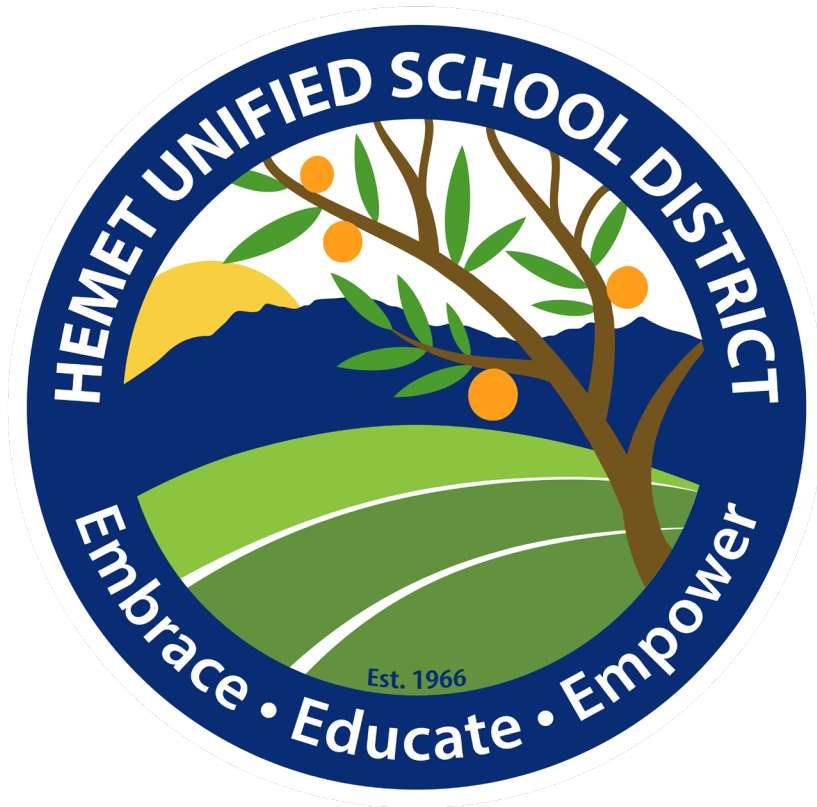


2026-27 LCAP



Local Control Accountability Plan

LCFF Budget Overview for Parents

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

CDS Code: 33 67082 0000000

School Year: 2026-27

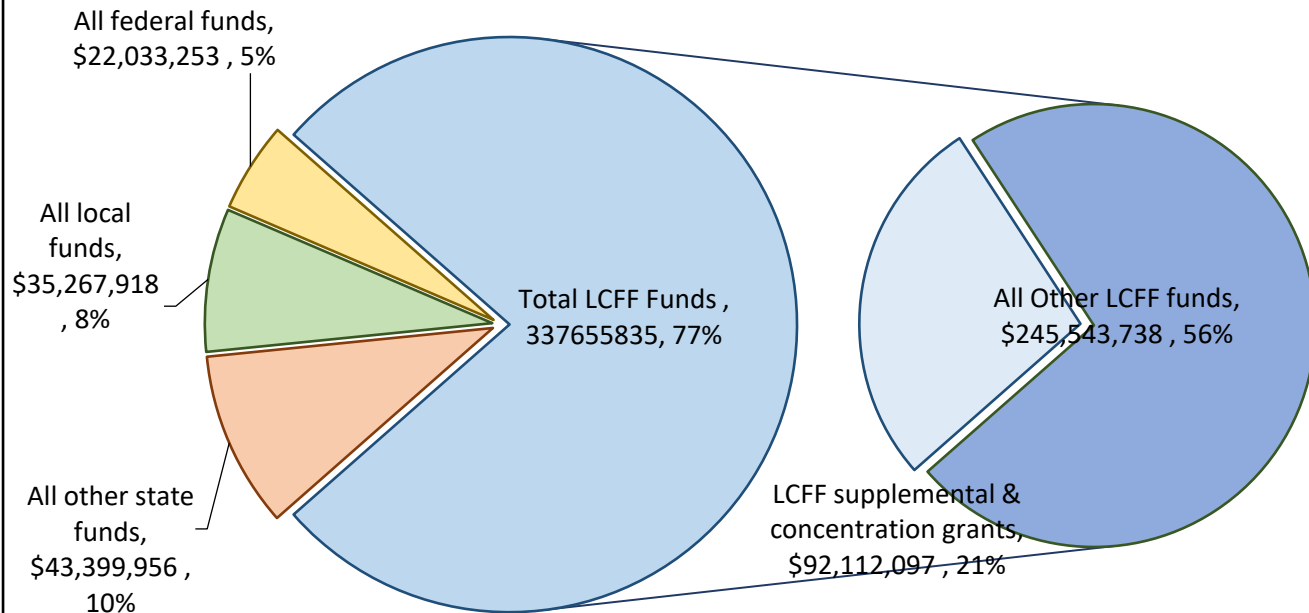
LEA contact information: Christi Barrett, Ph.D.

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 2026-27 School Year

Projected Revenue by Fund Source

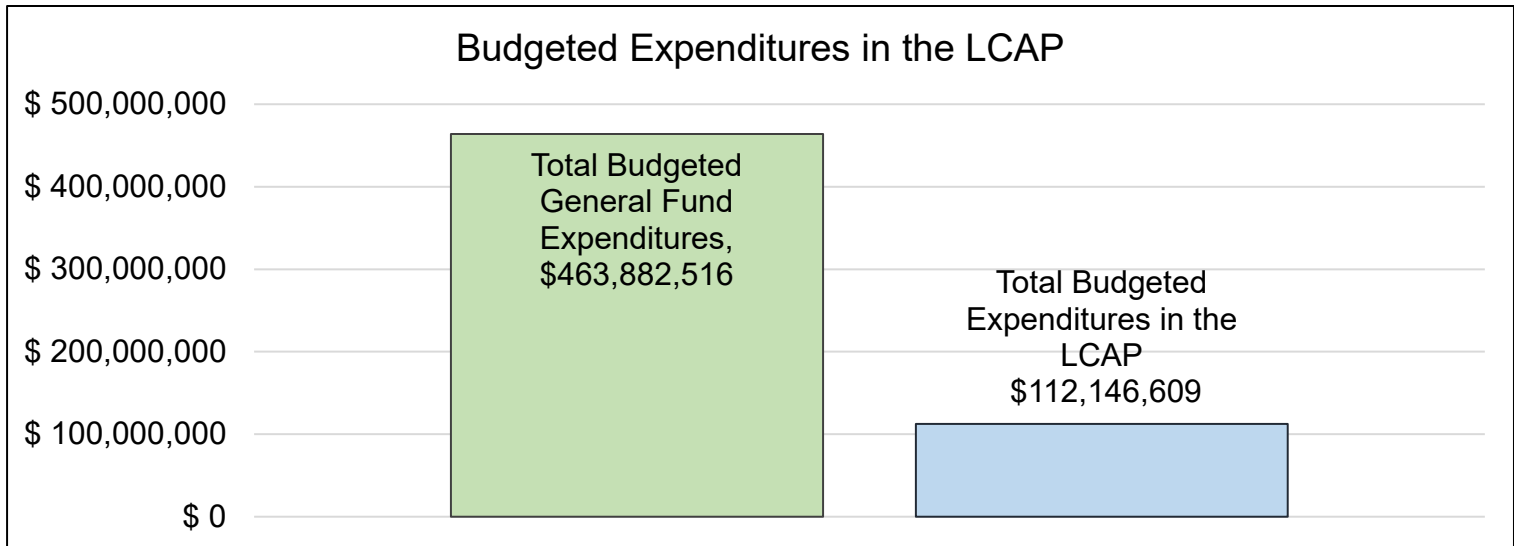


This chart shows the total general purpose revenue Hemet Unified School District expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Hemet Unified School District is \$438,356,962.00, of which \$337,655,835.00 is Local Control Funding Formula (LCFF), \$43,399,956.00 is other state funds, \$35,267,918.00 is local funds, and \$22,033,253.00 is federal funds. Of the \$337,655,835.00 in LCFF Funds, \$92,112,097.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 2026-27. 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 \$463,882,516.00 for the 2026-27 school year. Of that amount, \$112,146,609.36 is tied to actions/services in the LCAP and \$351,735,906.64 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 support the District's base educational program and core operational services. These expenditures include classroom teachers and school support staff funded through the base program, district office administrative and support services, maintenance and operations, facilities, student transportation, utilities, insurance, debt service, and other required instructional, operational, and student support costs. These services are necessary for the District to operate schools and provide the basic educational program for all students, but they are not separately listed as LCAP actions/services because they are not specifically identified as actions to increase or improve services for high-needs students.

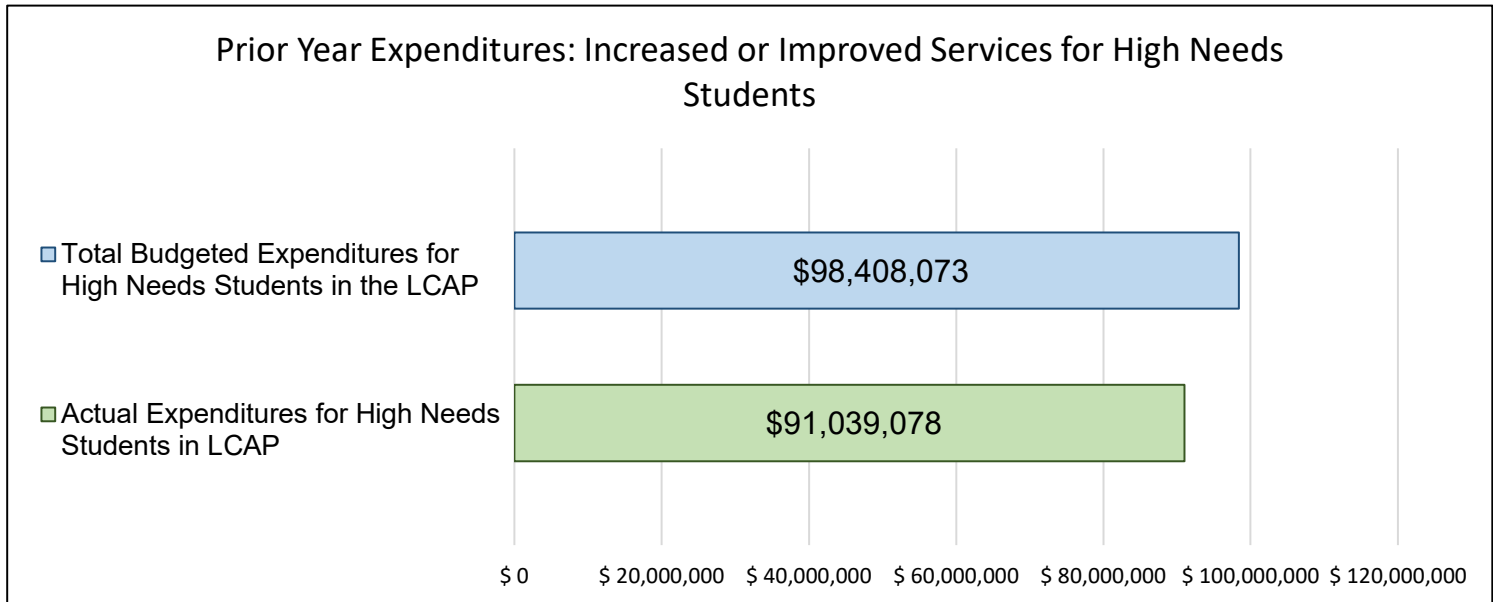
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

LCFF Budget Overview for Parents

In 2026-27, Hemet Unified School District is projecting it will receive \$92,112,097.00 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 \$96,251,711.00 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 2025-26



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 2025-26, Hemet Unified School District's LCAP budgeted \$98,408,073.00 for planned actions to increase or improve services for high needs students. Hemet Unified School District actually spent \$91,039,078.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$7,368,995.00 had the following impact on Hemet Unified School District's ability to increase or improve services for high needs students:

In 2025–26, Hemet Unified School District budgeted \$91,849,477 for actions and services to increase or improve services for high-needs students and estimated actual expenditures of \$91,039,078, a difference of \$810,399, or less than 1% of the planned amount. This amount will be carried over into the 2026-27 LCAP. This difference did not materially reduce the District's ability to implement the planned increased or improved services. The variance was primarily related to staffing and vacancy timing, onboarding and training, professional learning schedules, substitute and extra-duty costs, materials and supplies, and timing of contracted services. The District substantially implemented the planned LCAP actions/services and maintained supports for foster youth, English learners, and low-income students through academic intervention, counseling, expanded learning, English Learner supports, attendance and re-engagement supports, parent engagement, professional learning, technology, lower class sizes, and site-based supports.

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 2026-27

General Information

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

The Hemet Unified School District serves approximately 22,129 students, an increase from approximately 21,995 students in the prior year, across a diverse 647-square-mile service area with 26 school sites in remote rural, suburban, and urban settings. As shown on the 2025 California Dashboard, the California Department of Education identifies 19,314 HUSD students, or 87.3%, as Socioeconomically Disadvantaged; 2,998 students, or 13.5%, as English Learners; and 272 students, or 1.2%, as Foster Youth. In addition, 513 students, or 2.3%, are identified as Homeless, and 3,878 students, or 17.5%, are Students with Disabilities. Compared with the prior year, the percentage of Socioeconomically Disadvantaged students increased from 86.8% to 87.3%, while the percentage of English Learners decreased from 13.8% to 13.5% and Foster Youth decreased from 1.4% to 1.2%.

HUSD serves students from the areas of Hemet, San Jacinto, Valle Vista, Aguanga, Anza, Garner Valley, and Idyllwild. Hispanic students represent the largest student group at 15,492 students, or 70% of total enrollment. The next largest student groups are White students at 3,441 students, or 15.5%; African American students at 1,712 students, or 7.7%; and students identifying as Two or More Races at 925 students, or 4.2%. Smaller student groups include Filipino students at 0.9%, Asian students at 0.7%, American Indian students at 0.6%, and Pacific Islander students at 0.3%. These demographics reinforce the need for culturally responsive communication, targeted academic and behavioral supports, and ongoing monitoring of outcomes for student groups furthest from opportunity.

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

Hemet Unified School District (HUSD) organizes its systemwide improvement efforts around four core priority areas that drive district planning and accountability: **Champion Student Success, Cultivate High-Performing Teams, Strengthen Community Confidence**, and

Careful and Responsible Management of Resources. These areas are grounded in the district’s mission to *Embrace, Educate, and Empower* every student and reflect a commitment to equity, excellence, and coherence across schools. Each priority area is associated with aligned goals, measurable outcomes, and key strategies such as improved graduation and A–G completion rates, staff professional development, family engagement initiatives, and transparent use of fiscal and human capital resources.

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

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

CORE VALUES

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

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

2024-25 Cohort:

- Alessandro High School
- Academy of Innovation
- Whittier Elementary School

2025-26 Cohort:

- Fruitvale Elementary School

- Jacob Wiens Elementary School

2026-27 Update

- The schools (shown above) continue with either reiterated identification or with residual funding for prior years in the 2026-27 LCAP.

Reflections: Annual Performance

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

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

College & Career Indicator: The District as a whole improved to a Blue performance level, with an overall preparedness rate of 59.1%, compared with 49.0% in the prior year, reflecting an increase of 10.1 percentage points. This represents a substantial improvement in the District's work to ensure students graduate with evidence of postsecondary readiness. In the current year, the following student groups trail the 59.1% "All Students" preparedness rate by 10 percentage points or more: African American students (43.8% prepared, increased by 10.0%), English Learners (39.1% prepared, increased by 15.2%), Students with Disabilities (30.9% prepared, increased by 8.6%), Foster Youth (26.5% prepared, increased by 8.8%), Homeless students (40.4% prepared, increased by 8.6%), and Long-Term English Learners (41.5% prepared, increased by 16.8%). While the overall improvement is significant, these gaps reinforce the need to continue strengthening counseling, A–G access, CTE pathway completion, credit recovery, and targeted college/career transition supports for students furthest from opportunity.

Graduation Rate: The District as a whole improved and maintained a Green performance level, with 92.2% of students graduating, up from 90.4% in the prior year. This reflects a continued multiyear positive trend, increasing from 88.3% in 2019 to 92.2% in 2025. English Learners increased to 88.5%, African American students increased to 88.3%, Socioeconomically Disadvantaged students increased to 92.1%, Hispanic students increased to 93.2%, and Long-Term English Learners increased to 90.2%. However, Foster Youth declined to 64.7% and were identified in the Red performance level, while Students with Disabilities were at 77.5% and Homeless students were at 87.4%. These outcomes demonstrate overall system progress while reinforcing the need for targeted reengagement, credit monitoring, counseling, and transition supports for student groups with lower graduation outcomes.

English Language Arts: The District as a whole improved and maintained a Yellow performance level, with students performing 49.5 points below standard, an improvement of 6.3 points from the prior year. This continues the District's upward trajectory from 62.3 points below standard in 2023 and 55.7 points below standard in 2024. Several student groups demonstrated growth, including African American students, who improved by 10.8 points; English Learners, who improved by 7.7 points; Socioeconomically Disadvantaged students, who improved by 6.2 points; Students with Disabilities, who improved by 7.3 points; and White students, who improved by 6.7 points. However, American Indian students, Foster Youth, and Homeless students were identified in the Red performance level, while English Learners, Long-

Term English Learners, and Students with Disabilities remain substantially below standard. These findings reinforce the continued need for literacy intervention, standards-aligned instruction, progress monitoring, and professional learning focused on accelerating outcomes for student groups with the greatest academic need.

Mathematics: The District as a whole improved and maintained an Orange performance level, with students performing 98.5 points below standard, an improvement of 5.3 points from the prior year. This represents continued progress from 106.9 points below standard in 2023 and 103.8 points below standard in 2024. English Learners improved by 5.7 points, African American students improved by 5.5 points, Socioeconomically Disadvantaged students improved by 5.4 points, Hispanic students improved by 5.0 points, and Long-Term English Learners improved by 6.7 points. Despite this growth, American Indian students, Foster Youth, Homeless students, and Students with Disabilities were identified in the Red performance level, and the District remains nearly 100 points below standard overall. These outcomes indicate that mathematics continues to be a high-priority area for systemwide instructional alignment, intervention, progress monitoring, and differentiated supports.

English Learner Progress Indicator: The District improved to a Yellow performance level, with 43.0% of English Learners making progress toward English language proficiency, an increase of 2.4 percentage points from the prior year. Long-Term English Learners were identified in the Green performance level, with 45.8% making progress, an increase of 4.2 percentage points. These results represent improvement in English language acquisition outcomes; however, English Learner and Long-Term English Learner performance in ELA and Mathematics remains below the All Students outcome, reinforcing the need to continue designated and integrated ELD, LTEL monitoring, reclassification supports, and differentiated access to grade-level instruction.

Chronic Absenteeism: The District as a whole declined to 32.3% chronically absent, improving by 1.2 percentage points from the prior year, while remaining in the Orange performance level. This continues a multiyear improvement from 50.5% in 2022, 37.4% in 2023, and 33.4% in 2024. However, chronic absenteeism remains a significant systemic challenge. Six student groups were in the Red performance level and seven were in Orange. Student groups with especially elevated chronic absenteeism include Homeless students (59.9%), Pacific Islander students (54.7%), American Indian students (47.0%), Foster Youth (46.2%), Students with Disabilities (38.5%), Long-Term English Learners (34.8%), and Socioeconomically Disadvantaged students (34.2%). These findings reinforce the need for continued attendance outreach, barrier removal, family engagement, early warning systems, and reengagement supports.

Suspension Rate: The District as a whole declined to 3.4% suspended at least one day, improving by 1.6 percentage points from the prior year and moving to a Green performance level. This reflects a significant reduction from 6.3% in 2023 and 5.1% in 2024. Multiple student groups improved, including African American students, who declined to 7.7%; English Learners, who declined to 3.1%; Homeless students, who declined to 4.5%; Socioeconomically Disadvantaged students, who declined to 3.6%; Students with Disabilities, who declined to 6.7%; and White students, who declined to 3.7%. Foster Youth remained in the Red performance level at 12.1%, while American Indian students were at 10.9% and African American students remained above the District average. These results demonstrate the positive impact of behavior supports, restorative practices, and alternatives to suspension, while also reinforcing the need to continue targeted intervention for groups experiencing disproportionate exclusionary discipline.

Science: Although Science is presented for informational purposes and is not used for accountability determinations, the District performed in the Orange level, with students scoring 42.2 points above standard and maintaining performance from the prior year. Foster Youth, Long-Term English Learners, and Students with Disabilities were identified in the Red performance level, while Socioeconomically Disadvantaged students were in Orange and English Learners were in Yellow. These outcomes reinforce the need to continue supporting standards implementation, access to high-quality science instruction, and professional learning aligned to the Next Generation Science Standards.

The following schools (with associated student groups with red indicators) within the district received the lowest performance level on one or more state indicators on the 2023 Dashboard. These schools are the basis of Goal 4 – Disproportionate Outcomes - and will be monitored for the duration of the 3 year cycle of the LCAP.

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

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

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

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

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

Students with Disabilities: Dashboard Progress, CIM Alignment, and LCAP Connection

Students with Disabilities demonstrated measurable progress in several areas, while continuing to reflect significant need in academic achievement, attendance, and postsecondary readiness. On the California Dashboard, Students with Disabilities improved in English Language Arts by 7.3 points, although they remained 121.3 points below standard. In Mathematics, Students with Disabilities remained 161.3 points below standard, maintaining performance with a 0.2 point change. These outcomes indicate that progress is occurring, particularly in ELA, but that Students with Disabilities continue to require targeted instructional support, inclusive access to grade-level standards, intervention, and progress monitoring.

Key Dashboard outcomes for Students with Disabilities include:

- **ELA:** 121.3 points below standard; increased 7.3 points

- **Mathematics:** 161.3 points below standard; maintained 0.2 points
- **Chronic Absenteeism:** 38.5%; increased 0.7 percentage points
- **Suspension Rate:** 6.7%; declined 1.9 percentage points
- **Graduation Rate:** 77.5%; maintained 0.5 percentage points
- **College/Career Indicator:** 30.9% prepared; increased 8.6 percentage points

These outcomes reinforce the importance of maintaining LCAP actions connected to Literacy and Reading Intervention, Instructional Professional Development, Student Outcome Monitoring and Continuous Improvement, Specialized Educational Options, Expanded Counseling Services, Student Re-engagement, Alternative to Suspension, and Chronic Absenteeism. In particular, the reduction in suspension demonstrates positive movement in preserving access to instruction, while the increase in chronic absenteeism identifies a continuing need to strengthen attendance supports, family communication, school connectedness, and barrier removal.

The District's CIM Plan provides an aligned improvement structure that directly supports these LCAP actions. Through the CIM process, Hemet USD has focused on strengthening access to general education, improving the IEP development process, supporting staff implementation, and creating more consistent systems for early intervention. The District reported improvement in Least Restrictive Environment, with Students with Disabilities served in general education 80% or more of the day increasing from 51.01% to 56.32%, and students served in general education 40% or less of the day decreasing from 21.05% to 18.1%. The CIM work also reports that unique suspensions for Students with Disabilities decreased from 423 in 2023–24 to 292 in 2024–25, which aligns with the Dashboard improvement in suspension outcomes.

The District's Compliance and Improvement Monitoring Plan is directly aligned to multiple LCAP actions and services, particularly those designed to improve outcomes for Students with Disabilities. The CIM Plan focuses on strengthening staff capacity to support Students with Disabilities in general education settings, improving the IEP development process, standardizing SIT/SST practices, refining master scheduling to support access to FAPE and diploma pathways, and strengthening parent communication. These strategies directly support LCAP actions connected to Student Re-engagement, Specialized Educational Options, Instructional Professional Development, Student Outcome Monitoring and Continuous Improvement, Chronic Absenteeism, and Parent Engagement and Support.

LCAP – CIM Alignment

LCAP-to-CIM alignment is found in the following actions/services:

- **1D – Student Re-engagement:** Aligns to suspension reduction, Tier 1/Tier 2 behavior supports, ATS, restorative practices, behavior intervention, and ADVANCE classroom supports.
- **1G – Specialized Educational Options:** Aligns to LRE, FAPE, inclusive access, continuum of services, IEP implementation, and specialized program supports.

- **1I – Chronic Absenteeism:** Aligns to the CIM use of attendance data to identify students needing IEP audits, barrier review, and targeted supports.
- **2A – Instructional Professional Development:** Aligns to staff capacity-building for inclusive instruction, classroom structure, behavior supports, and general education access.
- **2B – Leadership & New Teacher Professional Development:** Aligns to administrator calibration, new administrator onboarding, AP Academy, intern teacher support, and principal coaching.
- **2D – Student Outcome Monitoring & Continuous Improvement:** Serves as the primary LCAP action for integrating CIM monitoring, IEP audit data, SIT/SST data, compliance dashboards, suspension data, attendance data, and LRE outcomes.
- **3A – Parent Engagement & Support:** Aligns to special education parent communication, newsletters, parent advisory input, and post-IEP parent experience surveys.
- **Goal 4 – Resource Alignment:** Supports the infrastructure needed for implementation, including staffing alignment, scheduling systems, dashboards, compliance tools, and coordinated service delivery.

