$ 1,431,420.00	0.00%	0.00%
1	E	Early Intervention	Yes	\$ 2,609,130	\$ 2,022,718.43	0.00%	0.00%
1	F	Lower Class Sizes	Yes	\$ 9,227,805	\$ 9,227,805.00	0.00%	0.00%
2	A	Student Re-engagement	Yes	\$ 9,554,230	\$ 7,583,324.70	0.00%	0.00%
2	B1	Elementary Reading Intervention	Yes	\$ 4,867,053	\$ 4,301,851.37	0.00%	0.00%
2	B2	Secondary Reading Intervention	Yes	\$ 1,463,288	\$ 1,271,672.17	0.00%	0.00%
2	B3	Tiered Literacy Intervention System - K-12	Yes	\$ 6,508,844	\$ 5,949,016.45	0.00%	0.00%
2	C1	Extended Learning Opportunities: 0/7th Period Classes	Yes	\$ 441,567	\$ 426,547.00	0.00%	0.00%
2	C2	Extended Learning Opportunities: Summer School	Yes	\$ 1,238,186	\$ 238,225.00	0.00%	0.00%

2	C3	Extended Learning Opportunities: Credit Recovery	Yes	\$ 547,234	\$ 338,406.00	0.00%	0.00%
2	C4	Extended Learning Opportunities: Additional Instructional Time	Yes	\$ 4,273,383	\$ 3,914,071.00	0.00%	0.00%
2	C5	Extended Learning Opportunities: Facility Support	Yes	\$ 2,136,502	\$ 1,852,912.96	0.00%	0.00%
2	2D	English Learner Support	Yes	\$ 2,595,078	\$ 2,364,335.00	0.00%	0.00%
2	F1	Assistant Principal Support	Yes	\$ 6,834,736	\$ 6,669,889.00	0.00%	0.00%
2	F2	Site Directed Support	Yes	\$ 1,952,496	\$ 1,783,417.00	0.00%	0.00%
3	A	Equitable Outcomes	Yes	\$ 183,336	\$ 46,925.00	0.00%	0.00%
3	B1	Parent Engagement & Support: Parent Liaisons	Yes	\$ 1,298,284	\$ 1,151,783.00	0.00%	0.00%
3	B2	Parent Engagement & Support: Parent Resource Center	Yes	\$ 53,836	\$ 107,866.00	0.00%	0.00%
3	C	Specialized Educational Options	Yes	\$ 438,259	\$ 3,857,868.00	0.00%	0.00%
3	D1	High Interest Student Engagement Opportunities	Yes	\$ 1,384,990	\$ 1,385,609.00	0.00%	0.00%
3	D2	High Interest Student Engagement Opportunities	Yes	\$ 3,627,623	\$ 3,551,540.25	0.00%	0.00%
3	D3	Elementary Athletics	Yes	\$ 77,806	\$ 49,146.00	0.00%	0.00%
3	E	Chronic Absenteeism	Yes	\$ 304,575	\$727,495	0.00%	0.00%

2022-23 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)
\$ 206,638,811	\$ 80,411,427	7.27%	46.19%	\$ 78,711,234	0.00%	38.09%	\$ 16,729,034.20	8.10%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 106,588,121	\$ 1,725,095	\$ -	\$ 4,989,185	113,302,401	\$ 77,199,880	\$ 36,102,521

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	A1	Career Technical Education Pathway Support	All	\$ 3,722,271	\$ -	\$ -	\$ -	\$ 3,722,271
1	A2	College and Career Transition Support	Socioeconomically Disadvantaged	\$ 667,268	\$ -	\$ -	\$ -	\$ 667,268
1	A3	Expanded Counseling Services	Socioeconomically Disadvantaged	\$ 5,395,836	\$ -	\$ -	\$ 708,388	\$ 6,104,224
1	A4	Access to College Preparatory Coursework	Socioeconomically Disadvantaged	\$ 1,550,014	\$ -	\$ -	\$ 232,153	\$ 1,782,167
1	A5	Instructional Technology Integration and Support	Socioeconomically Disadvantaged	\$ 19,012,237	\$ -	\$ -	\$ -	\$ 19,012,237