The CIM – LCAP alignment is functionally operationalized in the following contexts:

- **Staff training and coaching** to support Students with Disabilities in general education settings
- **Tier 1 and Tier 2 behavior training** for targeted classrooms
- **ADVANCE classroom-based support** for classroom management, adult-student interactions, and student outcomes
- **Standardized SIT/SST processes** to strengthen early intervention before referral
- **IEP audits and follow-up coaching** to improve alignment from present levels to goals, services, and implementation
- **Master scheduling work** to improve access to the continuum of services and graduation pathways
- **Parent communication strategies**, including newsletters, advisory input, and post-IEP experience surveys

The connection between Dashboard outcomes, CIM implementation, and LCAP actions demonstrates the District's interest and progress in moving from isolated compliance monitoring toward a more coherent improvement system. The progress in suspension, LRE, IEP compliance, and parent communication suggests that the District's actions are producing positive movement. At the same time, continued low academic performance, elevated chronic absenteeism, and lower graduation and college/career outcomes for Students with Disabilities indicate that this work will remain a priority in the 2026–27 LCAP.

Learning Recovery Emergency Block Grant

For the 2026-27 school year, Hemet USD will carry unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The use of these funds be strategically join to action/services in the following areas of the LCAP:

Goal #1 – Champion Student Success; Actions:

- 1D2 – Alternative to Suspension - \$2,461,310
- 1B – Extended Day Kindergarten - \$892,314
- 1C3 – Literacy Initiative - \$1,872,918
- 1E – Extended Learning Opportunities - \$999,438

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

LREBG Needs Assessment Summary (2025-26)

Purpose and Methodology

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

Pupils in greatest need of learning recovery supports,

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

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

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

Academic Performance: English Language Arts and Mathematics

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

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

ELA Distance from Standard (DFS):

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

Math Distance from Standard:

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

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

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

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

Chronic Absenteeism

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

Overall District Rate: 33.4% (Yellow)

Groups in Orange or Red:

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

High-Need Schools:

Fruitvale Elementary: 45.3% CA rate

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

Whittier Elementary: 36.5%

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

Suspension Rates

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

District Rate: 5.1% (Yellow)

Foster Youth: 12.1% (Red)

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

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

Additional Local Metrics

Per EC §32526(d)(3)

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

- Only 49% of students feel connected to school.
- Only 56% feel safe.
- Over 40% of students report not setting academic goals or tracking progress.

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

LREBG Use Rationale by Action/Service

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

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

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

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

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

Additional student groups such as Pacific Islander and Two or More Races remain in **Orange**, contributing to districtwide equity gaps.

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

Alignment with LREBG Needs Assessment and Statutory Requirements

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

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

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

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

Research-Based Justification for Effectiveness

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

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

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

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

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

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

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

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

Monitoring and Impact

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

State metric: Suspension rate (California Dashboard)

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

Rationale for Use of LREBG Funds to Support Kindergarten Instructional Aides

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

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

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

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

- **SWD: DFS: -128.6 (Red)**

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

Alignment with LREBG Needs Assessment and EC §32526 Statutory Requirements

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

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

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

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

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

- Provide a **clearly identified area of need** (early academic and engagement gaps)
- Reference **targeted student groups** (ELs, Foster Youth, SED, SWD)
- Explain how the action **is grounded in research**
- Identify **monitoring metrics**

Research-Based Justification for Effectiveness

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

- **Torgesen, J. K. et al. (2007).** *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction.*
- Early literacy instruction is most effective when students receive differentiated, small-group support; paraprofessionals and aides can successfully deliver targeted literacy routines when properly trained.
- **Dynarski, M. et al. (2008).** *Effectiveness of Early Interventions for Children with Reading Difficulties: A Meta-Analysis.* National Center for Education Evaluation and Regional Assistance (NCEE).

- Kindergarten and first-grade students who received early, structured support demonstrated improved decoding, fluency, and reading comprehension over time, particularly when interventions were delivered in small groups.
- **Blatchford, P., Bassett, P., & Brown, P. (2011).** *Examining the Effectiveness of Teaching Assistants in the Early Years.* *British Educational Research Journal*, 37(1), 75–97.

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

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

Monitoring and Evaluation Plan

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

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

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

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

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

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

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

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

LREBG Alignment: Legal Compliance and Statutory Purpose

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

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

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

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

Evidence-Based Justification

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

Key research includes:

- **Foorman, B., et al. (2016).** *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide.*
- Foundational skills (phonological awareness, phonics, fluency) must be taught explicitly and systematically, with practice opportunities in small groups. Paraprofessionals can deliver these routines effectively when aligned with a structured intervention system.
- **Connor, C. M., et al. (2013).** *Individualizing Student Instruction in Reading: Effects of Instructional and Child Characteristics on First Graders’ Learning. Journal of Research on Educational Effectiveness.*
- When small group instruction is aligned to diagnostic data and delivered with fidelity, including by trained aides, reading outcomes improve significantly.
- **Gersten, R., et al. (2008).** *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences Practice Guide.*

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

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

Monitoring and Evaluation (EC §52064.4 Requirement)

Hemet USD will monitor this action using the following metrics:

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

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

In alignment with EC §32526 and Dashboard Data

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

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

- **Foster Youth:** Graduation rate **declined slightly** to **76.5% (Orange)**
- **English Learners:** While the graduation rate increased to **81.7%**, **only 33.7%** completed A–G requirements
- **Socioeconomically Disadvantaged (SED):** Graduation rate **89.9%**, but A–G completion only **46.7%**
- **Students with Disabilities (SWD):** Graduation rate **78.0%** and A–G completion only **16.1%**
- **Overall College and Career Indicator (CCI):** Preparedness rate **46.0%**, with wide disparities for subgroups
- **Foster Youth CCI Preparedness:** Only **11.8%** prepared—a **3% decline from the prior year**

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

Legal Alignment with LREBG Statute: EC §32526

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

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

This action specifically targets:

- High school students who have failed core courses and are **credit-deficient**
- Students needing **A–G aligned coursework** to meet college eligibility requirements

- Pupils at risk of **not graduating on time** due to lost instructional time from absenteeism, suspensions, or pandemic-related disruptions

Evidence-Based Justification

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

- **Rickles, J., et al. (2018).** *Credit Recovery in High School: Effectiveness and Implementation Practices*. American Institutes for Research. Online and in-person credit recovery programs were associated with increased graduation rates when paired with targeted academic support and progress monitoring.
- **Baragaño, D. R., & Martens, P. (2017).** *Re-engaging Students Through Credit Recovery: Best Practices and Equity Implications*. *Education Policy Analysis Archives*, 25(9).
- Effective programs tailor instruction to meet individual needs, promote teacher-student relationships, and allow students to progress at their own pace—especially valuable for Foster Youth and SED students.
- **What Works Clearinghouse (WWC).** *Dropout Prevention Practice Guide (2017)*.

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

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

Monitoring and Evaluation Requirements (EC §52064.4)

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

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

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

Aligned with EC §32526 and Hemet USD Needs Assessment Findings

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

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

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

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

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

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

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

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

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

Zero Period scheduling meets both criteria by:

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

Evidence-Based Justification

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

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

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

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

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

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

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

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

Monitoring and Evaluation Metrics

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

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

Reflections: Technical Assistance

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

Focus on Improvement



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

The District vision statement reads:

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

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

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

UPDATE FOR 2026-27 LCAP

Eligibility for Differentiated Assistance

Within Hemet USD’s 2025 California Dashboard results, **Foster Youth, Homeless students, and Students with Disabilities** met the pattern of need associated with District eligibility for Differentiated Assistance because each student group demonstrated low performance

across multiple LCFF priority areas and state indicators. **Foster Youth** had the most severe overall pattern, with **Red** performance in **Chronic Absenteeism** at **46.2% chronically absent**, an increase of **2.5 percentage points**; **Red** performance in **Suspension Rate** at **12.1% suspended at least one day**, maintained from the prior year; **Red** performance in **Graduation Rate** at **64.7%**; **Red** performance in **English Language Arts** at **89.4 points below standard**, declining **5.4 points**; and **Red** performance in **Mathematics** and **Science**. Foster Youth were **Yellow** on the **College/Career Indicator**, with **26.5% Prepared** and **58.8% Not Prepared**, indicating some access to college/career readiness measures but continued substantial need.

Homeless students also met Differentiated Assistance criteria through low outcomes across engagement and academic indicators. Homeless students were **Red** for **Chronic Absenteeism** at **59.9% chronically absent**, an increase of **8.6 percentage points**; **Red** in **English Language Arts**; and **Red** in **Mathematics**. Homeless students were **Orange** for **Graduation Rate** at **87.4%** and **Orange** for **Science**, while showing relatively stronger outcomes in **Suspension Rate**, which was **Green**, and **College/Career Indicator**, which was **Green** at **40.4% Prepared**. This pattern indicates that while some climate and college/career indicators are improving for Homeless students, chronic absenteeism and academic performance remain significant barriers to consistent access and long-term outcomes.

Students with Disabilities met the Differentiated Assistance pattern through persistent needs across engagement, academic performance, and secondary outcome indicators. Students with Disabilities were **Red** for **Chronic Absenteeism** at **38.5% chronically absent**, an increase of **0.7 percentage points**; **Red** in **Mathematics**; and **Red** in **Science**. The group was **Orange** in **English Language Arts**, **Orange** for **Graduation Rate** at **77.5%**, **Yellow** for **Suspension Rate** at **6.7% suspended at least one day**, a decline of **1.9 percentage points**, and **Yellow** for the **College/Career Indicator** at **30.9% Prepared**, with **48.5% Not Prepared**. These outcomes indicate that although suspension improved, Students with Disabilities continue to experience persistent barriers in attendance, academic access, graduation, and college/career readiness. Collectively, these Dashboard results reinforce the need for continued LCAP actions/services focused on attendance and re-engagement, academic intervention, special education and inclusive practices, behavior supports, counseling, foster youth and homeless case management, family outreach, and student-group monitoring through District and site scorecards.

Current Work Underway Related to Differentiated Assistance

Hemet Unified School District's work in response to Differentiated Assistance is embedded within the LCAP as a systemwide continuous improvement structure rather than as a separate compliance activity. The 2025 California Dashboard indicates that **Foster Youth**, **Homeless students**, and **Students with Disabilities** continue to demonstrate needs across multiple LCFF priority areas, including **Priority 5 – Pupil Engagement**, **Priority 6 – School Climate**, and **Priority 4 – Pupil Achievement**. Foster Youth demonstrated **Red** performance in **Chronic Absenteeism**, **Suspension Rate**, **Graduation Rate**, **English Language Arts**, **Mathematics**, and **Science**, with continued need in **College/Career Readiness**. Homeless students demonstrated **Red** performance in **Chronic Absenteeism**, **English Language Arts**, and **Mathematics**, and Students with Disabilities demonstrated **Red** performance in **Chronic Absenteeism**, **Mathematics**, and **Science**, with additional need in **English Language Arts**, **Graduation Rate**, **Suspension Rate**, and **College/Career Indicator**. These outcomes establish the through-line for the District's Differentiated Assistance work: improving attendance and engagement, strengthening academic access and intervention, reducing exclusionary discipline, improving graduation and college/career readiness, and ensuring that supports are monitored by student group.

The LCAP actions and services that address these Differentiated Assistance criteria are organized across multiple goals. **Goal 1 – Champion Student Success** includes actions connected to **college and career readiness, CTE pathway access, counseling, academic planning, technology access, early learning, and expanded course-taking opportunities**. These services support the DA criteria related to **Graduation Rate** and **College/Career Indicator**, particularly for Foster Youth, Homeless students, and Students with Disabilities who require more precise monitoring of credit completion, course access, postsecondary planning, and CCI-qualifying opportunities. Counseling and college/career transition services support students through academic planning, transcript review, course placement, FAFSA/college-going supports, AP/PSAT/SAT access, and connection to CTE pathways. These services are intended to increase the number of students who remain on track to graduate and who complete at least one college/career readiness measure.

Goal 2 – Cultivating High Performing Teams and Systems of Support contains several of the most direct levers for addressing Differentiated Assistance criteria in **academic achievement, attendance, behavior, and student re-engagement**. **Action 2A – Professional Development** strengthens implementation of the HUSD Instructional Framework, standards-aligned instruction, classroom engagement, formative assessment, and instructional practices needed to improve outcomes in **English Language Arts, Mathematics, and Science**. **Action 2B – Reading Intervention** provides targeted literacy support, including elementary intervention and secondary reading supports, to address persistent ELA needs for Foster Youth, Homeless students, Students with Disabilities, and other student groups performing below standard. **Action 2C – Extended Learning** provides before/after school, summer school, credit recovery, and additional learning time designed to address unfinished learning, improve course completion, and support students at risk of not graduating on time. These services are directly aligned to the Dashboard indicators that contributed to Differentiated Assistance eligibility because they address academic performance, credit recovery, and student access to additional instructional time.

Goal 2 also includes actions/services specifically designed to remove barriers for student groups identified through Differentiated Assistance. Supports for **Foster Youth and Homeless students** provide case management, educational rights monitoring, school stability support, connection to basic needs, attendance follow-up, family outreach, and coordination with counseling and school-site teams. These services are directly aligned to the elevated rates of **chronic absenteeism** and academic need for Foster Youth and Homeless students. Supports for **Students with Disabilities** are addressed through coordinated special education services, inclusive practices, intervention monitoring, progress review, and school-site problem solving so that students receive appropriate access to grade-level instruction, accommodations, services, and intervention. Site-based leadership and support actions, including assistant principal support and site-directed services, strengthen implementation of **MTSS, SST, attendance intervention, behavior response systems, and academic intervention**, allowing schools to respond more quickly when Foster Youth, Homeless students, or Students with Disabilities are off track.

Goal 3 – Strengthen Community Confidence provides the monitoring and engagement infrastructure that supports Differentiated Assistance implementation. The **District Scorecard** and site-level scorecards allow district and site leaders to monitor key indicators such as **attendance, chronic absenteeism, suspension, literacy, academic growth, course completion, and student group outcomes** during the year rather than waiting for annual Dashboard results. Parent liaisons, the Parent Resource Center, Wellness Center services, and family engagement actions support the removal of nonacademic barriers that contribute to chronic absenteeism, disengagement, and inconsistent access to instruction. These services are particularly important for Homeless students, Foster Youth, and Students with Disabilities because

the Dashboard data show that barriers outside the classroom continue to affect attendance, academic progress, behavior, and long-term outcomes.

A central component of this improvement system is the ongoing use of the District Scorecard and site-level scorecards. These tools allow district and site leaders to monitor key student outcome indicators connected to Differentiated Assistance, including **chronic absenteeism, suspension, English Language Arts, Mathematics, Science, graduation, and college/career readiness**. Importantly, the scorecard structure allows leaders to disaggregate outcomes by student group, which supports more precise monitoring of **Foster Youth, Homeless students, Students with Disabilities**, and other students furthest from opportunity. Rather than waiting for annual Dashboard results, the District uses local and formative data to identify emerging patterns, monitor progress during the year, and determine whether LCAP actions/services and site action plans are moving student outcomes in the intended direction.

Site action planning is increasingly organized around this same improvement architecture. School leaders use Dashboard results, local assessment data, attendance and behavior data, survey results, and student group trends to identify priority needs and develop site-level action plans aligned to LCAP actions/services. Through leadership huddles, principal support structures, site walks, instructional coaching, and data review cycles, site leaders examine whether students are receiving the intended supports and whether those supports are producing measurable improvements. This allows the District to move from broad program implementation toward more targeted monitoring of implementation fidelity, dosage, and student group response. When student group data show that a strategy is not producing the intended outcome, site teams are expected to adjust intervention groups, intensify attendance or family outreach, refine instructional supports, coordinate counseling or case management, elevate students for multidisciplinary review, or redeploy staff and services to better address identified needs.

This work is further supported through the District's partnership with CCEE and RCOE. The November 2025 Direct Technical Assistance check-in affirmed that HUSD has developed several conditions for sustainable improvement, including a coherent **MTSS framework**, refined **SST processes**, daily leadership huddles, principal support structures, school scorecards, instructional coaching, and **PDSA cycles**. These structures help district and site teams engage in the work of using evidence to test assumptions, examine implementation, and refine next steps. The technical assistance process also identified **chronic absenteeism** as a persistent challenge and reinforced the need to strengthen early-warning systems, particularly for **Students with Disabilities, Foster Youth, Homeless students**, and other DA-identified groups.

The LCAP therefore reflects a coordinated improvement model in which district-level actions/services, site action plans, scorecard monitoring, and technical assistance supports operate together. Actions connected to **student re-engagement, chronic absenteeism reduction, literacy and reading intervention, expanded counseling, foster youth and homeless services, special education supports, extended learning, credit recovery, behavior support, parent engagement, instructional professional development, and student outcome monitoring** are used as levers to improve outcomes for DA student groups. The District will continue using scorecards, PDSA cycles, site walks, leadership huddles, student group data reviews, educational partner feedback, and implementation evidence to determine whether services are reaching the intended students and whether outcomes are improving. Where progress is insufficient, the

District will continue to revise action plans and redirect implementation to better address the needs of Foster Youth, Homeless students, Students with Disabilities, and other student groups furthest from opportunity.

Comprehensive Support and Improvement

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

Schools Identified

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

As evidenced by the 2025-26 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

Support for Identified Schools

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

As evidenced by the 2025-26 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

Monitoring and Evaluating Effectiveness

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

As evidenced by the 2025-26 Every Student Succeeds Act Assistance Status data file, there are no schools in Hemet Unified School District eligible for CSI status.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Perception data was solicited via survey designed to assess/solicit input on the social/emotional, behavioral, and academic needs of Hemet Unified School District students. The surveys were developed to match the participants while allowing cross tabulation and analysis to compare and contrast the perceptions of family, staff, and students on the same issues. This data was disaggregated by student group, school level, and grade and otherwise cross-referenced with other survey instruments. Two survey instruments provided information that informed the goals, actions, and services of the LCAP: - Hemet USD Student Experience Survey – the District received 10,863 responses in grades 3-12 to survey that focused on the student experience related to learning experiences in the classroom, connection to teachers & school, school safety & culture, school facilities, perception of access to support services, as well as overall sense of success and potential to succeed. - Local Control Accountability Plan Survey – the District administered a survey to 5th grade and all secondary students regarding their perspectives on educational engagement, self-management, growth mindset, self-efficacy, social awareness, Culture & Climate, attendance as well as engagement in improvement practices. This data is use to correlate other outcomes as well as inform action/service specific decisions. In addition to multiple survey instruments implemented over the year to understand the student needs related to teaching and learning, as well as culture and climate, the District LCAP Advisory Committee held positions for student representatives from the comprehensive high schools in the District.

Parents	Perception data was solicited via survey designed to assess/solicit input on the social/emotional, behavioral, and academic needs of Hemet Unified School District students. The surveys were developed to match the participants while allowing cross tabulation and analysis to compare and contrast the perceptions of family, staff, and students on the same issues. This data was disaggregated by student group, school level, and grade and otherwise cross-referenced with other survey instruments. This survey was conducted over a three-week period in the spring of 2026. Two survey instruments were used to inform the goals, actions, and services of the LCAP as well as inform the outcomes of the Parent Engagement Local Indicator, including: - <i>Hemet USD Parent Experience Survey</i> – The District received 1390 responses to an instrument that focuses on the parent experience related to interactions with the site, feedback related to student learning, school academic and disciplinary culture, provision of resources for learning, safety and connectedness, school facilities, and support from school administration and staff. - <i>Hemet USD Parent Engagement & Culture Survey</i> – The District received 390 responses – up from 364 responses in the prior year - to a survey that corroborated outcomes of the Parent Experience survey related to school connectedness, academic culture & school climate, as well provided detailed information specialty aligned to the Parent Engagement Local Indicator on the California Dashboard. This instrument gathered open ended feedback on what the District or school should do to start, stop, and continue as it related to supporting the academic and social/emotional outcomes of our students. <i>Hemet USD Parent Walks</i> Each school in Hemet USD hosted a group of parents to walk classrooms and observe school operations. In the course of the event, the implementation of LCAP actions and services were observed and debriefed with parents, site and district leaders.

Parent Advisory Group	Each school minimally identified a School Site Council representative to form the base membership of the District Parent Advisory Group. This core membership was supported in attendance by both a site administrator as well as the parent liaison for each school. For schools in Idyllwild, Anza, as well as Aguanga, an online “Zoom In” option was offered to ensure ease and opportunity to participate. Online table leaders facilitated identical activities in a simulcast with participants in the in-person setting. Additionally, DELAC parent representatives have a statutory position on the LCAP Parent Advisory Group in addition to the site selected parent representative. Four meetings were held on the following dates: - November 5, 2025 - January 21, 2026 - March 21, 2026 - May 21, 2026
District English Language Advisory Committee (DELAC)	Information and opportunity for input regarding the District’s Local Control Accountability Plan was an item on several DELAC agendas through the 2025-26 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. The DELAC group was invited to the May 21, 2026 meeting for a presentation of the proposed LCAP.

Community Members	The Superintendent sits on several community groups connected to the area of Hemet Unified School District. In addition to providing periodic opportunities to engage community members and leaders in a variety of contexts around the District goals, the district also held an annual event know as Principal for a Day on March 6, 2026. 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. The 2026 Principal for a Day event served as a community engagement opportunity designed to strengthen relationships between Hemet Unified School District and local educational partners. The event was framed around “Connecting with Our Community” and provided community members with structured access to district leadership, school site leaders, classrooms, students, and staff. The event began with a districtwide breakfast and networking opportunity, followed by welcome remarks, introductions, a flag salute, the Pleasant Valley Elementary logo reveal, and a State of the District presentation. These activities gave participants shared context regarding district priorities, current work, and the student experience across HUSD. During the visits, participants were able to observe classrooms, interact with school communities, and gain a more direct understanding of school programs, instructional environments, student engagement, and site needs. From an LCAP engagement perspective, this event supports community confidence by moving beyond one-way communication and creating an authentic opportunity for community members to experience school operations and student learning firsthand.
Native American Tribal Advisory Council	Hemet USD held three convenings of the ongoing Tribal Advisory Council. The leadership of the five tribal nations that have tangible connections to the boundaries of Hemet Unified School District. These meetings were held August 20, 2025, November 5, 2025, and April 22, 2026. The group discussed the assets of Native American students and culture and identified opportunities for the District to support Native American families as well as remove barriers to improved student outcomes. In a meeting with leaders representing the Native American Tribal Council and the Indian Parent Committee (Title VI) in May 8, 2026, the group collaboratively developed objectives that informed the LCAP action/service related to student engagement.
Riverside County Office of Education & CCEE	District Leadership consulted with California Collaborative on Educational Excellence (CCEE), joined by leadership of the Riverside County Office of Education. This consultation provided a venue to gather input on practices of the district. This consultation was held on November 7, 2025.

Riverside County SELPA	The District conferred with leaders of the Riverside County SELPA through the course of the spring in development of improvement plans connected to special education accountability structures. Additionally, the District reviewed the proposed LCAP, as well as proposed changes, with SELPA leadership in a feedback session held during early June, 2026.
Hemet Teachers Association (HTA) & California School Employee Association (CSEA)	Executive Cabinet and the Associations' leadership teams meet on a regular basis to discuss the implementation and changes to implementation for services described in the LCAP. A culminating review and input session were complemented the regularly scheduled meetings between District leadership and the Association leadership. Successive input meetings were held in the months of April and May, 2026 with leaders from both labor units. Additionally, a District Staff survey was distributed in the spring of 2026. Survey data informed actions in numerous areas.
District Administrators	All district and site administrators engage in monthly Leadership and Lead Learner meetings in Hemet Unified School District. These meetings expressly relate, discuss, or plan around the work described by the District goals. Feedback is gathered from district administrators through the venues of monthly trainings, the "Squad" support structure and 1:1 support meetings regarding the implementation and effectiveness of LCAP actions and services. In addition, the District has installed a Principal support system called the "squad" system. In the context of monthly site walks, the site and district leaders observe and evaluate work associated with the goals of the district. Formative feedback then guides both program implementation as well as planning processes for successive LCAP iterations. Additionally, senior district leaders conduct Learning Walks (3x yearly) where in discussions with individual site principals concern implementation of district initiatives and there is express opportunity for feedback on support and implementation.

Equity Multiplier Schools

Hemet Unified used the School Site Council structure as the primary school-level educational partner engagement process for Equity Multiplier planning. At each Equity Multiplier school, the School Site Council reviewed schoolwide performance data, California Dashboard outcomes, local assessment results, attendance and suspension data, and input from students, staff, and families through the SPSA development process. The School Site Council structure provided a formal, site-based venue for educational partners to review needs, consider proposed actions/services, and approve the School Plan for Student Achievement that informed the required Equity Multiplier focus goals and related actions in the LCAP.

This structure was complemented by student, staff, and parent survey data, which functioned as a broader feedback loop to ensure that the SSC process was not limited to the voices of those physically present at meetings. Survey results provided additional evidence regarding academic support, school connectedness, school safety, student engagement, behavior supports, family communication, and access to advisory/decision-making opportunities. In this way, the District used SSC review and approval as the formal engagement structure, while survey data provided corroborating and disaggregated perception evidence to inform the design, continuation, and refinement of Equity Multiplier actions/services.

This process complies with Equity Multiplier requirements because each generating schoolsite had a site-level engagement process connected to the development of its focus goal and related actions/services. The actions were developed in response to site-specific Dashboard needs, including chronic absenteeism, suspension, English Language Arts, mathematics, English Learner Progress, College/Career Indicator, and graduation-related outcomes, as applicable to each school. The SSC process also ensured that the actions were tied to measurable outcomes, site-level needs assessment findings, and educational partner feedback. Survey data strengthened the process by confirming that families, students, and staff identified related needs in academic intervention, attendance, behavior support, engagement, school climate, communication, and student connectedness.

Equity Multiplier School	SSC SPSA Approval / Engagement Date	SSC - Equity Multiplier Objective
Academy of Innovation	April 21, 2026	Strengthen academic access, mathematics outcomes, instructional engagement, and student connection within the

			independent study model through increased counseling support, Learning Improvement Specialist support, instructional technology, and academic progress monitoring.
	Alessandro High School	April 28, 2026	Increase graduation readiness, credit completion, College/Career Indicator preparedness, CTE pathway access, academic intervention, and student re-engagement through counseling, intervention, instructional support, and reduced CTE class size.
	Whittier Elementary School	March 26, 2026	Reduce suspension, improve chronic absenteeism, strengthen academic intervention, and improve school climate through Learning Improvement Specialist support, instructional coaching, SEL, PBIS, MTSS, and family engagement.
	Fruitvale Elementary School	April 29, 2026	Reduce chronic absenteeism, improve literacy and mathematics outcomes, strengthen MTSS implementation, and sustain improvement in suspension and English Learner Progress through Assistant Principal support, instructional coaching, attendance outreach, SEL, and restorative practices.
	Jacob Wiens Elementary School	April 20, 2026	Reduce chronic absenteeism and improve access to consistent, high-quality academic instruction through Assistant Principal support, instructional coaching, class-size reduction/avoidance of combination classes, MTSS behavior supports, attendance incentives, and schoolwide coherence work.

Insert or delete rows, as necessary.

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

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

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

Native American Tribal Advisory Council

The Native American Tribal Advisory Council provided input that directly informed the District's consideration of specific LCAP actions and services for the 2026–27 LCAP. Council members identified a need for additional academic support for Native American students, including tutoring, active adult support, college and career counseling, and assistance with postsecondary registration and system navigation. This input is specifically aligned to **Action 1A3 – Expanded Counseling Services**, **Action 1E – Extended Learning Opportunities**, and **Action 2D – Student Outcome Monitoring and Continuous Improvement**, as the District continues to use student group data to identify academic needs, monitor disproportionate outcomes, and connect students to supports that increase graduation, A–G completion, CTE participation, and college/career readiness.

Council feedback also supports continued implementation and refinement of **Action 1H – High Interest Student Engagement Opportunities**. Council members identified the need for additional funding for Native American student club advising, materials and supplies, field trips, conferences, California Indian Day participation, Native American Heritage Month activities, museum visits, and cultural learning experiences. In response, the District will newly identify and include **Title VI Native American-centered funding** in the **2026–27 LCAP** to more clearly describe how Native American student engagement, leadership, tutoring, cultural activities, club support, and family engagement are funded and implemented. This will allow the LCAP to more transparently connect Native American Tribal Advisory Council input to specific services that support belonging, identity, student voice, and school connectedness.

The Council also provided input aligned to **Action 3A – Parent Engagement and Support**. Council members identified the need for dedicated space for Native American club meetings, parent meetings, resources, and storage of cultural materials and student support supplies. This input connects to the District's broader parent engagement structures, including site-based parent liaisons, the Parent Resource Center, and ongoing advisory structures that support families in accessing resources and participating in decision-making. In the 2026–27 LCAP, the District will seek to more explicitly describe how Title VI activities and Tribal Advisory Council feedback are connected to parent engagement, family partnership, and culturally responsive outreach for Native American families.

Council input further aligns to **Action 2A – Instructional Professional Development** and the District's work around standards implementation. Council members raised the importance of local Native American history instruction, cultural awareness, and alignment with AB 1703, including the need to ensure students experience local history accurately and respectfully in classroom instruction and field-based

learning experiences. This feedback supports continued professional learning, curriculum review, and collaboration with tribal partners so that culturally responsive instruction is strengthened across classrooms and grade levels.

Finally, the District will explore the potential use of **California Community Schools Partnership Program** funding, where allowable and aligned, to support allied interests connected to the Council's input. This may include services connected to **Action 1D – Student Re-engagement**, **Action 1H – High Interest Student Engagement Opportunities**, and **Action 3A – Parent Engagement and Support**, including expanded community partnerships, after-school engagement opportunities, student wellness supports, basic needs resources, and improved coordination of services for Native American students and families. In this way, the 2026–27 LCAP will more clearly braid Title VI, LCAP, and potential Community Schools resources to support the academic, cultural, engagement, and wellness needs identified through the Native American Tribal Advisory Council.

Students

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

1A1 - Career Technical Education Pathway Support

Student feedback strongly supports continued investment in CTE and career-connected electives. Choice in electives connected to future careers was the most frequently selected "Extremely Important" item, with 182 students selecting it, and 444 students, or approximately 89%, ranking it at least moderately important.

Among students participating in CTE, 88.8% agreed that CTE helps them keep good grades, 78.8% agreed it motivates attendance, 80.0% agreed it supports good choices/emotional regulation, and 80.0% agreed it helps them feel connected to school.

These results support continued implementation of CTE pathway expansion because students directly connected the action/service to LCAP-aligned outcomes, including academic performance, attendance, school connectedness, and college/career readiness.

1A2 - College and Career Transition Support / AP Access

High school student responses support continued investment in AP access, test-fee support, college-going communication, and transition supports. Among high school respondents, 87.0% agreed AP classes help students get into college, 89.7% agreed AP classes prepare students to do better in college, and 79.8% agreed their classes are preparing them for college.

At the same time, only 63.9% agreed they know a lot about AP classes, 62.7% agreed adults encourage them to take AP, and 45.4% agreed they want to talk with someone about taking AP.

These results support continuation of the action/service while also identifying a refinement need related to student awareness, adult encouragement, counseling follow-up, and communication about advanced coursework opportunities.

1A3 - Counseling and College/Career Advising Supports

Survey results indicate that students value adult support connected to college, career, and academic success. 67.1% agreed adults encourage them to work hard so they can be successful in college or a job, 67.7% agreed teachers help them with schoolwork when needed, and 65.7% agreed teachers go out of their way to help students.

Postsecondary aspiration data further supports counseling and advising services, with 71.5% of students selecting college, trade institute, or vocational training as part of their plan after high school, and 57.1% indicating plans for a postsecondary credential beyond high school, including a vocational certificate, associate's degree, bachelor's degree, or graduate degree.

These outcomes support the continued LCAP emphasis on counseling, course planning, college/career readiness, and student transition services.

1A4 - Access to College Preparatory Coursework

Student responses support maintaining and expanding access to rigorous coursework and course pathways. 77.2% of high school respondents agreed they know they can take an AP class if they want to, and 62.2% agreed they believe they can do well in an AP class.

These results support continued attention to AP, IB, World Language, and A-G aligned coursework as strategies to strengthen college and career readiness.

The results also suggest an ongoing need to increase student confidence, academic preparation, and awareness of rigorous course options.

1E3 - Credit Recovery

Student responses support the underlying logic of credit recovery and re-engagement actions. 72.1% agreed they do better in school when they attend every day, 79.6% agreed they are in control of their attendance, and 81.6% disagreed with the statement that they miss school because they do not see the value of being there.

These responses suggest that students generally understand the academic value of attendance, which supports a system response focused on removing barriers, recovering credits, and maintaining access to graduation pathways rather than assuming disengagement is rooted in a lack of student aspiration.

These results support continued credit recovery services tied to graduation, A-G completion, and college/career readiness.

1C3 - Literacy Initiative / Reading Intervention

Student survey results provide moderate support for continued reading intervention services. 47% of students ranked specialized courses to become a better reader at least moderately important.

Broader academic confidence data also supports continued intervention: only 45.7% were mostly or completely confident they can do well on difficult tests, and only 36.5% were mostly or completely confident they can master the hardest topics in their classes.

These results support the continued inclusion of literacy intervention because student feedback shows that many students still identify academic confidence, reading support, and access to targeted skill-building as areas of need.

1D2 - Alternative to Suspension / Behavioral and Restorative Supports

Student feedback supports continued investment in alternatives to exclusionary discipline and school climate supports. 62.3% agreed they feel safe at school, while only 47.5% agreed all students are treated fairly when they break school rules, and 54.7% agreed school rules are fair.

These results support continued attention to restorative practices, alternatives to suspension, and student support systems because students identified both strengths and areas for improvement in safety, fairness, adult respect, and rule clarity.

The feedback supports maintaining and refining behavioral supports that keep students connected to school and reduce barriers to learning.

Extracurricular Athletics, Fine and Performing Arts, and On-Campus Clubs

Student survey outcomes strongly support maintaining extracurricular opportunities as engagement and connectedness strategies. Extracurricular activities, band, and athletics were selected as "Extremely Important" by 157 students and ranked at least moderately important by 369 students, or approximately 74%.

Athletics: 83.1% agreed athletics motivates attendance, 88.8% agreed it supports good choices/emotional regulation, and 78.8% agreed it supports school connectedness.

Fine and Performing Arts: 74.1% agreed arts participation motivates attendance, 82.9% agreed it supports good choices/emotional regulation, and 75.9% agreed it supports connectedness.

Clubs: 77.7% agreed clubs motivate attendance, 79.3% agreed clubs support good choices/emotional regulation, and 87.6% agreed clubs help them feel connected to school.

These outcomes support extracurricular actions/services as locally validated strategies for attendance, school climate, engagement, emotional regulation, and student connectedness.

Goal Setting / Continuous Improvement / Student Scorecard-Aligned Practices

Student feedback supports continued implementation of goal-setting and continuous improvement practices. 77.2% agreed that goal setting helps them become a better student and contributes to their success.

However, student exposure to continuous improvement practices appears uneven, as many students were undecided or disagreed when asked whether teachers had talked about goal setting or whether they had engaged in a PDSA cycle.

These results support maintaining goal-setting and student data-use strategies while strengthening implementation consistency across classrooms and sites.

Student feedback collected through the 2026 LCAP Student Survey continued to play an important role in shaping and validating the goals, actions, and services included in the LCAP. Current survey results show improvement in some areas of school climate while also confirming continued needs related to safety, belonging, student agency, and engagement. For example, 62.3% of students agreed that they feel safe at

school, while 60.3% agreed that school is a supportive and inviting place to learn. At the same time, only 52.1% agreed that they feel like part of their school, and 53.3% agreed that they are happy to be at school, indicating that school connectedness remains an area for continued attention. These results support the continued inclusion of counseling, behavioral support services, restorative practices, alternatives to suspension, extracurricular activities, and other engagement-centered actions designed to strengthen school climate and reduce barriers to learning.

Student responses also reinforced the importance of student agency and goal setting as part of the District's broader continuous improvement efforts. While 77.2% of students agreed that goal setting helps them become a better student and contributes to their success, student feedback also suggests that implementation of goal-setting practices and student progress monitoring remains uneven across classrooms and school sites. In response, the LCAP continues to support strategies that increase student engagement, expand access to enrichment and career-connected opportunities, strengthen individualized academic supports, and promote student ownership of learning. These investments align with State Priority 5: Pupil Engagement and State Priority 6: School Climate by connecting student feedback to actions that address attendance, connectedness, motivation, academic confidence, and social-emotional development.

Student survey results also provide support for maintaining a responsive system of services that attends to both academic and non-academic barriers. Students identified strong interest in career-connected electives, extracurricular activities, AP and college preparatory access, and adult support connected to future success. These findings reinforce LCAP actions related to CTE, college and career readiness, expanded course access, credit recovery, literacy intervention, counseling, and school climate supports. Overall, the data confirm the continued importance of maintaining a student-centered LCAP that prioritizes safety, belonging, engagement, self-efficacy, and access to meaningful learning opportunities, particularly for English learners, foster youth, students with disabilities, socioeconomically disadvantaged students, and other student groups that remain more vulnerable to disengagement and lower academic outcomes.

Parents

Parent Survey Feedback Alignment by Action/Service

Instructional Framework, High-Quality First Instruction, and Professional Learning

Parent feedback supports the continued implementation of actions and services focused on high-quality first instruction, instructional coherence, and teacher professional learning. In 2026, 70.8% of parents agreed that the school has high expectations for all students, though this represented a 3.9 percentage-point decrease from 2025. Additionally, 64.5% agreed that teachers adapt their teaching styles to meet their child's learning style, a 4.8 percentage-point decrease from the prior year. These results indicate that parents continue to recognize a foundation of academic expectations, while also identifying differentiated instruction and classroom responsiveness as areas for continued refinement. This feedback supports LCAP actions that strengthen implementation of the HUSD Instructional Framework, professional learning, intervention practices, and classroom-level supports designed to ensure that students receive instruction aligned to their needs.

Academic Intervention, Student Progress Monitoring, and Goal Setting

Parent survey results also support actions related to academic intervention, progress monitoring, student agency, and student-facing data practices. In 2026, 78.2% of parents agreed that their child can confidently tell them how well they are doing in class, which remained one of the stronger academic-related items, but declined by 5.1 percentage points from 2025. This result supports the continued use of goal-setting tools, student progress monitoring, and data-use practices that help students understand their own learning and next steps. The decline suggests that while many students are able to communicate academic progress, implementation should continue to be strengthened so that students more consistently understand their current performance, learning targets, and growth opportunities.

Student Engagement, Motivation, and Enrichment Opportunities

Parent feedback supports the continuation of actions and services designed to increase student engagement, motivation, and access to meaningful enrichment opportunities. In 2026, 72.4% of parents agreed that school staff positively encourage and motivate their child to do their best, a 3.1 percentage-point decrease from 2025. Parent agreement that their child is happy at school and looks forward to learning was 71.8%, a slight 0.7 percentage-point decrease. These results support continued LCAP investments in enrichment, expanded learning, extracurricular activities, arts, athletics, CTE pathways, clubs, counseling, and other engagement-centered supports. The data indicate that parents generally perceive schools as supportive of student motivation, but also confirm the need to continue strengthening student interest, relevance, and connection to learning experiences.

School Connectedness, Belonging, and Student Support Services

The parent survey results provide a clear rationale for continued actions focused on school connectedness, belonging, counseling, and student support. In 2026, 68.5% of parents agreed that their child feels connected to school, a 5.4 percentage-point decrease from 2025 and one of the larger declines across comparable items. At the same time, 72.6% of parents agreed that their child believes there is an adult at school who cares, listens, and would notice if they were absent, a 1.5 percentage-point decrease. These results support continued implementation of counseling services, attendance monitoring, mentorship, student re-engagement, extracurricular access, and school climate strategies. The data show that adult connection remains present for many students, but school connectedness continues to require intentional action, particularly for students more vulnerable to disengagement.

Attendance Monitoring and Re-engagement Supports

Parent feedback supports continued LCAP actions connected to attendance, re-engagement, and early identification of students who may be disconnected from school. The 2026 result that 72.6% of parents agreed their child has an adult at school who cares, listens, and would notice if they were absent indicates that many families perceive meaningful adult-student relationships, but the 1.5 percentage-point decrease from 2025 suggests continued need for consistent follow-up systems. This feedback aligns with actions designed to strengthen attendance teams, site-based monitoring, counseling outreach, re-engagement practices, and coordinated supports for students experiencing chronic absenteeism or reduced school connection.

Counseling and Resilience Supports

Parent survey results support continued actions related to counseling, social-emotional learning, mental and behavioral health, and resilience-building supports. In 2026, 74.9% of parents agreed that their child is able to overcome adversity and “bounce back,” representing

a 1.6 percentage-point decrease from 2025. While the result remains generally positive, it indicates a continued need to maintain services that help students develop coping skills, emotional regulation, persistence, and access to supportive adults. This feedback supports continued LCAP actions related to counseling, SEL-aligned supports, behavioral health partnerships, student wellness, and school-based systems that address barriers to learning.

Alternative to Suspension, Restorative Practices, and Discipline Equity

Parent feedback provides support for continued implementation of alternatives to suspension, restorative practices, and behavioral support services. In 2026, 70.6% of parents agreed that discipline is fair, an increase of 2.4 percentage points from 2025. This was one of the strongest areas of year-over-year growth. In addition, 72.6% of parents reported that their child feels safe at school, a 1.7 percentage-point increase from 2025. These results suggest that actions connected to school climate, discipline fairness, restorative responses, behavioral intervention, and alternatives to exclusionary discipline are aligned with parent feedback. The improvement supports continued implementation while also reinforcing the need to monitor discipline, safety, and student group disproportionality through both local and Dashboard-aligned measures.

School Safety and Climate Supports

The parent survey results support continued investment in school safety, supervision, climate, and welcoming-school practices. In 2026, 72.6% of parents indicated that their child feels safe at school, an improvement of 1.7 percentage points from the prior year. Parent agreement that the school or District creates a welcoming environment also increased to 72.6%, a 1.4 percentage-point gain. These outcomes support LCAP actions tied to school climate, safety, positive behavior supports, campus supervision, student support services, and family-facing communication. While the results show improvement, they also indicate that safety and climate should remain active priorities because approximately one in four parents did not provide a positive response on these items.

Family Engagement, Communication, and Responsiveness

Parent feedback strongly supports the continuation and refinement of family engagement and communication actions. In 2026, 80.5% of parents agreed that school staff treat them with respect, which remained one of the stronger survey items, though it decreased by 1.2 percentage points from 2025. 74.6% agreed that school staff are helpful, a 3.6 percentage-point decrease, while 71.8% agreed that school staff take their concerns seriously, essentially stable with a 0.1 percentage-point increase. These findings support continued LCAP actions related to family communication, customer service, parent outreach, school responsiveness, and strengthening trust between schools and families. The data show that respect remains a strength, while helpfulness and responsiveness should continue to be monitored and improved.

Parent Participation, Advisory Structures, and Educational Partner Engagement

Parent survey outcomes support continued refinement of advisory and decision-making opportunities within the LCAP engagement process. In 2026, 73.9% of parents agreed that they feel welcome to participate at school, a 1.7 percentage-point improvement from 2025. However, only 59.9% agreed that opportunities are available for parents to participate in advisory groups and decision-making, a 2.9 percentage-point decrease and the lowest comparable 2026 item. This combination suggests that parents generally feel welcomed at school but may need

clearer, more accessible, and more consistent pathways into formal advisory and decision-making structures. These results support continued refinement of parent engagement meetings, survey outreach, parent advisory structures, and communication regarding how family input influences district decisions.

Language Access and Inclusive Communication

Parent feedback supports continued language access and multilingual communication services as a strength within the LCAP. In 2026, 91.9% of parents agreed that school staff speak to them in their preferred language, the highest positive response among comparable items and essentially stable from 2025 with only a 0.3 percentage-point decrease. This result supports continued investment in translation, interpretation, bilingual communication, and family-facing systems that allow parents to engage with schools in their preferred language. Because language access is a foundational condition for meaningful educational partner engagement, this data supports maintaining these services as part of the District's broader family engagement and equity strategy.

Basic Services, Facilities, and Learning Conditions

Parent feedback continues to support actions and services connected to clean, updated, and well-maintained facilities. In 2026, 80.2% of parents agreed that their child's school is clean, updated, and well maintained, which remained one of the strongest survey items despite a 1.2 percentage-point decrease from 2025. This result supports continued attention to Basic Services, facilities maintenance, custodial services, learning conditions, and the District's commitment to providing safe and well-maintained campuses. The data indicate that facilities remain a relative strength in parent perception, while continued monitoring and investment are needed to sustain that level of confidence.

Home-School Partnership and Family Learning Resources

Parent feedback supports continued actions that provide families with information and resources to support learning and development at home. In 2026, 69.5% of parents agreed that the school or District provides information and resources to support their child's learning and development at home, a 0.8 percentage-point improvement from 2025. This result supports continued investment in parent communication, family education, academic resources, digital tools, workshops, and school-home learning supports. The improvement suggests progress, while the overall percentage indicates that additional refinement is needed to ensure more families are aware of and able to access resources that support student learning outside of school.

LCAP Action/Service Review, Continuous Improvement, and Resource Alignment

The parent ranking question provides direct support for the District's ongoing process of reviewing, refining, and adjusting LCAP actions and services. In 2026, 75.0% of ranking respondents selected "improve student outcomes" as the top reason for adjusting actions and services, an increase from 60.7% in 2025. In addition, 63.5% ranked "make efficient use of financial resources" as the second priority, compared with 41.7% in 2025, and 72.7% ranked "making needed adjustments improves my confidence" as the third priority, compared with 51.0% in 2025. These results support the LCAP's continuous improvement structure by showing that parents value action/service adjustments when they are connected to improved outcomes, responsible use of resources, and increased confidence in the District's responsiveness.

Parent Walk Feedback by LCAP Action/Service

Parent Walk feedback provided qualitative evidence that supports the continued implementation of multiple LCAP actions and services. Across school sites, parents consistently observed high levels of student engagement, positive teacher-student relationships, structured classroom routines, clean and welcoming learning environments, hands-on instruction, collaborative learning, and visible instructional practices aligned to the HUSD Instructional Framework. The feedback below is organized by action/service and reflects how parent observations support the District's continued implementation of the LCAP.

Action 1A1 – Career Technical Education Pathway Support

Parent Walk feedback supports the continued implementation and expansion of CTE pathways and career-connected learning. Parents at Alessandro noted that students can leave with options for employment, while Hamilton High parents asked about expanding career options beyond construction and nursing, including agriculture and FFA. West Valley parents highlighted CTE as providing life-applicable, skill-based learning, and Hemet High parents noted appreciation for the amount of trade and pathway opportunities available to students. Tahquitz parents also identified CTE and carpentry as strong examples of hands-on instruction and preparation for students' futures. These observations support the LCAP's continued investment in CTE pathway development, student access to career-connected coursework, and alignment between classroom learning and postsecondary options.

Action 1A3 – Expanded Counseling Services / College and Career Supports

Parent questions and comments support the continued need for academic, vocational, and social-emotional counseling services. Parents asked about college and university visits, A–G audits, pathway changes, dual enrollment, and how students learn about specialized courses such as agriculture mechanics and CTE pathways. Academy of Innovation parents noted recent college visits to UC Davis and Cal State San Marcos, while Tahquitz parents discussed the importance of college and career center access beyond AVID. These themes support continued investment in counseling systems that help students and families understand course pathways, graduation requirements, A–G access, CTE options, and postsecondary planning.

Action 1B – Early Intervention / Extended Day Kindergarten

Parent observations in early grade classrooms support continued implementation of early intervention and expanded instructional supports. Parents described TK classrooms as engaging, organized, and supported by small-group rotation structures. At multiple elementary sites, parents observed students who were confident, happy, and prepared to participate in learning. Parents also noted that students had the materials and support needed to learn, and that classroom environments were positive and developmentally appropriate. These observations support the continued use of early learning structures, additional adult support, and extended instructional time to strengthen foundational academic, behavioral, and social-emotional readiness.

Action 1C – Literacy and Reading Intervention

Parent Walk feedback supports continued emphasis on literacy, reading intervention, and academic progress monitoring. Parents appreciated the campus focus on Lexile data, including posted and celebrated reading progress. Parents also requested resources to support mathematics, homework, and weekly lesson understanding at home. These comments reinforce the LCAP's focus on literacy and

intervention systems while also identifying the need to strengthen parent communication around academic expectations, progress, and home-based learning support.

Action 1D – Student Re-engagement / Alternative to Suspension / Behavior Supports

Parent observations support the continued implementation of student reengagement, behavior support, restorative practices, and school climate actions. Across sites, parents described students as respectful, kind, well-behaved, calm, engaged, and connected to teachers. Parents also received information about proactive measures, restorative practices, codes of conduct, and the structured Alternative to Suspension process. Questions about peer acceptance, play groups, CARE team support, and SEL structures demonstrate the importance of continued Tier I and Tier II behavior supports. These observations support continued investment in restorative practices, ATS, behavior intervention, SEL, and site-based student support systems that maintain access to instruction and strengthen school connectedness.

Action 1E – Extended Learning Opportunities / Expanded School Day / Credit Recovery

Parent feedback supports continued efforts to expand learning opportunities beyond the traditional schedule. Parents asked about summer school, expanded course access, seventh-period CTE offerings, dual enrollment, and opportunities for students to participate in programs that support graduation and postsecondary readiness. Parents also expressed interest in additional course opportunities so students can get ahead, recover credits, or create room in their schedules for advanced, elective, or pathway-based learning. These comments support continued implementation of expanded day, summer school, and credit recovery structures as strategies to increase access to instruction, course completion, and college/career readiness.