1	B	Leadership and Instructional Professional Development	All	\$ 5,364,020	\$ -	\$ -	\$ -	\$ 5,364,020
1	C	Site Based Instructional Coaching	All	\$ 1,557,206	\$ -	\$ -	\$ -	\$ 1,557,206
1	D	Professional Development Days	All	\$ -	\$ 1,725,095	\$ -	\$ -	\$ 1,725,095
1	E	Early Intervention	All	\$ 1,186,826	\$ -	\$ -	\$ 277,759	\$ 1,464,585
1	F	Lower Class Sizes	All	\$ 9,796,149	\$ -	\$ -	\$ -	\$ 9,796,149
2	A	Student Re-engagement	Socioeconomically Disadvantaged	\$ 9,608,054	\$ -	\$ -	\$ -	\$ 9,608,054
2	B1	Elementary Reading Intervention	All	\$ 5,602,416	\$ -	\$ -	\$ 659,896	\$ 6,262,312
2	B2	Secondary Reading Intervention	All	\$ 1,454,964	\$ -	\$ -	\$ -	\$ 1,454,964
2	B3	Tiered Literacy Intervention System - K-12	All	\$ 6,687,083	\$ -	\$ -	\$ -	\$ 6,687,083
2	C1	Extended Learning Opportunities: 0/7th Period Classes	All	\$ 513,309	\$ -	\$ -	\$ -	\$ 513,309
2	C2	Extended Learning Opportunities: Summer School	All	\$ 1,145,492	\$ -	\$ -	\$ -	\$ 1,145,492
2	C3	Extended Learning Opportunities: Credit Recovery	All	\$ 548,877	\$ -	\$ -	\$ -	\$ 548,877
2	C4	Extended Learning Opportunities: Additional Instructional Time	All	\$ 4,707,633	\$ -	\$ -	\$ -	\$ 4,707,633
2	C5	Extended Learning Opportunities: Facility Support	All	\$ 2,128,629	\$ -	\$ -	\$ -	\$ 2,128,629
2	2D	English Learner Support	English Learner	\$ 3,031,447	\$ -	\$ -	\$ -	\$ 3,031,447
2	2E	Homeless Supports	Homeless	\$ -	\$ -	\$ -	\$ 526,433	\$ 526,433
2	F1	Assistant Principal Support	All	\$ 7,374,807	\$ -	\$ -	\$ -	\$ 7,374,807
2	F2	Site Directed Support	Socioeconomically Disadvantaged	\$ 1,992,116	\$ -	\$ -	\$ 1,411,899	\$ 3,404,015

3	A	Student Outcome Monitoring	Differentiated Assistance Groups	\$ 188,186	\$ -	\$ -	\$ -	\$ 188,186
3	B1	Parent Engagement & Support: Parent Liaisons	Socioeconomically Disadvantaged	\$ 1,404,459	\$ -	\$ -	\$ -	\$ 1,404,459
3	B2	Parent Engagement & Support: Parent Resource Center	Socioeconomically Disadvantaged	\$ 90,636	\$ -	\$ -	\$ 1,172,657	\$ 1,263,293
3	C	Specialized Educational Options	All	\$ 3,222,010	\$ -	\$ -	\$ -	\$ 3,222,010
3	D1	High Interest Student Engagement Opportunities	All	\$ 1,297,198	\$ -	\$ -	\$ -	\$ 1,297,198
3	D2	High Interest Student Engagement Opportunities	All	\$ 5,966,500	\$ -	\$ -	\$ -	\$ 5,966,500
3	D3	Elementary Athletics	All	\$ 825,636	\$ -	\$ -	\$ -	\$ 825,636
3	E	Chronic Absenteeism	All	\$ 546,842	\$ -	\$ -	\$ -	\$ 546,842
4	A	Early Warning System	American Indian, Homeless	\$ -	\$ -	\$ -	\$ -	\$ -
4	B	Parent Group & Parent Consultations	American Indian, Homeless	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2023-24 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
\$ 220,626,586	\$ 84,579,408	38.34%	8.10%	46.44%	\$ 105,030,915	0.00%	47.61%	Total:	\$ 105,030,915
								LEA-wide Total:	\$ 100,624,456
								Limited Total:	\$ 4,406,459