Action 1F1 / 1F2 – English Learner and Long-Term English Learner Supports

Parent questions and observations support continued English learner and LTEL services. Parents asked what supports are available for language learners and when students who do not speak English receive language development support. These questions prompted discussion of designated and integrated ELD instruction and opportunities to engage through ELAC. These comments reinforce the need to maintain English learner supports, site-based EL structures, designated and integrated ELD, family communication, and parent advisory structures that help families understand how English learners are supported academically and linguistically.

Action 1G – Specialized Educational Options

Parent Walk feedback supports continued implementation of specialized educational options such as Academy of Innovation, Hemet Dual Language Academy, and specialized program access for students with unique needs. Parents appreciated the blend of technology and traditional instructional resources, while also asking about engagement expectations, extracurricular access, trade skills, student mentoring, and online instructional expectations. Parents also asked about 504 plans, IEPs, inclusion, SSTs, and the continuum of services. Additional questions regarding CTE access and pathway opportunities for students with IEPs or autism support the continued need for specialized educational options, inclusive access, clear communication, and individualized supports for students and families.

Action 1H – High Interest Student Engagement Opportunities

Parent feedback strongly supports continued investment in engagement opportunities such as athletics, music, arts, extracurricular programs, and hands-on learning experiences. Parents identified music, AVID, athletics, eSports, dance, after-school programming, and school spirit as important elements of student connectedness. Parents also expressed interest in improved access to sports, extracurricular

activities, and community awareness of student opportunities. These comments support the LCAP's continued focus on high-interest engagement as a strategy to improve connectedness, attendance, student motivation, and school belonging.

Action 1I – Chronic Absenteeism

Parent comments provide support for continued attention to attendance, reengagement, and barrier removal. Parents discussed attendance challenges, independent study options for short-term absences, restroom access and learning loss, drop-off safety, and parent/community awareness of available resources. These comments support the continued implementation of attendance monitoring, family communication, and site-level problem solving to remove barriers that prevent students from consistently engaging in school.

Action 2A – Instructional Professional Development

Parent observations provide strong qualitative evidence that professional development aligned to the HUSD Instructional Framework is visible in classroom practice. Across multiple sites, parents observed learning intentions and success criteria, gradual release of responsibility, collaboration, small-group instruction, teacher modeling, checks for understanding, WICOR strategies, classroom routines, and purposeful student engagement. Parents noted “I do, We do, You do,” college-focused environments, visible expectations, teacher circulation, real-time feedback, and collaborative engagement. These observations affirm that professional learning is translating into consistent instructional practices across sites.

Action 2D – Student Outcome Monitoring and Continuous Improvement

Parent Walks also support the District's continuous improvement structures by creating a process where parents observe implementation, provide feedback, ask questions, and identify opportunities for improvement. Parent comments referenced PDSA Cycle posters, Lexile tracking, success criteria, instructional framework implementation, survey results, and the need for ongoing feedback loops. Parents also requested additional information about how survey results will be communicated and how families can better understand academic progress. These comments support the continued use of data visualization, local assessment monitoring, parent feedback, and site-level improvement cycles to connect implementation evidence to action planning.

Action 3A – Parent Engagement and Support

The Parent Walk process directly supports the continued implementation of Parent Engagement and Support. Parents repeatedly expressed appreciation for being welcomed onto campuses, observing classrooms, meeting staff, and receiving direct answers to questions. Parents asked how they could become more involved, including volunteer opportunities, SSC, PTO, communication with teachers, and parent resource access. These themes support continued investment in Parent Liaisons, the Parent Resource Center, communication structures, and parent engagement systems that build community confidence.

Goal 4 / Resource Alignment – Instructional Technology, Facilities, Safety, and Basic Conditions

Parent observations support continued implementation of actions and services tied to careful and responsible management of resources. Across sites, parents repeatedly noted clean, organized, welcoming, and well-maintained classrooms. Parents also identified technology use, classroom devices, Lexile and online learning platforms, secure campuses, facilities improvements, and safety procedures as important elements of the student experience. Questions about classroom fobs, crosswalks, drop-off traffic, restroom access, active shooter training, metal detectors, cameras, and campus supervision reinforce the need to continue aligning operational resources to student safety, learning

access, and family confidence. These comments support the District's continued focus on facilities, instructional technology, safety systems, and clean learning environments as foundational conditions for high-quality instruction and student well-being.

LCAP Advisory Group – Feedback from the Hemet USD Parent-Student Advisory Group demonstrated strong support for the District's proposed 2026–27 LCAP direction. Educational partners affirmed the District's proposed strategic changes to the configuration and implementation of LCAP actions/services, particularly where those changes are designed to optimize fiscal resources, align expenditures to best practices, and improve student outcomes. Respondents also strongly supported continued investment in student engagement opportunities, including fine and performing arts, athletics, clubs, and Career Technical Education, reinforcing the importance of school connection, participation, and access to high-interest opportunities as part of the District's broader student success strategy.

The feedback also reinforced continued support for smaller class sizes and additional services for students with behavioral challenges. Respondents described smaller class sizes as a way to increase individual attention, reduce distractions, improve classroom management, support small-group instruction, and help students feel seen and known by adults. In addition, respondents strongly supported additional behavior-related services, with feedback noting the need for visible, school-level supports that help teachers respond to student behavior while protecting the learning environment for all students.

Educational partners also affirmed the District's continued focus on monitoring student outcomes for student groups with persistently poor outcomes. Respondents supported the use of systems that monitor chronic absenteeism, state assessment outcomes, suspension rates, and other local metrics so that interventions can be delivered more quickly and with greater precision. Similarly, respondents supported the proposed use of metrics that better connect to the California Dashboard and more accurately reflect progress on related actions/services. This feedback supports the District's ongoing refinement of the LCAP as a continuous improvement tool, with clearer connections among identified need, action design, implementation monitoring, and measurable student outcomes.

At the same time, feedback included a limited number of comments expressing concern about the loss or redesign of specific services, including BARR. The District considered this feedback as part of its ongoing reflection on how to preserve the intent of effective supports while redesigning actions/services to improve coherence, fiscal sustainability, and alignment to student outcome data.

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

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

This feedback was provided during a mid year meeting. Additionally, The DELAC group was invited to the same meeting where in the LCAP Parent-Student Advisory group had the opportunity to provide feedback to the proposed LCAP. Conversation with DELAC members in attendance reinforced the feedback as described above.

Labor Association Feedback

CSEA Association Feedback: CSEA leadership has actively supported actions and services in the LCAP that reflect educational partner input, particularly in addressing the needs of students with distressed behavior during consultations throughout the year. The CSEA leadership reinforced the importance on investment related to student behavior. The association asserted that student behavior is a recognized concern in every area of student service including classroom support, transportation, nutrition areas. This feedback reinforced investment in and illuminate implementation of student re-engagement related actions and services.

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

Staff Survey Outcomes by Job Group, Action/Service Area, and Start/Stop/Continue Themes

The 2025 to 2026 staff survey comparison shows generally positive movement across most comparable items, while the open-ended Start, Stop, and Continue responses add important context about how staff believe LCAP actions and services should be refined. The analysis is based on completed responses only. The 2025 survey included 543 completed staff responses, while the 2026 survey included 370 completed staff responses, a decrease of 173 responses, or approximately 31.9%. Positive response is defined as Strongly Agree or Somewhat Agree, except for the collaborative culture item, where positive response includes staff indicating a moderate amount, a lot, or a great deal.

Teachers

Instructional Framework, High-Quality First Instruction, and Professional Learning

Teacher responses show that academic support remains a recognized strength, while instructional consistency and expectations continue to be areas for refinement. In 2026, 84.5% of teachers agreed that their school emphasizes helping students academically when they need it, which was essentially stable from 2025 with a slight 0.5 percentage-point decrease. 75.5% agreed that their school has high expectations for all students, a slight 0.7 percentage-point decrease. These results support the continued implementation of LCAP actions related to the HUSD Instructional Framework, high-quality first instruction, formative assessment, PLC collaboration, professional learning, and classroom-based intervention.

The open-ended responses reinforce this connection. In the Start responses, teachers frequently identified the need for additional academic intervention, small-group support, stronger instructional systems, and more targeted help for students who are below grade level. In the Stop responses, teachers often emphasized reducing practices that feel disconnected from classroom needs, including overly broad initiatives, ineffective implementation routines, or supports that do not clearly improve instruction. In the Continue responses, teachers identified collaboration, academic support, intervention, and instructional resources as services that should remain in place. Together, the quantitative and qualitative data support continuing the instructional framework and academic intervention actions while strengthening consistency, alignment, and practical implementation at the classroom level.

Academic Intervention, Student Support, and Progress Toward Success for All Students

Teacher feedback supports continued academic intervention and student support actions. While **84.5%** of teachers agreed that students receive academic help when needed, the slight year-over-year decline suggests the need to sustain intervention structures and improve implementation consistency. Teachers' open-ended responses also identified a need to start or expand tutoring, reading and math intervention, small-group supports, classroom aides, and targeted assistance for students with significant academic needs.

In the Stop responses, teachers raised concerns about interventions or programs that may not be sufficiently targeted, may be overused, or may not address root academic needs. Some comments also reflected concern about students being advanced or moved through systems without adequate mastery or accountability. In the Continue responses, teachers affirmed the value of academic intervention, extended learning, credit recovery, and student support services when these are structured, monitored, and connected to student outcomes. This feedback supports LCAP actions related to literacy intervention, math support, credit recovery, expanded learning, student progress monitoring, and site-based academic intervention systems.

Counseling, Social-Emotional Learning, Resilience, and Whole-Child Supports

Teacher responses show growth in perceptions of student resilience, while also confirming that this remains one of the highest-need areas. In 2026, 53.6% of teachers agreed that students at their school seem to overcome adversity and “bounce back,” a 7.4 percentage-point increase from 2025. Although this was one of the strongest areas of teacher growth, it remained one of the lowest positive-response items. This supports continued investment in counseling, social-emotional learning, mental and behavioral health, wellness supports, student resilience, and interventions that help students regulate emotions and remain engaged in learning.

The Start responses from teachers frequently called for more counseling, more mental health support, more one-on-one support for students with significant needs, and additional adults who can respond to dysregulated behavior. In the Stop responses, teachers most often cautioned against approaches that are perceived as excusing behavior without providing meaningful skill-building, accountability, or support. In the Continue responses, teachers affirmed the importance of counseling, student wellness, support staff, and services for students who are struggling socially, emotionally, or behaviorally. The combined results support maintaining and refining LCAP actions connected to counseling, SEL, mental and behavioral health, and student resilience.

Alternative to Suspension, Restorative Practices, and Behavioral Support Services

Teacher feedback strongly supports continued implementation of alternatives to suspension, restorative practices, and behavioral support services. In 2026, 94.8% of teachers supported additional or improved services for students who respond inappropriately to challenges inside or outside the classroom, an increase of 2.7 percentage points from 2025. This is one of the strongest teacher results and provides direct support for LCAP actions related to Alternative to Suspension, restorative practices, behavioral intervention, de-escalation supports, counseling referrals, and structured alternatives to exclusionary discipline.

The open-ended responses add an important implementation caution. In the Start responses, teachers frequently asked for clearer behavioral systems, stronger supports for dysregulated students, more consistent consequences, and additional staff to help manage behavioral needs. In the Stop responses, teachers raised concerns about inconsistent accountability, repeated classroom disruption without sufficient intervention, and systems that may unintentionally return students to class without enough restorative follow-up or behavioral skill-building. In the Continue responses, teachers supported maintaining behavioral services, ATS-type supports, and additional interventions for students who struggle to respond appropriately to challenges. This suggests that staff support the direction of restorative and supportive discipline, but want implementation to include consistency, accountability, and sufficient adult capacity.

Extracurricular Engagement, Athletics, Arts, Clubs, and Student Connectedness

Teacher responses provide strong support for extracurricular engagement as a student connectedness strategy. In 2026, 91.0% of teachers supported funding and improving student-related actions and services that promote engagement and participation in extracurricular activities, a 1.6 percentage-point increase from 2025. This supports LCAP actions connected to athletics, visual and performing arts, clubs, CTE-related organizations, student activities, and other opportunities that help students build belonging and positive identity at school.

The Start responses included calls for more student activities, more engagement opportunities, and more ways for students to connect to school beyond the classroom. In the Stop responses, teachers did not generally call for eliminating extracurricular opportunities; rather, some comments suggested avoiding cuts to programs, supports, or staffing that help students stay connected. In the Continue responses, teachers identified extracurricular programs, expanded opportunities, clubs, and student engagement activities as services that should remain in place. This feedback aligns strongly with LCAP actions that use extracurricular participation as a strategy for improving engagement, attendance, and school climate.

School Climate, Supportive Learning Environments, and Collaborative Culture

Teacher responses support continued school climate and collaborative culture actions. In 2026, 83.7% of teachers agreed that their school is a supportive and inviting place to learn, an increase of 1.3 percentage points from 2025. Teacher ratings for high academic and behavioral standards increased to 63.5%, a 2.0 percentage-point gain, but remained lower than ratings for academic help and supportive learning environment. This pattern suggests that school climate is generally positive, but consistency of expectations remains a continued implementation need.

Teacher Start/Stop/Continue responses reinforce this interpretation. Teachers asked to start strengthening positive learning culture, consistent behavior expectations, and supports that reduce disruption. They asked to stop practices that allow inconsistent expectations or reduce staff capacity to maintain productive learning environments. They asked to continue collaboration, supportive services, and programs

that help students remain connected and successful. These themes support continued LCAP actions related to school climate, behavior systems, leadership support, student engagement, and staff collaboration.

Basic Services, Facilities, and Learning Conditions

Teacher feedback also supports continued attention to facilities and learning conditions. Overall staff agreement that schools are clean, updated, and well maintained was 74.1% in 2026, a 1.0 percentage-point increase from 2025. Teacher open-ended comments included references to safety, supervision, facilities, and campus conditions, though these were not the dominant themes compared with behavior, academic support, and staffing.

In the Start responses, teachers identified needs related to safer, cleaner, better-supervised, and more supportive campus environments. In the Stop responses, some comments reflected concern about reducing staff or services that contribute to orderly and safe campuses. In the Continue responses, teachers supported maintaining programs and resources that contribute to positive learning conditions. This feedback supports continued attention to Basic Services, custodial systems, facilities maintenance, campus supervision, and learning environments that allow instruction and student support to occur effectively.

Site and Student Support Staff

Instructional Framework, High-Quality First Instruction, and Professional Learning

Site and Student Support staff showed strong growth in academic expectations and academic help. In 2026, 85.9% agreed that their school has high expectations for all students, an 8.4 percentage-point increase from 2025. Additionally, 89.8% agreed that their school emphasizes helping students academically when they need it, a 6.9 percentage-point increase. This suggests that staff working across student services, campus support, and site operations increasingly perceive academic success as a shared schoolwide responsibility.

The open-ended Start responses from this group emphasized the need for more academic support, more staff support, more intervention, and better systems for students who need additional help. In the Stop responses, staff generally did not call for eliminating core academic supports; instead, they raised concerns about services or practices that may not be sufficiently effective, consistent, or aligned to student need. In the Continue responses, Site and Student Support staff affirmed academic intervention, college and career support, counseling, and student support services. This feedback supports continued LCAP investment in intervention, academic support, college/career readiness, and coordinated site-based systems.

Academic Intervention, Student Support, and Student Success Systems

Site and Student Support staff feedback provides strong support for continued academic intervention and student support actions. Their increased agreement on high expectations and academic help suggests that schoolwide academic systems are more visible to this group than in the prior year. Because these staff often support attendance, counseling access, campus supervision, family contact, and student service systems, their feedback is important evidence that academic support is not limited to classroom instruction but is part of a broader student success infrastructure.

In the Start responses, staff frequently identified the need for more staffing, more direct student support, more individualized assistance, and more targeted intervention. In the Continue responses, they supported counseling, college and career services, academic support, and intervention programs. This supports LCAP actions related to academic intervention, expanded learning, counseling, student support teams, and structures that coordinate services across roles.

Counseling, Social-Emotional Learning, Resilience, and Whole-Child Supports

Site and Student Support staff responses indicate that student resilience remains an important need. In 2026, 62.5% agreed that students at their school seem to overcome adversity and “bounce back,” which was essentially flat from 2025. Although this percentage was higher than the teacher result, the lack of growth indicates that student resilience, coping skills, and wellness remain ongoing needs.

The Start responses frequently called for more counseling, mental health support, emotional regulation support, and one-on-one student assistance. In the Stop responses, staff cautioned against practices that do not provide meaningful support or that allow students to cycle through issues without sustained intervention. In the Continue responses, staff supported counseling, mental health, social-emotional supports, and student services. This feedback supports continued LCAP actions connected to counseling, SEL, mental and behavioral health, wellness, and student support staffing.

Alternative to Suspension, Restorative Practices, and Behavioral Support Services

Site and Student Support staff continued to show strong support for additional or improved behavioral services. In 2026, 91.4% supported additional or improved services for students who respond inappropriately to challenges, a 1.0 percentage-point increase from 2025. This supports continued implementation of Alternative to Suspension, restorative practices, behavior intervention, campus support systems, de-escalation strategies, and coordinated student response systems.

The Start/Stop/Continue responses provide a clear implementation message. Staff asked to start providing more behavior support, more consistent systems, more staff capacity, and stronger intervention for dysregulated students. They asked to stop approaches that are perceived as inconsistent, overly permissive, or insufficiently connected to student accountability and skill development. They asked to continue behavioral supports, counseling, student services, and intervention programs. This supports the continued LCAP direction while emphasizing the need for consistency, follow-through, and adequate staffing.

Extracurricular Engagement, Athletics, Arts, Clubs, and Student Connectedness

Site and Student Support staff strongly supported continued extracurricular engagement. In 2026, 91.4% supported funding and improving actions and services that promote student engagement and participation in extracurricular activities, a 2.6 percentage-point increase from 2025. This aligns with staff open-ended comments that identified student engagement, activities, college and career services, and opportunities for connection as important services to continue.

The Start responses included calls for more engagement opportunities and more ways to connect students to school. The Stop responses did not show a broad desire to eliminate extracurricular programs; rather, comments more often reflected concern about protecting supports that meet student needs. The Continue responses affirmed engagement programs, college and career services, counseling, and other

student-facing supports. This supports LCAP actions that fund extracurricular participation, clubs, athletics, arts, CTE engagement, and student connectedness strategies.

School Climate, Supportive Learning Environments, and Collaborative Culture

Site and Student Support staff reported broad growth in school climate and collaborative culture. In 2026, 91.4% reported that their school has a culture of people working together to improve academic, social, and emotional outcomes, a 5.3 percentage-point increase. 83.6% agreed that their school is a supportive and inviting place to learn, a 3.9 percentage-point increase. Agreement that the school sets high academic and behavioral standards increased to 77.3%, an 8.9 percentage-point gain.

Open-ended responses support this positive trend while still identifying needs. Staff asked to start strengthening schoolwide behavior expectations, student supports, and staffing levels. They asked to stop practices that undermine consistency, accountability, or student support. They asked to continue collaborative supports, student services, counseling, and engagement activities. These themes support LCAP actions related to school climate, collaborative student support teams, student services, behavior systems, and integrated academic/social-emotional supports.

Basic Services, Facilities, and Learning Conditions

Site and Student Support staff reported meaningful growth in facilities and learning conditions. In 2026, 77.3% agreed that their school is clean, updated, and well maintained, a 5.1 percentage-point increase from 2025. Since this group often has visibility across campus spaces, operations, student transitions, and public-facing areas, the increase suggests improved perception of campus conditions.

The open-ended responses also included concerns related to safety, supervision, staffing, and campus functioning. Staff asked to start strengthening supervision and support in ways that improve student safety and orderly learning conditions. They asked to continue resources and staffing that help maintain positive campus environments. These themes support continued LCAP attention to Basic Services, facilities, custodial support, safety, and campus operations.

Administrators

Instructional Framework, High-Quality First Instruction, and Professional Learning

Administrator results should be interpreted cautiously because the response count was small, with 13 completed administrator responses in 2025 and 9 completed responses in 2026. In 2026, 88.9% of administrators agreed that schools have high expectations for all students, and 88.9% agreed that schools emphasize helping students academically when needed. These results support continued leadership alignment around LCAP actions connected to instructional coherence, professional learning, academic intervention, high-quality first instruction, and student progress monitoring.

The open-ended administrator responses were limited, but the themes that appeared were consistent with the broader staff data. Administrators identified student support, intervention, extracurricular opportunities, attendance or re-engagement, and counseling-related services as areas to start or continue. This supports the need for administrators to keep aligning instructional systems, student support services, and site-level implementation structures.

Academic Intervention, Student Support, and College/Career Readiness

Administrator feedback supports continued academic intervention and student support actions. The high level of agreement on academic help and expectations indicates that responding administrators see academic outcomes as central to site and district priorities. Open-ended responses included themes connected to academic intervention, college and career support, attendance, and services that help students remain on track.

This supports LCAP actions related to intervention, credit recovery, expanded learning, CTE, college and career readiness, counseling, and course access. Because administrator response counts were small, the data should not be used to make broad claims about all administrators, but it does align with the direction identified by teachers and Site and Student Support staff.

Counseling, Social-Emotional Learning, Resilience, and Behavioral Supports

Administrator responses support continued attention to student support, counseling, SEL, and behavioral services. In 2026, 100% of administrator respondents supported additional or improved services for students who respond inappropriately to challenges. The open-ended administrator responses also included counseling, behavioral support, and intervention themes within the Start and Continue responses.

This feedback supports continued implementation of Alternative to Suspension, counseling, mental and behavioral health supports, restorative practices, and student wellness services. The broader staff survey shows that resilience remains one of the lowest-rated areas overall, so administrative leadership will continue to be important in coordinating schoolwide systems that support students before behavior or disengagement escalates.

Extracurricular Engagement, Athletics, Arts, Clubs, and Student Connectedness

In 2026, 100% of administrator respondents supported funding and improving actions and services that promote student engagement through extracurricular activities. Open-ended administrator responses also included student engagement and extracurricular opportunities as actions to start or continue. Although the sample is small, the result aligns with teacher and Site and Student Support staff feedback showing strong support for extracurricular engagement.

This supports continued LCAP investment in athletics, arts, clubs, CTE organizations, expanded student activities, and other programs that help students connect to school. The administrator feedback is especially important because successful implementation of these actions requires site-level coordination, staffing, scheduling, and resource alignment.

School Climate, Safety, and Learning Conditions

Administrator feedback should be considered alongside the broader staff trend showing improvement in supportive learning environments, collaborative culture, and academic/behavioral standards. While administrator-specific open-ended responses were limited, they aligned with themes of student support, behavior, safety, engagement, and attendance. These findings support continued administrative focus on school climate, safety, supervision, restorative practices, attendance systems, and consistent behavioral expectations.

Because the administrator sample is small, the most appropriate interpretation is that administrator responses confirm alignment with the broader LCAP direction, rather than providing a standalone basis for major conclusions. The overall staff data still indicate that school climate, behavior systems, student motivation, and safety should remain core implementation priorities.

Overall Interpretation Across Job Groups

Across job groups, the quantitative results and Start/Stop/Continue themes support the continued inclusion and refinement of LCAP actions and services related to instruction, intervention, counseling, SEL, behavioral supports, alternatives to suspension, extracurricular engagement, school climate, facilities, and student support. Teachers most strongly emphasized the need for consistent behavior systems, academic intervention, counseling, staffing, and extracurricular engagement. Site and Student Support staff emphasized behavior support, staffing, academic intervention, counseling, family/student support, and school climate. Administrators, though represented by a small sample, showed strong support for academic support, behavioral services, counseling, extracurricular engagement, and coordinated implementation.

Equity Multiplier Schools Feedback

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

Across the Equity Multiplier sites, educational partner input reinforced the need for actions/services that strengthen academic intervention, literacy and mathematics supports, student engagement, attendance improvement, school connectedness, behavior supports, family communication, instructional coherence, and access to college/career pathways. Districtwide 2026 staff survey data further supported these priorities, with 93.7% of staff supporting additional or improved services for students who respond inappropriately to challenges and 91.0% supporting continued student engagement and extracurricular actions/services. Among preschool/elementary staff, 95.4% supported additional or improved behavior-response services, 92.6% supported engagement/extracurricular services, 89.7% agreed that schools emphasize academic help when students need it, and 85.7% described schools as supportive and inviting places to learn. Among high school staff, 90.4% supported behavior-response services, 86.7% agreed that schools emphasize academic help when students need it, and 85.9% supported engagement/extracurricular services.

Academy of Innovation

The Academy of Innovation School Site Council reviewed the 2026–27 budget and SPSA at its SSC meeting on April 21, 2026. The minutes specifically note that the site reviewed current Dashboard data, identified areas of low performance, and discussed using funds to support programs for students during independent learning time.

The SSC-aligned Equity Multiplier objective for Academy of Innovation is to strengthen academic access, mathematics outcomes, instructional engagement, and student connection within the independent study model. This objective is directly connected to Goal 7, which identifies the intent to improve mathematics outcomes by 10 points in Distance from Standard for All Students, English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, and White students. The Dashboard data supporting action inclusion include mathematics outcomes of 146.9 points below standard for English Learners, 175.9 points below standard for Long-Term English Learners, 127.3 points below standard for Hispanic students, 127.2 points below standard for socioeconomically disadvantaged students, and 114.2 points below standard for White students. These outcomes support continued implementation of Action 7A — Aol Increased Counseling Support and Action 7C — Aol Learning Improvement Specialist.

Action 7A provides increased counseling support to monitor class success, incomplete work status, and social-emotional needs. This is especially important in the Academy's independent study context because student work completion is closely connected to attendance, course success, and academic progress. Action 7C provides a Learning Improvement Specialist to support student-level instruction, academic intervention, instructional PDSA cycles, standards-aligned instruction, curriculum implementation, and coaching aligned to the HUSD Instructional Framework. In addition, the site operationalizes the Equity Multiplier objective through supplemental instructional and engagement tools such as Newsela, Flocabulary, Gimkit, EdPuzzle, PBIS Rewards, and PearDeck, which support differentiated literacy/math access, formative assessment, and student engagement during independent learning time.

Educational partner input supported this action/service design. Parent feedback identified the need for more activities to connect students to AOI, a wider range of electives and interest-based opportunities, improved communication, student recognition, and positive feedback. Teacher feedback identified the need for additional technology training to use instructional resources more effectively. The 2026 parent survey further supports this focus: 62.5% of AOI parent respondents reported that their child feels connected to school, 54.2% reported that there is an adult at school who cares, listens, and would notice if their child were absent, 54.2% reported that they feel welcome to participate, and 45.8% reported that their child's background is valued. These results support continued Equity Multiplier actions/services focused on counseling, student engagement, instructional technology, parent communication, academic monitoring, and accessible academic support during independent learning time.

Alessandro High School

Alessandro High School's School Site Council approved the 2026–27 SPSA on April 28, 2026. The SPSA describes Alessandro's planning process as one grounded in shared decision-making, with staff review, student discussion through Advisory, parent/guardian communication, and active SSC participation. The SSC participated in the Spring 2026 SPSA Annual Review and Comprehensive Needs Assessment, made recommendations for the SPSA, and reviewed the drafted plan for approval.

The SSC-aligned Equity Multiplier objective for Alessandro is to increase graduation readiness, credit completion, college/career preparation, CTE pathway access, attendance, and academic intervention for students attending the continuation high school. This objective is directly connected to Goal 6, which identifies the intent to increase the College/Career Indicator rate by at least 5% per year. A key Dashboard metric supporting action inclusion is Alessandro's College/Career Indicator Prepared rate, which increased from 4.9% in 2024 to 8.7% in 2025,

while the majority of students remained Not Prepared. The LCAP also identifies persistent academic and climate needs, including Red English Language Arts, Red Mathematics, Orange College/Career, and Orange Suspension Rate.

Educational partner input contributed to Action 6A — AHS Increased Counseling Support, Action 6B — AHS Intervention TOSA, Action 6C — AHS Learning Improvement Specialist, and Action 6D — Lower Class Size. Action 6A provides additional counseling support to monitor class success, course completion, graduation requirements, strategic CTE pathway enrollment, concurrent enrollment, and student progress for groups identified as lowest performing on the Dashboard. Action 6B provides intervention support focused on credit recovery, attendance, course completion, and removal of barriers for students in Red student groups. Action 6C provides Learning Improvement Specialist support for student-level instruction, academic intervention, data monitoring, PDSA cycles, and instructional coaching, including support for intern and out-of-field assignments. Action 6D adds a Career Technical Education teacher to reduce CTE class size, increase access to CTE coursework, and strengthen student completion of CCI-qualifying pathways, including capstone course completion, registered pre-apprenticeship, work-based learning, and other CCI-aligned measures.

The 2026 parent survey data for Alessandro were limited, with four completed responses, and should therefore be interpreted cautiously. Within that small respondent group, 75.0% of parents responded positively regarding student connectedness, adult care/notice, safety, fair discipline, staff helpfulness, staff respect, concerns being taken seriously, and welcoming environment. However, only 50.0% responded positively regarding high expectations, information/resources to support learning at home, and opportunities for advisory group or decision-making participation. This pattern supports continued action/service design that strengthens student-specific progress monitoring, family communication, course completion supports, credit recovery, CTE access, and student engagement. High school staff survey data further support these actions, with 86.7% agreeing that schools emphasize academic help when students need it, 90.4% supporting additional or improved behavior-response services, 85.9% supporting engagement/extracurricular actions/services, and 75.6% agreeing that schools motivate students to learn.

Whittier Elementary School

Whittier Elementary School's School Site Council approved the 2026–27 SPSA on March 26, 2026. The SPSA identifies SSC as the primary decision-making body responsible for reviewing, revising, and approving the SPSA and associated budget expenditures. The process included parents, certificated staff, classified staff, administrators, and community stakeholders, with ELAC recommendations shared with SSC to ensure alignment and consideration.

The SSC-aligned Equity Multiplier objective for Whittier is to reduce suspension, strengthen school climate, improve chronic absenteeism, and increase academic access through instructional coaching, student support, SEL, PBIS, MTSS, and family engagement. This objective is directly connected to Goal 8, which identifies the intent to decrease the Suspension Rate by no less than 0.5% per year and/or achieve a Yellow Dashboard indicator. Dashboard metrics supporting action inclusion include Red suspension rates for African American students at 14.4%, Students with Disabilities at 11.2%, White students at 14.1%, and Homeless students at 12.8%. Additional Dashboard academic needs include English Learners at 103.7 points below standard in ELA, 110.5 points below standard in Mathematics, and 30.5% making progress on the English Learner Progress Indicator, all identified as Red-level needs in the Equity Multiplier goal rationale.

Educational partner input contributed to Action 8A — WES Learning Improvement Specialist. This action provides student-level instruction, academic intervention services, instructional coaching, capacity-building, student engagement strategies, and support for site staff to understand barriers to improved student outcomes associated with Dashboard indicators. The Learning Improvement Specialist also provides embedded professional development focused on standards-aligned instruction, HUSD Instructional Framework implementation, curriculum implementation, formative assessment, mentoring for intern and out-of-field teachers, and collaborative planning. The action is aligned to Whittier's Dashboard needs because it addresses both the instructional conditions connected to academic outcomes and the student engagement/climate conditions connected to suspension and chronic absenteeism.

Parent input collected through the March 2026 Needs Assessment Survey included appreciation for the school's reading intervention systems and academic growth, while reinforcing the importance of continuing SEL supports, behavioral interventions, communication with families, and additional academic support opportunities. The 2026 parent survey supports the same direction: among Whittier parent respondents, 86.7% responded positively that teachers adapt to their child's learning style, staff encourage and motivate their child, there is an adult at school who cares/listens/notices absence, the school has a collaborative culture for academic/social/emotional outcomes, school staff are helpful, staff treat parents with respect, and preferred-language access is available. At the same time, lower positive responses for student connectedness, home learning resources, and advisory/decision-making opportunities indicate the continued need to strengthen communication, engagement, and family partnership structures as part of the Equity Multiplier action/service design.

Fruitvale Elementary School

Fruitvale Elementary School's School Site Council approved the 2026–27 SPSA on April 29, 2026. The SPSA states that SSC meets at least four times per year to review, revise, and update the plan. Parent and Student Experience Survey results, MAP, Reading Inventory, SBAC ELA and Mathematics data, ELAC input, and staff input are shared with SSC. In the spring, SSC reviews actions to determine which should continue or be discontinued in support of improved student outcomes.

The SSC-aligned Equity Multiplier objective for Fruitvale is to reduce chronic absenteeism, strengthen MTSS implementation, increase literacy and mathematics outcomes, and sustain improvements in suspension and English Learner Progress through leadership support, instructional coaching, attendance outreach, and evidence-based intervention. This objective is directly connected to Goal 9, which identifies the intent to decrease chronic absenteeism by at least 5% per year. Dashboard metrics supporting action inclusion include chronic absenteeism at 41.2% for All Students, 36.1% for Hispanic students, 62.5% for Homeless students, 42.6% for socioeconomically disadvantaged students, and 40.9% for White students. The most recent Goal 9 outcome data show improvement but continued need, with All Students at 35.8%, Homeless students at 60.4%, socioeconomically disadvantaged students at 37.4%, and White students at 37.2%.

Educational partner input contributed to Action 9A — FES Assistant Principal Support and Action 9B — FES Instructional Coaching. Action 9A provides Assistant Principal support to lead site-level teams, analyze data to identify at-risk students, coordinate Tier I and Tier II interventions, strengthen family outreach, supervise behavior intervention systems such as Alternative to Suspension, and support MTSS structures that connect attendance, behavior, wellness, and academic intervention. Action 9B provides instructional and leadership coaching focused on Teacher Clarity, clear learning intentions and success criteria, formative assessment, embedded walkthroughs, and PDSA cycles. In Fall 2025, in concert with educational partners, District leaders, and the SSC, Equity Multiplier implementation was also refined to

add classroom teaching staff so Fruitvale could avoid combination classes and sustain single-grade learning environments. This refinement strengthened grade-level instructional coherence, reduced instructional complexity, and increased opportunities for timely intervention.

Parent and student survey feedback reinforced this direction. The site reported that the highest student survey item was “I have the supplies I need,” while the lowest student item was “Students are nice/respectful.” Parent feedback identified “Treated with Respect” as the highest item and “Receive positive calls/emails” as the lowest item. The 2026 LCAP parent survey also showed strong support for the site’s direction: 93.3% of Fruitvale parent respondents reported positively that their child can overcome adversity and bounce back when things do not go as expected; 86.7% reported positively that staff encourage and motivate their child, their child is happy and looks forward to learning, their child feels connected to school, and staff treat parents with respect. The elementary student survey data for Fruitvale further indicated that 83.1% of students reported adults believe they can do a good job, 81.7% reported they keep working even when schoolwork is hard, 77.5% reported they feel close to people at school, and 73.2% reported they feel safe at school. These results support continued Equity Multiplier investment in AP support, instructional coaching, literacy and math intervention, attendance engagement, SEL, restorative practices, student recognition, and family communication.

Jacob Wiens Elementary School

Jacob Wiens Elementary School’s School Site Council approved the 2026–27 SPSA on April 20, 2026. The SPSA identifies SSC, ELAC, staff, family surveys, student surveys, root cause analysis, and School Leadership Team input as part of the site’s comprehensive engagement structure. Staff, SSC, and ELAC collaboratively analyzed schoolwide data across ELA, Mathematics, Attendance, and Behavior to identify strengths, needs, and action/service priorities.

The SSC-aligned Equity Multiplier objective for Jacob Wiens is to reduce chronic absenteeism and improve access to consistent, high-quality academic instruction by strengthening MTSS, attendance systems, instructional coaching, class-size conditions, schoolwide coherence, and behavior supports. This objective is directly connected to Goal 10, which identifies the intent to decrease chronic absenteeism by at least 5% per year. Dashboard metrics supporting action inclusion include chronic absenteeism at 41.9% for All Students, 54.9% for Homeless students, 42.4% for African American students, 30.8% for English Learners, 50.0% for Students with Disabilities, and 42.9% for White students. Additional Dashboard needs include All Students at 88.6 points below standard in ELA and 102.9 points below standard in Mathematics, Hispanic students at 90.2 points below standard in ELA, socioeconomically disadvantaged students at 90.4 points below standard in ELA and 105.1 points below standard in Mathematics, and Students with Disabilities at 167.1 points below standard in ELA and 166.7 points below standard in Mathematics.

Educational partner input contributed to Action 10A — JWES Assistant Principal Support and Action 10B — JWES Instructional Coaching. Action 10A provides Assistant Principal support to lead site-level attendance and MTSS teams, analyze data to identify at-risk students, coordinate Tier I and Tier II interventions, strengthen family outreach, supervise behavior intervention systems, and connect chronic absenteeism with academic, behavior, and wellness supports. Action 10B provides instructional and leadership coaching focused on Teacher Clarity, embedded walkthroughs, PDSA cycles, clear learning intentions, success criteria, and formative checks for understanding. Site-level Equity Multiplier implementation also includes the addition of certificated classroom teachers to reduce class sizes and avoid combination classes; Studer Education coaching and leadership mentoring; professional development and classroom improvement

materials; a second Assistant Principal for systems of support in behavior and academics; CICO/MTSS positive reward materials; and targeted attendance incentives. These supports are joined to the LCAP action design because they address the instructional coherence, attendance, behavior, and staff capacity needs identified through SSC/ELAC and survey feedback.

The 2026 parent survey data for Jacob Wiens, though based on a small respondent count, supported the action design. Among Jacob Wiens parent respondents, 83.3% responded positively regarding high expectations, staff encouragement/motivation, adult care/notice, staff helpfulness, staff respect, concerns being taken seriously, feeling welcome to participate, welcoming environment, and preferred-language access. However, only 50.0% responded positively regarding child happiness at school and collaborative culture, and 66.7% responded positively regarding student connectedness, safety, resilience, learning-style adaptation, home learning resources, and the child's background being valued. These results support continued Equity Multiplier investment in additional systems leadership, class-size reduction/avoidance of combination classes, instructional coaching, MTSS behavior supports, attendance strategies, student incentives, and stronger schoolwide coherence.

SELPA Feedback

Feedback from the SELPA affirmed the District's continued emphasis on inclusive practices, professional development, data monitoring, and coordinated site-based supports for Students with Disabilities. SELPA feedback specifically supported LCAP actions/services that build staff capacity and strengthen access to the least restrictive environment, including Goal 2 Action 2A – Professional Development, which supports instructional practices, inclusive strategies, specially designed instruction, accommodations, differentiation, behavior support, and progress monitoring for Students with Disabilities. SELPA input also aligned with Goal 2 Action 2B – Reading Intervention and Goal 2 Action 2C – Extended Learning, which provide additional academic intervention and learning time for students requiring targeted support to access grade-level standards. In addition, SELPA feedback reinforced the importance of site-based systems supported through LCAP actions related to MTSS, SST, counseling, attendance and behavior monitoring, assistant principal/site leadership support, and student outcome monitoring, because these structures help schools identify students and classrooms needing additional support before needs intensify.

The SELPA also affirmed the District's use of strong data systems, including District and site scorecards, IEP-related progress information, attendance, suspension, academic progress, intervention participation, and classroom support data, to monitor whether Students with Disabilities are receiving timely and effective services. This feedback supports continued implementation of actions that strengthen inclusive classroom practice, provide coaching and professional learning to staff, coordinate supports across general education and special education, and promote access to general education settings when appropriate. These actions are intended to help students remain supported within District programs and classrooms, promote meaningful progress in the least restrictive environment, and actively reduce the likelihood that students progress to more restrictive placements, including Nonpublic School referral, when needs can be addressed through strengthened site-based supports, inclusive practices, and coordinated service delivery.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An Explanation of Why the LEA Has Developed This Goal

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

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

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

In addition to state-level alignment, this goal reflects local commitments to instructional coherence and climate transformation. For example, the HUSD Scorecard’s high-leverage strategies—such as common formative assessments, iWalks, literacy interventions, and Tier I behavior systems—are central to the implementation of this goal. The Scorecard’s key assumptions—that all students will have access to grade-level content, be supported socially and emotionally, and attend schools where they feel valued—are embedded within the actions tied to this goal.

Performance Indicator: English Language Arts (Priority 4)

- *All Students*: Moved from **Orange to Yellow** with **+7.6 points** growth; students are now on average **55.7 points below standard**.
- *English Learners*: Maintained **Red** status, but improved by **+4.6 points**, signaling incremental progress.
- *Socioeconomically Disadvantaged (SED)*: Maintained **Orange**, improved by **+7.9 points**.
- *Foster Youth*: Remain in **Red**, but made strong gains of **+25.3 points**, showing the highest growth among subgroups.

Performance Indicator: Mathematics (Priority 4)

- *All Students*: Maintained **Orange**, improving **+6.5 points**, with an average of **103.8 points below standard**.
- *English Learners*: Stayed in **Red**, but gained **+2.5 points**, a positive trajectory.
- *SED*: Maintained **Orange**, with **+7.2 points** improvement.
- *Foster Youth*: Showed exceptional growth of **+31.9 points**, although still in **Red**.

Performance Indicator: Chronic Absenteeism (Priority 5)

- *All Students*: Remain in **Yellow**, with a slight increase to **33.4%**, requiring renewed focus on attendance interventions.
- *English Learners*: Improved from **Red to Orange**, indicating meaningful progress in reengagement strategies.
- *SED*: Maintained **Orange**, with a decrease in absenteeism, showing gains from prior interventions.
- *Foster Youth*: Improved from **Red to Orange**, reflecting the positive impact of wraparound and outreach services.

Performance Indicator: Graduation Rate (Priority 5, 8)

- *All Students*: Improved to **Green**, with a rate of **90.4%**, and **+0.6%** growth from prior year.
- *English Learners*: Maintained **Green**, with **+1.7%** growth, indicating system alignment with ELD pathways.
- *SED*: Reached **Green**, continuing multi-year upward trend.
- *Foster Youth*: Remain in **Orange**, but achieved **+4.1%** growth, one of the highest increases among all subgroups.

The goal also reflects Hemet USD's proactive response to climate and mental health needs identified in the CHKS and District School Climate Reports. For instance, school connectedness for high school students increased to **57% in 2025** from **40% in 2024**, and chronic sadness among 9th graders dropped from **30% in 2023 to 24% in 2024**. Elementary-level CHKS results show improved scores in academic motivation and social-emotional learning supports. The Climate Report Cards further confirm strong perceptions of adult caring and high expectations at the elementary level, with over **80% of students reporting positively** in 2025. These improvements reflect

progress under Priority 6 (School Climate) and validate the district's ongoing investments in SEL, mental health staffing, and site-based wellness centers.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard District Graduation Rate Baseline: Fall 2023		Fall, 2024	Fall, 2025		
1.1.1	All	89.3%	90.4%	92.2%	94%	2.9%
1.1.2	English Learner	78.0%	81.7%	88.5%	88%	10.5%
1.1.3	Foster Youth	77.4%	76.5%	64.7%	87%	-12.7%
1.1.4	Socioeconomically Disadvantaged	88.8%	89.9%	92.1%	93%	3.3%
1.1.5	Students with Disabilities	78.7%	78.0%	77.5%	88%	-1.2%
1.1.6	African American	81.3%	81.6%	88.3%	91%	7.0%
1.1.7	American Indian	90.9%	90.9%	63.6%	95%	-27.3%
1.1.8	Homeless	83.6%	88.5%	87.4%	88%	3.8%
	College and Career Indicator					
1.1.9	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%	46.0%	59.1%	54%	15.0%

1.1.10	College and Career Indicator (from Dashboard) – Approaching Prepared –	18.9%	19.7%	15.3%	38%	-3.6%
1.1.11	College and Career Indicator (from Dashboard) – Not Prepared –	37.0%	34.3%	25.6%	8%	-11.4%
	12th Grade Graduates completing all A-G requirements (From Dataquest) Revised Metric*					
1.1.12	12th Grade Graduates completing all a-g requirements – All –	47.0%	48.7%	53.3%	60%	6.3%
1.1.13	12th Grade Graduates completing all A-G requirements – English Learners	26.7%	33.7%	33.5%	37%	6.8%

1.1.14	12th Grade Graduates completing all A-G requirements –Foster Youth	25%	11.5%	31.8%	35%	6.8%
1.1.14	12th Grade Graduates completing all A-G requirements Socioeconomically Disadvantaged	44.8%	46.7%	51.8%	55%	7.0%
1.1.15	12th Grade Graduates completing all A-G requirements –Students w/ Disabilities	18.0%	16.1%	18.6%	28%	0.6%
1.1.16	12th Grade Graduates completing all A-G requirements –African-American	31.5%	34.6%	47.6%	42%	16.1%
1.1.17	12th Grade Graduates completing all A-G requirements –Hispanic	48.0%	49.2%	52.2%	58%	4.2%

1.1.18	12th Grade Graduates completing all A-G requirements –Two or More Races	39.2%	48.2%	62.9%	49%	23.7%
1.1.19	12th Grade Graduates completing all A-G requirements – White	48.1%	49.8%	57.1%	58%	9.0%
	EAP/SBAC Performance					
1.1.20	ELA SBAC Performance Language Arts (Grade 11)	39.48% Met or Exceeded Standard	46.25% Met or Exceeded Standard	47.88% Met or Exceeded Standard	50%	8.4%
1.1.21	ELA SBAC Performance Mathematics (Grade 11)	13.85% Met or Exceeded Standard	14.65% Met or Exceeded Standard	18.13% Met or Exceeded Standard	30%	4.3%
	Advanced Placement (AP) Exam Pass Rates					

1.1.22	Number of passing test events over total students tested Source: Dataquest AP Testing Report Number of students passing at least one test over total students tested Source: College Board Revised metric*	550 Students passed at least one test 1245 Tested 44.18%	574 Students passed at least one test 1,255 Tested 45.7%	729 Students passed at least one test 1,434 Tested 48%	55%	3.8%
	AP Course Enrollment (Number of students with AP enrollment / Total enrollment grades 9-12)					
1.1.23	AP Course Enrollment (Local Measure) – All	19.98%	22.17%	22.95%	30%	2.97%
1.1.24	AP Course Enrollment (Local Measure) – English Learners	3.02%	4.00%	4.52%	18%	1.50%

1.1.25	AP Course Enrollment (Local Measure) – Students w/ Disabilities	5.27%	7.23%	6.73%	20%	1.46%
1.1.26	AP Course Enrollment (Local Measure) – African American	13.05%	16.81%	15.59%	28%	2.54%
1.1.27	AP Course Enrollment (Local Measure) – Hispanic	18.18%	19.95%	21.44%	30%	3.26%
1.1.28	AP Course Enrollment (Local Measure) – White	26.86%	29.09%	29.14%	30%	2.28%
	CTE Course Enrollment (Number of students with CTE enrollment / Total enrollment grades 9-12)					

1.1.30	CTE Course Enrollment (Local Measure) – District	36.47%	45.15%	44.59%	50%	8.12%
1.1.31	CTE Course Enrollment (Local Measure) – English Learners	25.38%	30.83%	33.11%	40%	7.73%
1.1.32	CTE Course Enrollment (Local Measure) – Students w/ Disabilities	31.74%	43.99%	43.33%	46%	11.59%
1.1.33	CTE Course Enrollment (Local Measure – Key Data) – African-American	34.75%	45.75%	41.51%	50%	6.76%
1.1.34	CTE Course Enrollment (Local Measure) – Hispanic	36.47%	44.99%	45.35%	52%	8.88%

1.1.35	CTE Course Enrollment (Local Measure) – White	37.06%	45.97%	44.18%	53%	7.12%
	CTE Pathway Completion					
1.1.36	CTE Pathway Completion (CALPADS 3.15) – District	19.22%	27.08%	47.9%	34%	28.68%
1.1.37	CTE Pathway Completion (CALPADS 3.15) – English Learners	21.79%	27.49%	34.6%	36%	12.81%
1.1.38	CTE Pathway Completion (CALPADS 3.15) – Students w/ Disabilities	15.08%	27.76%	38.3%	30%	23.22%
1.1.39	CTE Pathway Completion (CALPADS 3.15) – African American	12.93%	27.70%	37.9%	28%	24.97%
1.1.40	CTE Pathway Completion (CALPADS 3.15) – Hispanic	21.24%	28.45%	48.9%	36%	27.66%
1.1.41	CTE Pathway Completion (CALPADS 3.15) – White	16.43%	21.99%	50.0%	31%	33.57%

1.1.45	Percentage of pupils who complete both A-G and CTE requirements (Number A-G complete OR CTE pathway complete) AND graduate / Number of graduates) Data Source: Dashboard	18.5% 331 of 1791 Graduates	21.0% 380 of 1807 Graduates	47.9% 875 of 1826 Graduates	35%	29.4%
	SBAC ELA (from Dashboard)					
1.2.1	SBAC ELA (From Dashboard) – All	62.3 points below standard	55.7 points below standard	49.5 points below standard	5 points below standard	12.8
1.2.2	SBAC ELA (From Dashboard) – English Learners	100.6 points below standard	91.8 points below standard	84.2 points below standard	5 points below standard	16.4
1.2.3	SBAC ELA (From Dashboard) –Foster Youth	89.6 points below standard	84 points below standard	89.4 points below standard	5 points below standard	0.2