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	A1	Career Technical Education Pathway Support	Yes	LEA-wide	All	High Schools	\$ 3,722,271	0.00%
1	A2	College and Career Transition Support	Yes	LEA-wide	Low-income	High Schools	\$ 667,268	0.00%
1	A3	Expanded Counseling Services	Yes	LEA-wide	Low-income	All	\$ 5,395,836	0.00%
1	A4	Access to College Preparatory Coursework	Yes	LEA-wide	Low-income	High Schools	\$ 1,550,014	0.00%
1	A5	Instructional Technology Integration and Support	Yes	LEA-wide	All	All	\$ 19,012,237	0.00%
1	B	Leadership and Instructional Professional Development	Yes	LEA-wide	All	All	\$ 5,364,020	0.00%
1	C	Site Based Instructional Coaching	No	LEA-wide		All	\$ -	0.00%
1	D	Professional Development Days	No	LEA-wide		All	\$ -	0.00%
1	E	Early Intervention	Yes	Limited	All	Elementary	\$ 1,186,826	0.00%
1	F	Lower Class Sizes	Yes	LEA-wide	All	All	\$ 9,796,149	0.00%
2	A	Student Re-engagement	Yes	LEA-wide	Low-income	All	\$ 9,608,054	0.00%
2	B1	Elementary Reading Intervention	Yes	LEA-wide	All	Elementary	\$ 5,602,416	0.00%
2	B2	Secondary Reading Intervention	Yes	LEA-wide	All	Secondary	\$ 1,454,964	0.00%
2	B3	Tiered Literacy Intervention System - K-12	Yes	LEA-wide	All	All	\$ 6,687,083	0.00%
2	C1	Extended Learning Opportunities: 0/7th Period	Yes	LEA-wide	All	All	\$ 513,309	0.00%
2	C2	Extended Learning Opportunities: Summer	Yes	LEA-wide	All	Secondary	\$ 1,145,492	0.00%
2	C3	Extended Learning Opportunities: Credit Recovery	Yes	LEA-wide	All	High Schools	\$ 548,877	0.00%
2	C4	Extended Learning Opportunities: Additional	Yes	LEA-wide	All	All	\$ 4,707,633	0.00%
2	C5	Extended Learning Opportunities: Facility Support	Yes	LEA-wide	All	All	\$ 2,128,629	0.00%
2	2D	English Learner Support	Yes	Limited	English Learners	All	\$ 3,031,447	0.00%
2	2E	Homeless Supports	No	Limited		All	\$ -	0.00%
2	F1	Assistant Principal Support	Yes	LEA-wide	All	All	\$ 7,374,807	0.00%
2	F2	Site Directed Support	Yes	LEA-wide	All	All	\$ 1,992,116	0.00%
3	A	Student Outcome Monitoring	Yes	Limited	All	All	\$ 188,186	0.00%
3	B1	Parent Engagement & Support: Parent Liaison	Yes	LEA-wide	All	Elementary & Middle Schools	\$ 1,404,459	0.00%
3	B2	Parent Engagement & Support: Parent Resource	Yes	LEA-wide	Low-income	All	\$ 90,636	0.00%
3	C	Specialized Educational Options	Yes	LEA-wide	All	Academy of Innovation, Dual Language Academy	\$ 3,222,010	0.00%
3	D1	High Interest Student Engagement Opportunity	Yes	LEA-wide	All	Secondary	\$ 1,297,198	0.00%
3	D2	High Interest Student Engagement Opportunity	Yes	LEA-wide	All	All	\$ 5,966,500	0.00%
3	D3	Elementary Athletics	Yes	LEA-wide	All	Elementary	\$ 825,636	0.00%
3	E	Chronic Absenteeism	Yes	LEA-wide	Foster Youth	All	\$ 546,842	0.00%
4	A	Early Warning System	No	LEA-wide		All	\$ -	0.00%
4	B	Parent Group & Parent Consultations	No	LEA-wide		All	\$ -	0.00%
							\$ -	0.00%