1.2.4	SBAC ELA (From Dashboard) – Socioeconomically Disadvantaged	67.9 points below standard	60.9 points below standard	54.7 points below standard	5 points below standard	12.2
1.2.5	SBAC ELA (From Dashboard) – Students with Disabilities	133.2 points below standard	128.6 points below standard	121.3 points below standard	5 points below standard	11.9
1.2.6	SBAC ELA (From Dashboard) – African-American	90.8 points below standard	85.4 points below standard	74.6 points below standard	5 points below standard	16.2
1.2.7	SBAC ELA (From Dashboard) – Two or More Races	50.4 points below standard	44.1 points below standard	33.8 points below standard	5 points below standard	16.6
1.2.8	SBAC ELA (3-8) (From Dashboard) – White	44.1 points below standard	36.9 points below standard	30.2 points below standard	5 points below standard	13.9
	SBAC Math (3-8) (from Dashboard)					
1.2.9	SBAC Math (3-8) (From Dashboard) – All	106.9 points below standard	103.8 points below standard	98.5 points below standard	0 Points Below Standard	8.4
1.2.10	SBAC Math (3-8) (From Dashboard) – English Learners	142.2 points below standard	134.8 points below standard	129.1 points below standard	0 Points Below Standard	13.1

1.2.11	SBAC Math (3-8) (From Dashboard) –Foster Youth	137.3 points below standard	128.6 points below standard	134.1 points below standard	0 Points Below Standard	3.2
1.2.12	SBAC Math (3-8) (From Dashboard) – Socioeconomically Disadvantaged	112.5 points below standard	109.6 points below standard	104.2 points below standard	0 Points Below Standard	8.3
1.2.13	SBAC Math (3-8) (From Dashboard) – Students with Disabilities	164.6 points below standard	161.1 points below standard	161.3 points below standard	0 Points Below Standard	3.3
1.2.14	SBAC Math (3-8) (From Dashboard) – African-American	140.1 points below standard	137.3 points below standard	131.8 points below standard	0 Points Below Standard	8.3
1.2.15	SBAC Math (3-8) (From Dashboard) – Two or More Races	99.3 points below standard	96.9 points below standard	83.6 points below standard	0 Points Below Standard	15.7
1.2.16	SBAC Math (3-8) (From Dashboard) – White	82.3 points below standard	81.5 points below standard	77.3 points below standard	0 Points Below Standard	5.0
1.2.17	EL Indicator (K-12) (From Dashboard) Baseline: Fall 2023	46.2% Making Progress	40.6% Making progress	43.0 % Making progress		-3.2%
1.2.18	Students redesignated Fluent	377 of 2898	362 of 2845	363 of 2,479		1.59%

	English Proficient (total EL redesignated / Dashboard EL population)	13.01%	12.72%	14.6%	25%	
1.3.1	Chronic Absenteeism (pending from CA School Dashboard)	37.4%	33.4%	32.3%	27%	-5.10%
1.3.2	Suspension Rate (From Dashboard)- All	6.3%	5.1%	3.4%	4%	-2.90%
1.3.3	Suspension Rate (From Dashboard)- English Learners	5.5%	4.0%	3.1%	4%	-2.40%
1.3.4	Suspension Rate (From Dashboard)- Socioeconomically Disadvantaged	6.7%	5.3%	3.6%	4%	-3.10%
1.3.5	Suspension Rate (From Dashboard)- Students with Disabilities-	10.2%	8.5%	6.7%	4%	-3.50%
1.3.6	Suspension Rate (From Dashboard)- African American	13.0%	12.0%	7.7%	4%	-5.30%
1.3.7	Suspension Rate (From Dashboard)- Hispanic	5.3%	3.9%	2.8%	4%	-2.50%

1.3.8	Suspension Rate (From Dashboard)- Two or More Races	6.7%	6.5%	3.5%	4%	-3.20%
1.3.9	Suspension Rate (From Dashboard)- White	7.1%	6.1%	3.7%	4%	-3.40%
1.3.10	Expulsion Rate (From Dataquest)- All	0.3%	0.2%	0.0%	.2%	-0.3%
1.3.11	Expulsion Rate (From Dataquest)- English Learners	0.3%	0.3%	0.0%	.2%	-0.3%
1.3.12	Expulsion Rate (From Dataquest)- Socioeconomically Disadvantaged	0.3%	0.3%	0.1%	.2%	-0.2%
1.3.13	Expulsion Rate (From Dataquest)- Students with Disabilities	0.4%	0.1%	0.0%	.2%	-0.4%
1.3.14	Expulsion Rate (From Dataquest)- African-American	1.1%	0.7%	0.0%	.2%	-1.1%
1.3.15	Expulsion Rate (From Dataquest)- Hispanic	0.2%	0.2%	0.0%	.2%	-0.2%
1.3.16	Expulsion Rate (From Dataquest)- Two or More Races	0.0%	0.3%	0.0%	.2%	0.0%

1.3.17	Expulsion Rate (From Dataquest)- White	0.2%	0.0%	0.0%	.2%	-0.2%
1.3.21	Local Dashboard Indicators-Climate	Met	Met	Met	Met	No Difference
1.3.22	Perception of School Connectedness- Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 5	70%	65%	69%	90%	25%
1.3.23	Perception of School Connectedness- Students (inclusive of unduplicated pupils and students with exceptional needs)- Grade 7	52%	47%	62%	85%	38%
1.3.24	Perception of School Connectedness- Students (inclusive of unduplicated	50%	51%	48%	75%	24%

	pupils and students with exceptional needs)- Grade 9					
1.3.25	Perception of School Connectedness- Students (inclusive of unduplicated pupils and students with exceptional needs) – Grade 11	49%	53%	53%	75%	22%
1.3.30	Perception of School Safety- Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 5	71%	67%	73%	100%	33%
1.3.31	Perception of School Safety- Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 7	58%	55%	65%	100%	45%

1.3.32	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 9	54%	61%	48%	100%	39%
1.3.33	Perception of School Safety-Students (inclusive of unduplicated pupils and students with exceptional needs)– Grade 11	57%	67%	58%	100%	33%
1.3.34	Perception of School Safety Safe place Staff	74%	85%	71.8%	100%	15%
1.3.35	Perception of School Safety-Safe place for students - Parents	72%	72%	72%	100%	28%
1.3.36	Attendance Rate-All Source: Local Student Information System	91.7% Year to Date	91.6% Year to Date	92.5% Year to Date	96%	0.8%

1.3.37	HS Dropout Rate- All Source: Dataquest	7.3%	8.6%	3.6%	0%	-3.7%
1.3.38	HS Dropout Rate- English Learners	11.9%	17.7%	4.6%	0%	-7.3%
1.3.39	HS Dropout Rate- Socioeconomically Disadvantaged	7.6%	9.1%	3.8%	0%	-3.8%
1.3.40	HS Dropout Rate- Students with Disabilities	9.2%	17.2%	4.6%	0%	-4.6%
1.3.41	HS Dropout Rate- African-American	15.7%	15.6%	5.6%	0%	-10.1%
1.3.42	HS Dropout Rate- Hispanic	6.2%	8.3%	3.0%	0%	-3.2%
1.3.43	HS Dropout Rate- Two or More Races	15.4%	11.1%	3.0%	0%	-12.4%
1.3.44	HS Dropout Rate- White	7.4%	5.7%	5.0%	0%	-2.4%
1.3.45	MS Dropout Rate- All Source: CALPADS	10 Students	11 Students	18 Students	0%	8
1.3.46	MS Dropout Rate- African-American	3 Students	3 Students	2 Students	0%	-1
1.3.47	MS Dropout Rate- Hispanic	6 Students	5 Students	11 Students	0%	5
1.3.48	MS Dropout Rate- White	1 Student	2 Students	3 Students	0%	1

	Dashboard District Graduation Rate Baseline: Fall 2023					
1.3.49	All	89.3%	90.4%	92.2%	94%	2.9%
1.3.50	English Learner	78.0%	81.7%	88.5%	88%	10.5%
1.3.51	Foster Youth	77.4%	76.5%	64.7%	87%	-12.7%
1.3.52	Socioeconomically Disadvantaged	88.8%	89.9%	92.1%	93%	3.3%
1.3.53	Students with Disabilities	78.7%	78.0%	77.5%	88%	-1.2%
1.3.54	African American	81.3%	81.6%	88.3%	91%	7.0%
1.3.55	American Indian	90.9%	90.9%	63.6%	95%	-27.3%
1.3.56	Homeless	83.6%	88.5%	87.4%	88%	3.8%
1.3.57	Two or More Races	83.9%	88.9%	94.0%	88%	10.1%
	College and Career Indicator (from Dashboard) – Prepared Baseline: Fall 2023	44.1%	46.0%	59.1%	65%	15.0%
1.3.58	College and Career Indicator (from Dashboard) – Approaching Prepared	18.9%	19.7%	15.3%	20%	-3.6%
1.3.59	College and Career Indicator (from Dashboard) – Not Prepared	37.0%	34.3%	25.6%	15%	-11.4%

Goal Analysis for 2025-26

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

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

Goal 1 — Champion Student Success

Goal 1 actions/services were substantially implemented as planned and continued to support the District’s priority that 100% of students graduate college or career ready through high-quality learning experiences and supports that foster well-being. The District implemented a broad set of academic, engagement, counseling, college/career, English Learner, literacy, re-engagement, extended learning, and attendance actions aligned to the needs identified in the LCAP. Core delivery systems were in place across the year, and implementation prioritized staffing, onboarding, professional learning, operational supports, intervention structures, expanded access, and student-level supports.

Implementation successes included continued delivery of CTE pathway supports, AP/IB/SAT/PSAT access, expanded counseling, AVID and college-preparatory supports, preschool and extended-day kindergarten, literacy and reading intervention, BARR, alternatives to suspension, MTSS/SIT supports, expanded learning, English Learner supports, specialized educational options, high-interest engagement opportunities, and chronic absenteeism outreach. These actions were implemented in alignment with the planned descriptions and contributed to improved outcomes in graduation, College/Career readiness, ELA, Math, suspension, and several local indicators.

Implementation challenges were primarily connected to staffing timelines, onboarding, training, professional learning schedules, and the need to refine some program processes during implementation. For example, literacy and reading intervention implementation surfaced the need to revise thresholds for student entry and exit and to facilitate more timely movement of students into and out of intervention services. Chronic absenteeism also remained a persistent challenge, particularly for English Learners and Foster Youth, even though overall chronic absenteeism declined. Overall, there were no substantive differences that materially altered the planned Goal 1 service model; rather, the year reflected full implementation with continued refinement of intervention, attendance, and subgroup monitoring systems.

1A1 — Career Technical Education Pathway Support

Career Technical Education pathway supports were implemented substantially as planned. The District sustained the core staffing, professional learning, operational supports, and pathway structures needed to provide students with access to multiyear CTE sequences connected to postsecondary education and careers. Implementation successes included continued pathway access, support for program operations, and alignment between CTE programming and College/Career Indicator outcomes. No substantive differences occurred that materially reduced implementation. Challenges were primarily related to timing and staffing dynamics, including employee acquisition, onboarding, training, and extra duty needed to sustain consistent delivery.

1A2 — College and Career Transition Support

College and career transition supports were implemented as planned. The District continued to support Advanced Placement exams, PSAT/SAT access, and related college-readiness structures designed to reduce barriers for students and build awareness of postsecondary opportunities. Implementation successes included continued delivery of testing access and transition supports aligned to College/Career readiness. There were no substantive differences that changed the planned action. Implementation challenges were primarily operational and related to timing of extra duty, materials, supplies, and vendor/contracted services.

1A3 — Expanded Counseling Services

Expanded counseling services were implemented substantially as planned. The District continued to augment academic, vocational, and social-emotional counseling services to support students at risk of not graduating or not becoming college and career ready, with particular attention to socioeconomically disadvantaged students and foster youth. Implementation successes included maintaining a broad counseling infrastructure to support graduation planning, A-G monitoring, postsecondary readiness, and student support. No substantive differences occurred that materially changed the action/service. Challenges were primarily related to staffing, vacancy, onboarding, and training dynamics.

1A4 — Access to College Preparatory Coursework

Access to college preparatory coursework was implemented as planned. The District continued to support AVID, IB access, world language access, and other college-preparatory structures designed to increase participation and success for students from historically underrepresented backgrounds. Implementation successes included maintaining student access to rigorous coursework and supports connected to A-G completion, college matriculation, and college readiness. No substantive differences reduced the planned service model. Challenges included monitoring areas of higher-than-planned demand and sustaining program continuity while responding to staffing, training, professional learning, and extra duty timing.

1B — Early Intervention

Early intervention actions were implemented substantially as planned. The District continued support for preschool and extended-day kindergarten to improve early academic readiness and reduce the likelihood that early literacy, numeracy, and readiness gaps would compound over time. Implementation successes included continued service delivery and alignment of early learning supports to foundational academic needs. No substantive differences occurred that materially changed the action. Challenges were primarily associated with employee acquisition, onboarding, training, and professional learning timing, and the District continued to refine the use of early literacy, DRDP, and parent feedback data to monitor impact.

1C — Literacy and Reading Intervention

Literacy and reading intervention actions were implemented substantially as planned across elementary, secondary, and TK-12 literacy support structures. The District continued to provide reading intervention, literacy instructional aides, professional learning, and materials/supplies aligned to Lexile, Acadience, ELA, and benchmark outcomes. Implementation successes included maintaining

intervention systems and continued focus on improving literacy outcomes for students with unfinished reading skills. A refinement surfaced during implementation related to thresholds for entering and exiting students from intervention, and program adjustments were made to support more timely entry/exit processes. These refinements strengthened implementation and did not constitute a reduction in service.

1D — Student Re-engagement

Student re-engagement actions were implemented substantially as planned. The District continued supports such as BARR, alternatives to suspension, Tier II behavior specialists, MTSS/SIT structures, student services, and related academic/social-emotional interventions for students demonstrating signs of distress or disengagement. Implementation successes included continued delivery of re-engagement and behavior support systems aligned to graduation, suspension, chronic absenteeism, school connectedness, and student support metrics. No substantive differences materially changed the action/service. Challenges included sustaining implementation across multiple service elements, maintaining staffing and training, and continuing to address persistent needs related to chronic absenteeism, suspension, and Foster Youth outcomes.

1E — Extended Learning Opportunities

Extended learning opportunities were implemented as planned. The District continued to provide additional opportunities for students to recover credits, access supplemental instruction, participate in expanded school day options, and maintain progress toward graduation. Implementation successes included continued credit recovery and expanded learning access for students at risk of not graduating on time or not meeting college/career readiness milestones. No substantive differences materially altered the service model. Challenges were primarily related to personnel and vendor/contracted service timing while maintaining access to extended learning opportunities.

1F1 — English Learner Support

English Learner supports were implemented substantially as planned. The District continued English 3D, EL monitoring, EL Site Lead structures, professional learning, reclassification supports, and tools designed to accelerate English language development and academic language acquisition. Implementation successes included maintaining the core service model and continuing to support ELPI, reclassification, and academic outcomes for English Learners. No substantive differences occurred that reduced service delivery. Challenges remained in accelerating reclassification and addressing chronic absenteeism among English Learners, even as ELPI and other outcome indicators showed progress.

1F2 — Long-Term English Learner Support

Long-Term English Learner supports were implemented as part of the District's broader English Learner support system. Although this action did not include a separate expenditure line, the District continued to monitor LTEL progress through EL Site Leads, targeted reporting, professional learning, and LTEL-focused instructional supports. Implementation successes included continued attention to LTEL needs as a distinct student group and alignment to ELPI and academic language development outcomes. No substantive differences reduced implementation. The continuing challenge was ensuring LTEL supports accelerated progress quickly enough to address persistent academic and engagement gaps.

1G — Specialized Educational Options

Specialized educational options were implemented as planned. The District continued to support specialized program models, including dual language and alternative educational options, to provide students and families with access to programs that better align with student learning needs, interests, and circumstances. Implementation successes included maintaining program access and sustaining parent/student confidence in specialized options. No substantive differences materially changed the planned service model. Challenges included continuing to monitor academic outcomes, participation of unduplicated pupils, and family feedback by program so the District can more directly assess the impact of specialized options.

1H — High Interest Student Engagement Opportunities

High-interest student engagement opportunities were implemented substantially as planned. The District continued to support activities designed to increase school connectedness, including athletics, music, arts, and other engagement opportunities. Implementation successes included sustained access to programs that support student motivation, belonging, peer connection, and engagement. No substantive differences materially reduced implementation. Challenges included ensuring equitable participation by unduplicated student groups and strengthening the connection between participation, attendance, school connectedness, GPA, and graduation-related outcomes.

1I — Chronic Absenteeism

Chronic absenteeism supports were implemented as planned. The District continued personnel-supported outreach to students and families experiencing chronic absenteeism and maintained attention to attendance rate and chronic absenteeism as core monitoring metrics. Implementation successes included continuation of attendance outreach structures and improved overall chronic absenteeism. No substantive differences materially changed the action/service. The primary implementation challenge was that chronic absenteeism remained high and did not improve for all student groups, especially English Learners and Foster Youth, requiring continued refinement of barrier analysis, empathy interviews, case management, and site-level attendance intervention.

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.

Goal 1 — Champion Student Success

Overall, Goal 1 actions/services were implemented consistent with the planned action descriptions. Estimated actual expenditures were generally below budgeted expenditures across several actions, primarily due to employee acquisition and vacancy dynamics, onboarding and training timelines, professional learning schedules, extra duty timing, and vendor/contracted service timing. These expenditure differences did not materially reduce the District's ability to implement the core services described in the LCAP; rather, they reflect timing, staffing, and operational implementation dynamics across a large set of direct student supports. Goal 1 planned expenditures totaled **\$60,824,603**, and estimated actual expenditures totaled **\$56,380,949**, a difference of **-\$4,443,654**, or approximately **92.7%** of planned spending.

Action-level differences were as follows:

- **1A1 Career Technical Education Pathway Support:** Budgeted **\$3,913,817**; estimated actual **\$3,413,389**; difference **-\$500,428**; **87% spent**. The variance was primarily connected to staffing, onboarding, training, professional learning, and extra duty timing while CTE pathway delivery continued.
- **1A2 College and Career Transition Support:** Budgeted **\$510,197**; estimated actual **\$422,501**; difference **-\$87,696**; **83% spent**. The difference reflects timing of extra duty, materials/supplies, and vendor/contracted services supporting AP, PSAT/SAT, and college readiness activities.
- **1A3 Expanded Counseling Services:** Budgeted **\$6,763,582**; estimated actual **\$5,790,952**; difference **-\$972,630**; **86% spent**. The variance was primarily associated with personnel acquisition/vacancy dynamics and onboarding/training timing.
- **1A4 Access to College Preparatory Coursework:** Budgeted **\$1,455,623**; estimated actual **\$1,067,896**; difference **-\$387,727**; **73% spent**. The variance reflects staffing, training, professional learning, and extra duty timing while college-preparatory access structures remained in place.
- **1B Early Intervention:** Budgeted **\$1,416,947**; estimated actual **\$1,303,944**; difference **-\$113,003**; **92% spent**. The action was implemented substantially as planned, with the difference related to staffing, onboarding, and professional learning timing.
- **1C Literacy and Reading Intervention:** Budgeted **\$13,738,179**; estimated actual **\$12,837,522**; difference **-\$900,657**; **93% spent**. The difference was primarily tied to employee acquisition/vacancy dynamics, onboarding and training, professional learning, and materials/supplies. Implementation continued while the District refined entry/exit thresholds and intervention processes.
- **1D Student Re-engagement:** Budgeted **\$9,605,162**; estimated actual **\$9,001,617**; difference **-\$603,545**; **94% spent**. The variance reflects staffing, onboarding, professional learning, extra duty, and substitute coverage timing across multiple re-engagement, behavior, and support services.
- **1E Extended Learning Opportunities:** Budgeted **\$3,899,615**; estimated actual **\$3,285,039**; difference **-\$614,576**; **84% spent**. The difference was connected to employee acquisition/vacancy dynamics and vendor/contracted services, while credit recovery and expanded learning opportunities continued.
- **1F1 English Learner Support:** Budgeted **\$3,867,832**; estimated actual **\$3,820,173**; difference **-\$47,659**; **99% spent**. Spending was closely aligned to the adopted budget, reflecting stable implementation of English Learner services.
- **1F2 Long-Term English Learner Support:** Budgeted **\$0**; estimated actual **\$0**. No expenditure difference is reported for this non-contributing action line.
- **1G Specialized Educational Options:** Budgeted **\$10,135,620**; estimated actual **\$10,043,178**; difference **-\$92,442**; **99% spent**. Spending was closely aligned with the adopted budget and supported continued implementation of specialized program options.
- **1H High Interest Student Engagement Opportunities:** Budgeted **\$4,960,638**; estimated actual **\$4,833,900**; difference **-\$126,738**; **97% spent**. The variance reflects timing in staffing, materials/supplies, professional learning, and vendor/contracted services while engagement opportunities continued.

- **1I Chronic Absenteeism:** Budgeted **\$557,871**; estimated actual **\$559,838**; difference **+\$1,967**; **100% spent**. Spending was essentially aligned to the adopted budget and supported continued attendance outreach and intervention.

In summary, Goal 1 expenditure differences did not result in substantive changes to the planned level of service. Where underspending occurred, it was primarily due to staffing and timing dynamics rather than abandonment or material reduction of services.

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

1A - College, Career, Counseling, CTE, AP/IB/DE Access

Metric(s) to Monitor Effectiveness

A-G enrollment and completion

CTE enrollment and completion

AP/IB/DE enrollment and completion

Effectiveness Determination: Effective, with continued subgroup gaps

This action is designed to address disproportionate access and outcome gaps in graduation, A-G completion, CTE pathway completion, AP/IB/DE participation, and College/Career readiness for unduplicated students. The District deems this action effective because the most recent outcome data show substantial improvement in College/Career readiness and continued progress in several course-access indicators.

- CCI Prepared increased to 59.1%, a 10.1-point increase.
- English Learners increased to 39.1% Prepared, up 15.2 points.
- Foster Youth increased to 26.5% Prepared, up 8.8 points.
- SED students increased to 57.9% Prepared, up 10.9 points.

A-G/UC-CSU completion increased from **43.2% to 48.7%**, a **5.5 percentage-point increase**.

- English Learners increased **2.9 points**.
- Foster Youth increased **11.8 points**.
- Socioeconomically Disadvantaged students increased **6.2 points**.

CTE pathway completion increased from **36.0% to 47.9%**, a **11.9 percentage-point increase**.

- English Learners increased **14.4 points**.
- Foster Youth increased **3.0 points**.
- Socioeconomically Disadvantaged students increased **12.1 points**.

Local LCAP metric outcomes also show growth:

- CTE course enrollment increased to 45.15%, up 8.68 points.
- English Learner CTE enrollment increased to 30.83%, up 5.45 points.
- CTE pathway completion increased to 27.08%, up 7.86 points.
- English Learner CTE pathway completion increased to 27.49%, up 5.70 points.
- AP course enrollment increased to 22.17%, up 2.19 points.
- English Learner AP enrollment increased to 4.00%, up 0.98 points.
- AP pass rate increased to 45.7%, up 1.6 points.

Supplemental survey data further supports the continued need and relevance of this action. In the 2026 secondary student survey, 72.7% of students rated choice in electives/courses connected to a future career as extremely or very important, the highest-rated student priority. High school students also reported strong beliefs about AP as a college-readiness strategy, with 87.0% agreeing AP helps students get into college and 89.7% agreeing AP prepares students for college. Additionally, 71.5% of secondary students selected college, trade institute, or vocational training as part of their main plan after high school.

Overall, this action is effective because college and career readiness improved across all focal unduplicated student groups. However, Foster Youth and English Learners continue to trail the All Students rate on A-G, CTE, and CCI outcomes. Continued implementation should strengthen student-level pathway monitoring, counseling touchpoints, course completion supports, and early identification of students at risk of not meeting college/career benchmarks.

1B - Early Intervention / Preschool / Extended Day Kindergarten

Metric(s) to Monitor Effectiveness

- Desired Results Development Profile results
- Early literacy assessment results
- Staff and leadership feedback
- Parent feedback

Effectiveness Determination: Marginally effective

This action is designed to address early academic readiness needs, particularly for unduplicated students entering school with unfinished foundational literacy, numeracy, language, and social-emotional readiness skills.

ELA improved to 49.5 points below standard, up 6.3 points.

- English Learners improved by 7.7 points.

- SED students improved by 6.2 points.
- Foster Youth declined by 5.4 points.

Math improved to 98.5 points below standard, up 5.3 points.

- English Learners improved by 5.7 points.
- SED students improved by 5.4 points.
- Foster Youth declined by 5.4 points.

DRDP Results



Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



Language and Literacy Development

The Language and Literacy domains assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

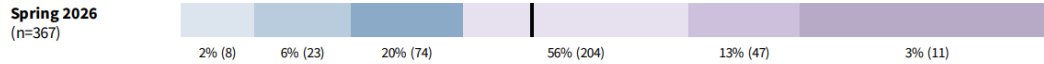


Literacy Development



Cognition: Math

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



Cognition: Science

The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.



Physical Development

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).



Parent survey data reinforces the continued need for early intervention and differentiated academic support. In 2026, 70.8% of parents agreed schools have high expectations for their child, down 3.9 points; 64.5% agreed teachers adapt to their child's learning style, down 4.8 points; 78.2% agreed their child can tell how well they are doing in classes, down 5.1 points; and 69.5% agreed they receive information/resources to support learning and development at home, up 0.8 points.

Overall, the action is moving academic outcomes in the intended direction for English Learners and SED students, but progress is not yet sufficient to determine full effectiveness for all targeted student groups. Continued implementation will include stronger use of DRDP, early literacy, foundational skills, and parent feedback data to monitor whether early intervention supports are improving readiness and reducing later achievement gaps.

1C - Literacy and Reading Intervention

Metric(s) to Monitor Effectiveness

- Leading Lexile assessment data
- Leading foundational reading skills data, including Acadiane
- SBAC ELA outcomes
- Professional development quantity, frequency, and formative feedback from participants

Effectiveness Determination: Effective

This action is designed to address disproportionate literacy outcomes for unduplicated students through reading intervention, structured literacy practices, foundational skills support, and professional development. The District deems this action effective for English Learners and SED students because ELA outcomes improved for both groups, while recognizing that the action has not yet been effective for Foster Youth.

SBAC ELA improved overall:

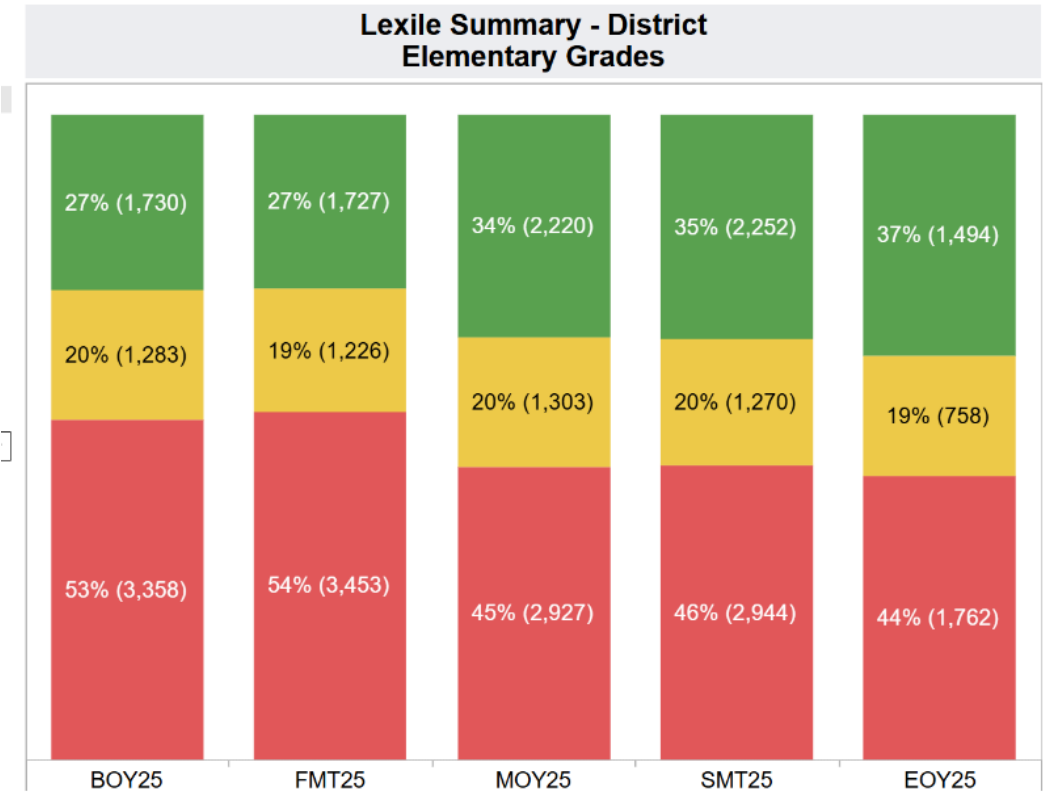
- All Students: 49.5 points below standard, up 6.3 points.
- English Learners: 84.2 points below standard, up 7.7 points.
- SED students: 54.7 points below standard, up 6.2 points.
- Foster Youth: 89.4 points below standard, down 5.4 points, Red.

Local literacy data previously showed growth in the percentage of students at or above the 50th Lexile percentile from 44.3% (same time last year) to 52.8%, indicating movement in the intended direction, though performance remains below desired levels. The image below is drawn from the Hemet USD Scorecard and monitors outcomes for Lexile testing showing progress towards 3% growth goal and comparison from the same time last year.

Priority Area	School Name	Metric	Organizational Goal	Database Year	Student Group	Grade	August	Septem..	October	Novemb..	Decemb..	January	February	March
Literacy - Superscore at Grade Level Rate		Change: Increase by 3% from end of last year		2025 - 2026	All	All	39.2% (7,026)		44.3% (8,288)			49.5% (9,513)		52.8% (10,290)
				2024 - 2025	All	All		18.0% (3,043)	27.7% (5,087)			39.5% (7,600)		44.3% (8,718)
				2025 - 2026	All	All	39.2% (7,026)		36.7% (6,466)			45.1% (8,108)		43.8% (7,719)
				2024 - 2025	All	All		18.0% (3,043)	24.7% (4,107)			36.0% (6,446)		38.2% (6,756)
Lexile Participation Rate		95% each administration		2025 - 2026	All	All	95.6% (17,938)		93.3% (17,623)			96.6% (17,947)		94.8% (17,540)
				2024 - 2025	All	All		86.9% (16,878)	85.7% (16,678)			92.8% (17,927)		91.9% (17,702)

Supplemental staff survey data reinforces the continued need for literacy and academic intervention supports. In 2026 staff open-ended “start” responses, academic intervention, tutoring, reading, and math were identified in approximately 31.6% of valid responses. In “continue” responses, academic intervention/tutoring appeared in approximately 30.0% of valid responses. Parent survey data also supports continued

family-facing learning supports, with 69.5% of parents agreeing they receive information/resources to support learning and development at home, up 0.8 points.



skills growth, and subgroup response to specific literacy supports.

Elementary Lexile results show **measurable literacy growth over the course of the year**, suggesting that the implementation of Hemet USD’s LCAP-aligned literacy services contributed to improved reading outcomes for elementary students.

At the beginning of the year, **27% of elementary students** were in the green Lexile band, while **53%** were in the red band. By the end of the year, the percentage of students in the green band increased to **37%**, a **10 percentage-point gain**, while the percentage of students in the red band decreased to **44%**, a **9 percentage-point reduction**. The yellow band remained relatively stable, moving from **20% to 19%**, which suggests that the most meaningful movement occurred as students shifted out of the lowest performance band and into stronger Lexile performance levels.

These outcomes align with the purpose of Hemet USD’s LCAP literacy services, including the use of local assessment data, progress monitoring, targeted intervention, differentiated instruction, and supplemental academic supports designed to strengthen foundational literacy skills. The strongest improvement occurred between **FMT25 and MOY25**, when the green band increased from **27% to 34%** and the red band decreased from **54% to 45%**. This pattern suggests that as literacy services were implemented and refined during the school year, more students demonstrated growth toward grade-level reading expectations.

The data provide evidence that elementary literacy supports are having a positive impact; however, the results also show a continued area of need. At the end of the year, **44% of elementary students remained in the red band**, indicating that a substantial number of students still require focused reading intervention, ongoing progress monitoring, and differentiated literacy support. This reinforces the continued need for LCAP actions and services that prioritize early literacy, intervention systems, instructional support, and the use of assessment data to guide improvement.

Overall, the District deems this action effective for improving broad ELA outcomes and improving outcomes for English Learners and SED students. However, Foster Youth ELA declined and remains Red. Continued implementation should more tightly monitor intervention participation, dosage, attendance during intervention, Lexile growth, foundational

1D - Student Re-Engagement / MTSS / ATS / Behavior and Wellness Supports

Metric(s) to Monitor Effectiveness

- Suspension Rate
- Chronic Absenteeism
- Dropout Rate

Effectiveness Determination: Effective overall for suspension; marginally effective for broader disengagement

This action is designed to reduce exclusionary discipline, improve school engagement, and address student needs connected to behavior, attendance, wellness, and dropout risk. The District deems this action effective in reducing overall suspension and improving suspension outcomes for English Learners and SED students. However, the action is only marginally effective in addressing broader disengagement because chronic absenteeism and dropout-related indicators remain areas of concern, especially for English Learners and Foster Youth.

Suspension outcomes improved:

- All Students: 3.4%, down 1.6 points, Green.
- English Learners: 3.1%, down 0.9 points, Green.
- SED students: 3.6%, down 1.7 points, Green.
- Foster Youth: 12.1%, maintained with 0.0 change, Red.

Chronic absenteeism improved overall and for SED students, but worsened for English Learners and Foster Youth:

- All Students: 32.3%, down 1.2 points.
- English Learners: 28.0%, up 1.2 points, Red.
- Foster Youth: 46.2%, up 2.5 points, Red.
- SED students: 34.2%, down 0.8 points, Orange.

Dropout outcomes from the prior LCAP metric set also show continued need:

High school dropout rate for

- All Students: 8.6%, up 1.3 points.
- English Learners: 17.7%, up 5.8 points.
- SED students: 9.1%, up 1.5 points.

Survey data strongly validates the continued need for behavior, safety, and wellness supports. 93.9% of staff supported additional or improved services for students who respond inappropriately to challenges, up 2.1 points. In staff open-ended “start” responses, behavior, discipline, and safety were identified in approximately 56.9% of valid responses, the most prominent theme. Student survey data show stronger perceptions around rule clarity than fairness: 75.0% agreed consequences are clearly communicated, 70.5% agreed rules are clear, but only 47.5% agreed all students are treated fairly when they break rules. Parent survey data show some improvement, with 72.6% reporting their child feels safe at school, up 1.7 points, and 70.6% agreeing discipline is fair, up 2.4 points.



School Year
(Multiple values)

School Name
Hemet Unified School District

Student Group Type
All

Student Group
All

Grade
All

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

Hemet USD Scorecard

Priority Area	School Name	Metric	Organizational Goal	Databse Year	Student Group	Grade	August	Septem..	October	Novemb..	Decemb..	January	February	March	April	May	June
Champion Student Success	Hemet Unified School District	Attendance Rate	Change: Increase by 3% from end of last year	2025 - 2026	All	All	95.0%	94.1%	93.5%	93.0%	92.7%	92.2%	91.9%	91.8%	91.8%	91.8%	
				2024 - 2025	All	All	94.6%	93.3%	92.8%	92.3%	91.9%	91.5%	91.3%	91.2%	91.2%	91.2%	91.2%
		Chronic Absenteeism Rate	Change: Decrease by 4% from end of last year	2025 - 2026	All	All	18.2% (4,050)	21.4% (4,896)	21.2% (4,885)	23.6% (5,476)	25.4% (5,954)	28.0% (6,634)	28.5% (6,824)	27.9% (6,744)	27.3% (6,625)		
				2024 - 2025	All	All	21.1% (4,846)	23.5% (5,562)	26.0% (6,210)	27.0% (6,514)	29.1% (7,051)	31.0% (7,587)	31.2% (7,723)	30.5% (7,626)	30.8% (7,759)	31.5% (5,060)	
		Suspension Rate	Change: Decrease by 0.8% from end of last year	2025 - 2026	All	All	0.2% (41)	0.6% (130)	0.9% (217)	1.4% (325)	1.7% (404)	1.9% (456)	2.1% (520)	2.5% (617)	2.8% (696)	3.0% (752)	
				2024 - 2025	All	All	0.1% (30)	0.6% (151)	1.2% (264)	1.5% (370)	1.8% (437)	1.9% (499)	2.2% (551)	2.5% (650)	2.8% (732)	3.2% (819)	3.2% (823)
		Suspension Events Count		2025 - 2026	All	All	74	286	583	859	1,101	1,302	1,548	1,865	2,151	2,371	
				2024 - 2025	All	All	34	190	429	574	690	808	939	1,147	1,344	1,568	1,588

Year-to-date Scorecard data suggests that **Action 1D is being implemented with evidence of positive impact in attendance and chronic absenteeism, while suspension outcomes show mixed implementation impact and require continued refinement.** Action 1D is designed to identify, intervene, and provide ongoing support for students demonstrating academic, behavioral, or social-emotional distress through BARR, Alternative to Suspension, Tier II Behavior Intervention Specialists, MTSS/SST supports, foster youth mentoring, and Student Services support. The action is also specifically connected to the District’s work to improve outcomes on the **Suspension**

Rate California Dashboard indicator.

As evidenced by the Scorecard, **attendance remains stronger than the prior year at each comparable month.** By May, the District’s attendance rate was **91.8%**, compared with **91.2%** at the same point in 2024–25. While attendance is still within 10% off track from the organizational goal of increasing attendance by 3% from the prior year-end, the year-over-year improvement suggests that the re-engagement systems connected to Action 1D are contributing to improved student participation.

The strongest evidence of implementation impact is in **chronic absenteeism.** By May, the chronic absenteeism rate was **27.3%**, compared with **30.8%** at the same point last year. This represents a **3.5 percentage-point improvement** and approximately **1,134 fewer chronically absent students** compared with May of the prior year. Because the organizational goal is to reduce chronic absenteeism by 4% from the

end of last year, the May outcome is effectively on track and suggests that the attendance/re-engagement components of Action 1D are yielding measurable improvement.

Suspension data reflects a more complex implementation picture. The **unique-student suspension rate** improved slightly year over year, moving from **3.2% in May 2024–25 to 3.0% in May 2025–26**, representing 67 fewer students suspended at the comparable point in time.

Overall, this action is effective in reducing suspension for All Students, English Learners, and SED students, but not yet effective for Foster Youth suspension or for English Learner and Foster Youth chronic absenteeism. Continued implementation should strengthen trauma-informed supports, ATS monitoring, repeat-referral analysis, Other Means of Correction, case management, and attendance-linked re-engagement supports.

Metric(s) to Monitor Effectiveness

- Graduation Rate
- A-G Completion
- CTE Completion

Effectiveness Determination: Effective overall

This action is designed to address credit deficiency, limited access to required coursework, A-G completion, CTE completion, and graduation readiness for unduplicated students. The District deems this action effective overall because graduation, CCI, and pathway indicators improved for All Students, English Learners, and SED students. However, Foster Youth graduation declined and remains a significant area of need.

Graduation outcomes improved for All Students, English Learners, and SED students:

- All Students: 92.2%, up 1.8 points.
- English Learners: 88.5%, up 6.8 points.
- SED students: 92.1%, up 2.2 points.
- Foster Youth: 64.7%, down 11.8 points, Red.

A-G/UC-CSU completion increased from **43.2% to 48.7%**, a **5.5 percentage-point increase**.

- English Learners increased **2.9 points**.
- Foster Youth increased **11.8 points**.
- Socioeconomically Disadvantaged students increased **6.2 points**.

CTE pathway completion increased from **36.0% to 47.9%**, a **11.9 percentage-point increase**.

- English Learners increased **14.4 points**.
- Foster Youth increased **3.0 points**.
- Socioeconomically Disadvantaged students increased **12.1 points**.

Supplemental student survey data supports the need for flexible pathways and clearer communication regarding extended learning. While 25.3% of students rated extra classes before or after school to free schedule space as extremely or very important, 72.7% rated career-connected elective/course choice as extremely or very important, indicating that students value flexibility when it is clearly connected to

future goals. Additionally, 71.5% selected college, trade institute, or vocational training as part of their main postsecondary plan, and 37.7% selected part-time work, reinforcing the need for flexible scheduling and credit recovery options.

The 2025 Summer School program was effective in expanding access to extended learning opportunities aligned to academic reinforcement, credit recovery, student engagement, college/career exploration, and transitional support. Elementary programming served **1,284 students** with an average class size of **16**, providing daily foundational skills instruction in reading, math, science, and enrichment through ELOP. Middle school programming served **578 students**, reflecting a **16% increase in enrollment**, and emphasized literacy, creative writing, career exploration connected to CTE pathways, team-building, field trips, and school connection. These outcomes demonstrate that summer programming increased access to structured learning time while supporting academic and social development across grade spans.

At the high school level, summer school directly supported progress toward graduation, A-G completion, and college/career readiness. Students earned **11,861 credits in Session 1** and **7,835 credits in Session 2**, for a total of **19,696 credits earned**. The program also supported **27 summer graduates** and **76 college credits earned**, while offering internships, work-based learning experiences, a CSUSB college course, and an on-campus college experience. Overall, the data support continued implementation of summer school at middle and high school sites because the program reduces barriers to participation, maintains student connection to school communities, supports credit recovery, and contributes to improved graduation and A-G outcomes.

Overall, this action is effective in supporting graduation and pathway access for the broader population and for English Learners and SED students. However, the decline in Foster Youth graduation indicates that the action is not yet sufficiently effective for that group. Continued implementation should include earlier credit-deficiency identification, summer/credit recovery enrollment monitoring, counselor review cycles, and student-level graduation plan monitoring.

1G - Specialized Educational Options

Metric(s) to Monitor Effectiveness

Number of unduplicated pupils participating in programs supported by this action

- ELA SBAC
- Math SBAC
- Educational partner feedback regarding school confidence

Effectiveness Determination: Effective as an access and engagement strategy; continued need for action-specific outcome monitoring

This action is designed to provide specialized and flexible educational options for students whose academic, language, family, or engagement needs may not be fully met in a traditional program model. The District deems this action effective as an access and engagement strategy because broader academic and postsecondary indicators improved, though additional action-specific monitoring is needed to evaluate participating unduplicated students more precisely.

Districtwide academic outcomes improved:

- ELA: 49.5 points below standard, up 6.3 points.
- Math: 98.5 points below standard, up 5.3 points.
- English Learners and SED students improved in both ELA and Math.

Foster Youth declined in both ELA and Math, indicating that specialized options alone are not sufficient to resolve academic gaps for highly mobile or disrupted student groups.

Student survey data reinforces the value of specialized and flexible educational pathways. 72.7% of secondary students rated career-connected elective/course choice as extremely or very important, 71.5% selected college, trade, or vocational training as part of their postsecondary plan, and 24.4% reported being undecided about their postsecondary plan. Districtwide, parent survey data also supports the need for more responsive learning environments, with 64.5% of parents agreeing teachers adapt to their child's learning style, down 4.8 points.

Parent feedback from the schools funded by this action supports the academic program at both **Hemet Dual Language Academy (HDLA)** and the **Academy of Innovation (Aoi)** by showing a high level of family confidence, connectedness, and perceived academic value in the specialized program models. In the LCAP evidence base, parent survey feedback showed **90%+ connectedness and confidence** in both Aoi and HDLA, the two schools supported by the specialized educational options action/service. This feedback supports the continued implementation of these programs because families identify the schools as meaningful academic options that provide a distinct instructional model, stronger connection to school, and confidence in the school's ability to support student learning. The same section connects this parent confidence to academic monitoring metrics, including ELA and math outcomes for HDLA and Aoi, and concludes that the action/service is effective based on parent confidence and comparable school outcomes.

Parent comments further reinforce that families value these school models because they provide smaller, more personalized learning environments, strong teacher communication, responsive staff, academic challenge, tutoring or assistance when students struggle, and a sense that staff care about the whole child. Specific feedback referenced HDLA as having strong teachers and a safe, supportive environment, while broader specialized-program feedback emphasized that small-school settings create a more personal learning experience with high expectations and resources when students need help. For Aoi, the LCAP also identifies the school as a hybrid online independent study model where work completion is directly connected to attendance and academic outcomes, which aligns with parent interest in flexible, responsive academic programming. Overall, parent feedback supports the academic program of both schools by validating the need for continued specialized educational options that provide choice, personalized support, family confidence, and alternative pathways for students whose needs may be better met through dual language or hybrid/online learning models.

Overall, this action is effective as a system-access action, particularly in supporting flexible pathways and specialized programming. Continued implementation should include more explicit reporting of unduplicated pupil participation, ELA/Math outcomes for participating students, and parent/student confidence by program.

1H - High-Interest Student Engagement Opportunities

Metric(s) to Monitor Effectiveness

- Cohort-associated outcomes in graduation rate, ELA, and Math
- Cohort-associated educational partner feedback on the impact/effectiveness of services

Effectiveness Determination: Effective based on local engagement data; continued need for connectedness improvement

This action is designed to increase student engagement, belonging, attendance motivation, and connection to school through athletics, music, arts, CTE, clubs, and other high-interest opportunities. The District deems this action effective because students who participate report positive impacts on grades, attendance motivation, choices/emotional regulation, and school connection.

Student survey data show positive impact for participating students:

- Athletics average positive impact: approximately 82.7%.
- CTE average positive impact: approximately 81.9%.
- Clubs average positive impact: approximately 79.8%.
- Fine/Performing Arts average positive impact: approximately 77.8%.
- Participation levels also demonstrate meaningful engagement:
- Athletics: 31.9%.
- Fine/Performing Arts: 31.5%.
- CTE: 16.0%.
- On-campus clubs: 24.2%.

Broader engagement-related outcomes also improved:

- Graduation increased to 92.2%, up 1.8 points.
- CCI Prepared increased to 59.1%, up 10.1 points.

Staff survey data validates continued investment, with 91.2% of staff supporting continued funding for engagement and extracurricular actions/services, up 1.7 points. However, parent and student connectedness data show the need for continued expansion: parent perception of child connectedness was 68.5%, down 5.4 points, and the 2026 secondary student connectedness composite was approximately 56.2%, with high school connectedness lower than middle school connectedness.

Overall, this action is effective for participating students and should continue. Future implementation will focus on expanding access for students who are less connected to school and monitor participation by English Learner, Foster Youth, SED, and students with disabilities.

1I - Chronic Absenteeism

Metric(s) to Monitor Effectiveness

- Chronic Absenteeism
- Educational partner feedback, including empathy interviews with parents of impacted students

Effectiveness Determination: Marginally effective overall

This action is designed to reduce chronic absenteeism by identifying attendance barriers and providing outreach and intervention for students and families. The District deems this action marginally effective because chronic absenteeism improved overall and for SED students, but worsened for English Learners and Foster Youth.

Chronic absenteeism:

- All Students: 32.3%, down 1.2 points.
- English Learners: 28.0%, up 1.2 points, Red.
- Foster Youth: 46.2%, up 2.5 points, Red.
- SED students: 34.2%, down 0.8 points, Orange.

Student survey data provides important context for attendance intervention design. 82.2% of students reported that teachers notice when they are absent, but only 35.7% reported that a counselor, principal, assistant principal, or other staff member notices when they are absent. Additionally, 79.6% agreed they are in control of their attendance, 72.1% agreed they do better in school when they are there every day, and 81.6% disagreed with the statement that they miss school because they do not see the value of being there. Parent survey data also supports relationship-based outreach, with 72.6% of parents agreeing an adult at school cares, listens, or notices when their child is absent, down 1.5 points.

Overall, the action is marginally effective. The data suggest that students generally understand the value of attendance, but additional adult follow-up beyond the classroom teacher may be needed. Continued implementation should include empathy interviews, student-level attendance monitoring, transportation/basic-needs response, case-managed attendance plans, and analysis of barriers by student group and school.

1F - English Learner Support / LTEL Support

Paste-ready response text for LCAP Goal Analysis / Required Description alignment

Metric(s) to Monitor Effectiveness

- Reclassification rate
- ELPI performance
- Feedback from EL Site Leads

Effectiveness Determination: Effective, with continued need for acceleration

This action is designed to improve English Learner and Long-Term English Learner outcomes through designated supports, monitoring, English 3D, EL Site Leads, professional learning, reclassification monitoring, and LTEL-specific support. The District deems this action effective because ELPI, academic, graduation, and CCI outcomes improved.

ELPI improved:

English Learners: 43.0% making progress, up 2.4 points, Yellow.

Long-Term English Learners: 45.8% making progress, up 4.2 points, Green.

English Learners also improved across multiple indicators:

ELA: 84.2 points below standard, up 7.7 points.

Math: 129.1 points below standard, up 5.7 points.

Graduation: 88.5%, up 6.8 points.

CCI Prepared: 39.1%, up 15.2 points.

Reclassification remains an area of continued improvement:

Reclassification rate: 12.72%, down 0.31 points.

Parent survey data supports the continued strength of language access, with 91.9% of parents agreeing staff speak their preferred language, down only 0.3 points and remaining one of the strongest parent survey outcomes. Parent survey results also identify related areas for continued improvement: 69.5% agreed they receive information/resources to support learning and development at home, up 0.8 points, while 59.9% agreed there are opportunities to participate in advisory groups/decision-making, down 2.9 points.

Overall, this action is effective because ELPI, ELA, Math, Graduation, and CCI outcomes improved. However, English Learners remain Red for Chronic Absenteeism and continue to trail All Students in A-G completion and CCI Prepared outcomes. Continued implementation should emphasize reclassification, LTEL monitoring, attendance, course completion, and EL family engagement.

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

In concert, agreement, and with input from the Hemet USD LCAP Parent & Student Advisory Group, the District is adjusting action/service related metrics to improve the District's ability to assess effectiveness and/or to connect to California Dashboard Indicators.

In the 2025-26 LCAP, there are several cases where action/services have changed funding sources. These changes persist into the 2026-27 LCAP as well. In these cases, the document will specifically highlight these adjustments.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2026-27 LCAP in successive meetings. The group provided qualitative and quantitative feedback that supported changes to metrics and in some cases, updated action/service descriptions.

Additional changes in action/services:

With the recent transformation of services provided to students, the District plans to transform the high school counseling context where in the BARR program is being discontinued. A preponderance of services will continue being provided absent the proprietary structure of the BARR program. In the face of financial headwinds, including planned deficit spending, the District took action to discontinue BARR coordinator positions in the high school setting.

Hemet Unified School District will use **Title VI Indian Education funds** to provide targeted academic, cultural, and engagement supports for Native American students aligned to input from the Native American Tribal Advisory Council. Title VI funds will support Native American club advising, tutoring, transportation, cultural materials and supplies, field trips, conferences, language and cultural enrichment connected to Cahuilla and Luiseño language and history, and opportunities for students to build leadership, belonging, and school connectedness. Tribal Advisory input specifically identified needs related to academic support, compensated club advisor time, Native American cultural activities, student conference/field trip access, meeting and storage space, and expanded awareness of local Native American history.

These Title VI-funded supports will be complemented by existing LCAP supplemental/concentration-supported actions and services, including:

- **Action 1A2 – College and Career Transition Support:** supports college-going awareness, testing access, and transition supports.
- **Action 1A3 – Expanded Counseling Services:** provides academic, vocational, and social-emotional counseling aligned to graduation and college/career readiness.
- **Action 1C – Literacy and Reading Intervention:** provides academic intervention and progress monitoring for students needing additional literacy support.
- **Action 1D – Student Re-engagement:** supports students demonstrating academic, behavioral, attendance, or social-emotional distress through Tier II supports, ATS, MTSS/SST structures, and student services.
- **Action 1H – High Interest Student Engagement Opportunities:** supports athletics, music, arts, and other engagement structures that increase school connectedness.
- **Action 3A – Parent Engagement and Support:** supports Parent Liaisons, parent communication, and family connection to school and district resources.

Together, Title VI and LCAP-supported actions create a coordinated approach that addresses the identified needs: stronger academic support, improved student engagement, greater cultural connection, expanded family partnership, and increased access to college/career readiness supports. Title VI funds will provide the Native American-specific supports, while S/C-funded LCAP actions will strengthen the broader systems of counseling, intervention, engagement, extended learning, and family support that also serve Native American students who participate in those program

Continued LREGB support in Goal 1

Needs Assessment Summary:

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

LREBG Funds will join the following action/services:

- 1D2 – Alternative to Suspension - \$2,461,310
- 1B – Extended Day Kindergarten - \$892,314
- 1C3 – Literacy Initiative - \$1,872,918
- 1E – Extended Learning Opportunities - \$999,438

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

Actions

Action #	Title	Description	Total Funds	Contributing
2026-27 1A1 Formerly 1A1	Career Technical Education Pathway Support	The goal of the CTE programs involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The District plans to use this resource to expand and enhance the CTE pathways that currently exist. Additionally, this resource provides support for CTSO activities as well as ongoing support for development of curriculum and training on monitoring CTE related student outcomes and services to provide students based on these outcomes. 22-23: This action is being expanded by two pathways with the support of Concentration “add on” funds.	\$3,604,369	Yes
2026-27 1A2 Formerly 1A2	College and Career Transition Support	Hemet Unified School District will continue to supplement the costs associated with Advanced Placement exams for all students. The District also uses this resource to pay for all students to take the PSAT and SAT exams in support of future college admission processes and building awareness of going to college. Additionally, select tutoring scaffolds are supported by this action/service intended to improve academic outcomes to a level associated with college admission requirements.	\$563,591	Yes
2026-27 1A3 Formerly 1A3	Expanded Counseling Services	Hemet Unified School District significantly augments counseling services to provide academic, vocational, and social/emotion counseling to students. Recognizing that 86% of students in the District come from a socioeconomically disadvantage background and/or are foster youth, these student’s circumstance place them at risk for not graduating and/or not becoming college and career ready. This service takes these circumstances into account and is designed to address associated needs.	\$6,854,262	Yes

2026-27 1A4 Formerly 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.	\$986,154	Yes

2026-27 1B Formerly 1E	Early Intervention	- E1 - Preschool - Provide additional financial support to the District's Preschool program. - E2 - Extended Day Kindergarten - Leveraging the established benefit of preschool (as demonstrated by a cohort analysis), the instructional day for Kindergarten will be extended from a “half” day model. This will provide increased instructional time and increased services with the objective of improving the outcomes for all students but especially for the Unduplicated Count Pupils who face barriers to success. 22-23: The implementation of this action/service will extend with the same scope of practice. To this extent, additional kindergarten instructional aides will be supported with Concentration “Add On” funding. LREBG Related Information pertaining to Early Intervention Action Rationale for Use of LREBG Funds to Support Kindergarten Instructional Aides <i>Aligned with EC §32526 and California School Dashboard Data for Hemet USD</i> Identified Area of Need: Foundational Academic Gaps Among High-Need Students in Early Grades Based on 2024 California School Dashboard data and Hemet USD's internal K–3 assessment data, a critical area of need is early academic proficiency—particularly in English Language Arts (ELA) and student engagement in the primary grades. The following student groups demonstrate persistent performance gaps in ELA: • English Learners: DFS in ELA: -91.8 (Red) • Foster Youth: DFS in ELA: -84.0 (Red) • Socioeconomically Disadvantaged (SED): DFS: -60.9 (Orange) • SWD: DFS: -128.6 (Red)	\$1,257,960	Yes

	Site-level data from schools such as Hemet Elementary, Fruitvale Elementary, and Ramona Elementary show high numbers of students entering kindergarten with below-grade-level early literacy and social-emotional skills. These schools also have among the highest rates of chronic absenteeism (33.4% overall, with K–1 rates often exceeding 40%)—an early warning sign of future academic disengagement and dropout risk. Alignment with LREBG Needs Assessment and EC §32526 Statutory Requirements The Kindergarten Instructional Aide program directly addresses findings from Hemet USD’s needs assessment and aligns to the following permissible uses under EC §32526(c)(2)(A): "Instructional learning time... by taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs." By increasing adult-student interaction in foundational years, Kindergarten Instructional Aides: • Reduce student-to-staff ratios • Increase individualized support time • Enhance Tier I early literacy and SEL instruction • Support behavior modeling and engagement routines This action also aligns with the requirements that call for LEAs to: • Provide a clearly identified area of need (early academic and engagement gaps) • Reference targeted student groups (ELs, Foster Youth, SED, SWD) • Explain how the action is grounded in research • Identify monitoring metrics		

Research-Based Justification for Effectiveness

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

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

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

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

Monitoring and Evaluation Plan

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

- **ELA Metric (Dashboard):** DFS in early grades (longitudinal tracking)

		• Local Measures: 95% Assessment Data, Benchmark Advance Assessment Data, Acadiana data, DRDP K–3 progress monitoring • Attendance: K–1 chronic absenteeism rates LREBG Fund Allocation: \$892,314		

2026-27 1C Formerly 2B	Literacy & Reading Intervention	As of the fall of 2023, approximately 24% of students in Grades 2-12 had a reading comprehension ability that was at grade level as measured a Lexile metric. The following are elements of this action/service specifically designed to address the literacy needs of all students: - C1 - Elementary Reading Intervention - Elementary Schools will continue with implementation of a Reading Intervention program that employs a Reading Intervention Teacher and Instructional Aides. The program involves extensive training and monthly collaboration meetings. The program is grounded in curriculum that is underpinned by the Science of Reading framework. Additional concentration “add on” funding will support additional intervention teachers and instructional aides will augment the implementation of this action. - C2 - Secondary Reading Intervention: Read 180 and System 44 will continue to target our middle school students in need of reading intervention. Ongoing training will focus on deep implementation of the program. - C3 - Tiered Literacy Intervention System – K-12 - The District has identified the need to more strategically address the shortfalls in student literacy needs. The District has identified a need to install a resource and time intensive intervention for students who have the most profound short falls in reading. Additionally, this additional tier of intervention will be integrated into a comprehensive literacy system. Rationale for Use of LREBG Funds to Support Literacy Intervention Instructional Aides <i>Aligned with EC §32526, the California School Dashboard Data for Hemet USD, and HUSD’s Needs Assessment Findings</i>	\$12,502,921	Yes

	Identified Area of Need: Early Literacy Gaps Among High-Need Student Groups According to the 2024 California School Dashboard and Hemet USD’s local assessment data, a persistent area of need is the underperformance of high-need student groups in English Language Arts (ELA). The Dashboard data reveal the following: • English Learners (ELs): ELA DFS = -91.8 (Red) • Foster Youth: ELA DFS = -84.0 (Red) • Students with Disabilities (SWD): ELA DFS = -128.6 (Red) • Socioeconomically Disadvantaged (SED): ELA DFS = -60.9 (Orange) • All Students: ELA DFS = -55.7 (Yellow) Site-level K–3 data from Hemet Elementary, Acacia Middle, McSweeny Elementary, and Fruitvale Elementary show that large percentages of students score in the lowest two bands on early literacy screeners confirming the need for structured, evidence-based intervention to close foundational skill gaps. LREBG Alignment: Legal Compliance and Statutory Purpose This action is fully aligned with EC §32526(c)(2)(B), which allows LREBG funds to support: <i>“Evidence-based learning supports such as tutoring or one-on-one or small group supports provided by certificated or classified staff, and learning recovery programs designed to accelerate pupil academic proficiency.”</i> The Literacy Intervention Instructional Aides augment the work of certificated literacy specialists who implement structured, Science of Reading-based interventions. These aides provide small group and one-on-one practice and feedback aligned to phonemic awareness, phonics, fluency, vocabulary, and comprehension routines. This support meets the LREBG requirement to address pupils identified in the LEA’s needs assessment, including students with the lowest achievement	

		levels on state and local assessments (EC §32526(d)(2)(A)) and those in subgroups flagged in the Dashboard as Red or Orange. Evidence-Based Justification Instructional aides trained to deliver structured literacy routines under the supervision of credentialed staff are supported by high-quality research and qualify as an evidence-based Tier 2 or 3 support under ESSA and EC §32526(f). Key research includes: • Foorman, B., et al. (2016). <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide.</i> • Foundational skills (phonological awareness, phonics, fluency) must be taught explicitly and systematically, with practice opportunities in small groups. Paraprofessionals can deliver these routines effectively when aligned with a structured intervention system. • Connor, C. M., et al. (2013). <i>Individualizing Student Instruction in Reading: Effects of Instructional and Child Characteristics on First Graders' Learning. Journal of Research on Educational Effectiveness.</i> • When small group instruction is aligned to diagnostic data and delivered with fidelity, including by trained aides, reading outcomes improve significantly. • Gersten, R., et al. (2008). <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences Practice Guide.</i> Support staff, including aides, improve reading achievement when coordinated with progress monitoring and teacher-led intervention. These studies meet ESSA Tier 2–3 evidence standards and the definition of “evidence-based” under 20 U.S.C. §7801(21)(A), as required by LREBG guidance.		

		Monitoring and Evaluation (EC §52064.4 Requirement) Hemet USD will monitor this action using the following metrics: • Dashboard Metric: ELA Distance from Standard (for ELs, SWD, SED, All Students) • Local Metrics: 95% Assessment, Benchmark Advance assessment, and Lexile assessment data and growth scores by tier, subgroup, and grade band for students who receive the intervention services. LREBG Funds Allocated: \$1,872,918		

2026-27 1D Formerly 2A	Student Re-engagement	This action/service is designed to specifically identify, intervene, and provide ongoing support on behalf of students when academic and/or social/emotional distress becomes evident. - 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. This action/service integrates into work and systems described in other actions/services in this plan.	\$7,537,822	Yes

	With regards to the District’s eligibility related to Differentiated Assistance/Technical Assistance, this action is intended to address implementation of work to address outcomes in the Suspension California Dashboard Performance Indicator. LREBG Related Information pertaining to Alternative to Suspension Action Rationale for Use of LREBG Funds to Support Alternative to Suspension (ATS) Staff and Services <i>Aligned to LREBG Requirements (EC §32526) and California School Dashboard Data for Hemet USD</i> Identified Area of Need: Disproportionate Suspension Rates Among High-Need Student Groups Based on the 2024 California School Dashboard and HUSD’s comprehensive needs assessment, suspension continues to disproportionately impact vulnerable student groups across the district: • Foster Youth: 12.1% suspension rate (Red indicator) • African American students: 12% (Orange) • Students with Disabilities: 8.5% (Orange) • Homeless Youth: 8.4% (Orange) Additional student groups such as Pacific Islander and Two or More Races remain in Orange, contributing to districtwide equity gaps. The district's overall suspension rate is 5.1% (Yellow), down from 6.3%, indicating modest improvement. However, 10 student groups are still flagged for elevated suspension rates. These discipline disparities not only disrupt learning but correlate with long-term academic disengagement, reduced graduation outcomes, and chronic absenteeism—metrics already elevated in HUSD.		

Alignment with LREBG Needs Assessment and Statutory Requirements

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

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

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

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

Research-Based Justification for Effectiveness

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

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

	Found that restorative justice practices significantly reduce suspensions and narrow racial discipline gaps, especially for African American and Latino students. Osher, D., Bear, G., Sprague, J., & Doyle, W. (2010). <i>How Can We Improve School Discipline?. Educational Researcher</i>, 39(1), 48–58. Demonstrated that trauma-informed, multi-tiered behavior supports reduce the frequency and duration of suspensions and increase students' sense of safety. U.S. Department of Education (2014). <i>Guiding Principles: A Resource Guide for Improving School Climate and Discipline.</i> Recommends replacing exclusionary discipline with positive behavioral interventions, noting effectiveness in promoting equity and academic success. These studies align with ESSA Tier 2 and 3 evidence and meet the definition of “evidence-based” under EC §32526(f) and 20 U.S.C. §7801(21)(A), as required by LREBG guidance. Monitoring and Impact As required by EC §52064.4, this action will be monitored through: State metric: Suspension rate (California Dashboard) Local metrics: ATS referral data, repeat offense rates, school climate surveys (CHKS) LREBG Funds Allocated: \$2,461,310		

2026-27 1E Formerly 2C	Extended Learning Opportunities	This action/service is designed to provide additional opportunities for at risk youth to recover credits as well as receive supplemental instruction, including: - E1 - 0/7th Period Classes – Hemet Unified School District will continue to offer opportunities for middle and high schools to expand the number of courses and choices a student can take in their schedules. High school and middle school will offer 0 period or 7th period classes to expand their day. - E2 - Summer School - Hemet Unified School District will hold summer school (two sessions) to target and assist high school students who need credit recovery and/or additional classes in order to graduate and meet their A-G requirements. It will expand this year to offer summer school at each of high schools. - E3 - Credit Recovery - Hemet Unified School District will expand prior implement a comprehensive plan to address the credit recovery for those students in high school that are not on track to graduate (credit deficient). Rationale for Use of LREBG Funds to Support Credit Recovery Classes and Associated Services <i>In alignment with EC §32526 and Dashboard Data</i> Identified Area of Need: Graduation and College/Career Readiness Gaps Among High-Need Student Groups Although Hemet USD's overall graduation rate has improved to 90.4% (Green) as of the 2024 California School Dashboard, several high-need student groups continue to exhibit significantly lower graduation outcomes or insufficient completion of college-preparatory coursework. Notably: • Foster Youth: Graduation rate declined slightly to 76.5% (Orange) • English Learners: While the graduation rate increased to 81.7%, only 33.7% completed A–G requirements • Socioeconomically Disadvantaged (SED): Graduation rate 89.9%, but A–G completion only 46.7%	\$2,575,355	Yes

		• Students with Disabilities (SWD): Graduation rate 78.0% and A–G completion only 16.1% • Overall College and Career Indicator (CCI): Preparedness rate 46.0%, with wide disparities for subgroups • Foster Youth CCI Preparedness: Only 11.8% prepared—a 3% decline from the prior year These data demonstrate a persistent gap between diploma attainment and postsecondary readiness, which is further compounded by course failures in core subject areas and interrupted learning due to chronic absenteeism. Legal Alignment with LREBG Statute: EC §32526 The use of LREBG funds to support credit recovery classes and associated academic services directly aligns with EC §32526(c)(2)(D): <i>“Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.”</i> This action specifically targets: • High school students who have failed core courses and are credit-deficient • Students needing A–G aligned coursework to meet college eligibility requirements • Pupils at risk of not graduating on time due to lost instructional time from absenteeism, suspensions, or pandemic-related disruptions Evidence-Based Justification Research supports the use of credit recovery as a critical intervention for at-risk students, particularly when paired with academic monitoring and individualized supports:		

		• Rickles, J., et al. (2018). <i>Credit Recovery in High School: Effectiveness and Implementation Practices</i>. American Institutes for Research. Online and in-person credit recovery programs were associated with increased graduation rates when paired with targeted academic support and progress monitoring. • Baragaño, D. R., & Martens, P. (2017). <i>Re-engaging Students Through Credit Recovery: Best Practices and Equity Implications</i>. <i>Education Policy Analysis Archives</i>, 25(9). • Effective programs tailor instruction to meet individual needs, promote teacher-student relationships, and allow students to progress at their own pace—especially valuable for Foster Youth and SED students. • What Works Clearinghouse (WWC). <i>Dropout Prevention Practice Guide (2017)</i>. Credit recovery, especially when combined with early warning systems and student success teams, was a recommended Tier 2 intervention for increasing graduation rates among high-risk populations. These resources align with ESSA Tier 2–3 evidence levels and satisfy the definition of “evidence-based” required under EC §32526(f) and 20 U.S.C. §7801(21)(A). Monitoring and Evaluation Requirements (EC §52064.4) The following metrics will be used to monitor this action’s implementation and effectiveness: • Dashboard Metric: Graduation Rate (by student group) • Dashboard Metric: College and Career Indicator – Prepared and A–G Completion rates • Credit accrual rates per term • On-track to graduate tracking by cohort		

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

Aligned with EC §32526 and Hemet USD Needs Assessment Findings

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

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

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

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

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

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

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

		§32526(c)(2)(A): “Increasing instructional time for the 2022–2028 school years... including increasing the number of instructional minutes or taking other evidence-based action to increase or stabilize the amount of instructional time or services provided.” §32526(c)(2)(D): “Providing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.” Zero Period scheduling meets both criteria by: • Expanding daily course offerings to allow students to fit in A–G or CTE electives • Creating flexible pathways for students who need to recover credits or pursue advanced coursework • Reducing conflicts between required and elective courses for at-risk and high-mobility students Evidence-Based Justification Research supports extending the school day through strategies such as Zero Period courses to address opportunity gaps and improve postsecondary outcomes: Kidron, Y., & Lindsay, J. (2014). <i>The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review.</i> U.S. Department of Education, Institute of Education Sciences. Found that extending learning time—especially for underperforming student groups—was associated with significant improvements in academic achievement and graduation outcomes when implemented with structured supports. Darling-Hammond, L., Bae, S., Cook-Harvey, C., Lam, L., Mercer, C., Podolsky, A., & Stosich, E. L. (2018). <i>Pathways to New Accountability Through the Every Student Succeeds Act (ESSA).</i>		

		Expanded learning opportunities, including before-school and after-school options, increase students' course access and address structural inequities in scheduling. Rogers, J., & Mirra, N. (2014). <i>It's About Time: Learning Time and Educational Opportunity in California High Schools.</i> UCLA IDEA. High school students from underserved communities are often locked out of college-prep courses due to schedule constraints; expanding learning time through before-school options allows for greater course equity and college readiness. These studies are considered ESSA Tier 2–3 evidence and fulfill the “evidence-based” definition required by EC §32526(f) and 20 U.S.C. §7801(21)(A). Monitoring and Evaluation Metrics In alignment with EC §52064.4, Hemet USD will evaluate the effectiveness of Zero Period course offerings using the following metrics: • A–G Completion Rates (Dashboard and DataQuest by subgroup) • College and Career Indicator (CCI) Preparedness Rates • Graduation Rates for students participating in Zero Periods • Progress will be reviewed annually and used to inform modifications to scheduling and staffing models. LREBG Funds Allocated: \$1,717,381		

2026-27 1F1 Formerly 2D1	English Learner Support	This action/service is designed to improve English Learner outcomes. Specifically, the elements of this service are: - English Learner Support: The English 3D program is a powerful English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills needed to reclassify. The target group for this program is our long-term English Learners. This program will complement newly adopted ELA/ELD instructional materials in an appropriate manner. Additionally, every school will have one teacher that will be their English Learner Site Lead. This EL Lead will assist other teachers and administrators with organizing efforts for English Learners, monitoring students for reclassification purposes, and developing an action plan to address the needs of English Learners. The EL Leads also meet throughout the year to attend training and Hemet collaborate with other teachers. Additionally, EL teachers will receive instructional support from Teachers on Special Assignment to promote best instructional practices that translate to higher student achievement. Additionally, Imagine Learning is a computer based supplemental language and literacy program that we have used to target all our English Learners in grades K-5. It is a supplemental program and a goal of 100 minutes per week was set. As a part of the same system of support an additional direct service in the form of tutoring will be provided to EL students. The support identified in this action reflects the District's identified need to provide additional support in vocabulary development and comprehension that complements a core (base service) of an integrated ELA/ELD program with corresponding professional development services. The District provides English Learner support in the following contexts: - <i>Structured English Immersion</i> – the preponderance of instruction is provided in English yet the curriculum and presentation of learning materials is designed to support student in various phases of English acquisition This action will specifically address all schools where the ELPI Indicator is red.	\$3,664,488	Yes

		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.		
2026-27 1F2 Formerly 2D2	Long Term English Learner Support	HUSD offers an English Learner Site Lead for each school in the district. These site leads focus on all English Learners, but specifically monitor our LTELs with a bi-annual report from each LTEL's teacher. We use Ellevation to send out the monitoring forms for our LTELs. In addition, a reminder and query are sent out every grading triad to check LTEL grades, with the expectation that any students who is not achieving academically in their classes is met with by a counselor or an EL site lead at the site. In addition, a book study was completed with all EL Site Leads during the last year that focused on the report entitled, "Renewing our Promise: Research and Recommendations to Support California's Long-Term English Learners," a Californians Together Research and Policy Report, to not only spark interest in more innovative approaches to supporting out LTELs, but also to reflect on and refine best practices within our system. Additionally this action will specifically focus on providing professional development focused on the differentiation of instructional strategies and student monitoring specific to Long Term English Learners. District support staff will conduct classroom observations and support teachers in coaching cycles and will provide support specific to LTEL related instruction. <i>Supports related to Language Acquisition:</i> Instructional monitoring and site-based coaching within Action 1F2 will reinforce the elements of the HUSD Instructional Framework that most directly support language acquisition for English Learners and Long-Term English Learners. English Learner Site Leads, District EL support staff, and Learning Improvement Specialists will use classroom observations, student work review, Ellevation monitoring, grade checks, and coaching cycles to examine whether English Learners are receiving clear access to grade-level standards, learning intentions, and success criteria; explicit vocabulary development; academic and technical language scaffolds; structured speaking and listening opportunities; and differentiated supports aligned to documented student		No

		needs. This monitoring will emphasize the Framework’s expectation that lesson delivery connect to prior knowledge, build vocabulary, integrate academic language scaffolds, and use gradual release of responsibility supported by frequent formative assessment. In practice, this means site and district support staff will look for evidence that teachers are using language frames, predetermined quality questions, teacher and student think-alouds, student processing time, checks for understanding, collaborative practice, and meaningful feedback to help English Learners engage in academic discourse and demonstrate understanding of grade-level content. When monitoring identifies that English Learners or LTELs are not making adequate academic or language progress, EL Site Leads and Learning Improvement Specialists will support teachers through targeted coaching, collaborative planning, student grouping adjustments, and refinement of instructional scaffolds. This action therefore connects student-level monitoring to classroom-level practice by ensuring that language acquisition supports are not separate from core instruction, but are embedded within lesson clarity, lesson delivery, instructional engagement, formative assessment, and the District’s elementary and secondary priorities for English Language Development and vocabulary development.		
2026-27 1G Formerly 3C	Specialized Educational Options	This action/service is designed to support specialized educational options for students and parents. - Dual Language Academy – the District recently started a dual language program at Hemet Elementary School in the fall of 2017. As students’ progress through the grade levels, the District recognizes a need to provide a high-quality venue to progress through the middle school years. This action/service supports the evolving needs of this unique educational option. - Online Instruction – in response to the COVID-19 pandemic, the District introduced a fully online educational option for parents and students. As of the Spring of 2021, there is sizable parent interest in continuing their children in an online setting past the physical return to school. This action	\$10,134,965	Yes

		supports the continued implementation of this program offering as well as supporting additional support services. In the 2022-23, additional concentration “add on” funding will continue to support increased staffing in order to improve the depth and breadth of services. 2023-24: This action/service prominently supports the Academy of Innovation online and independent study school.		
2026-27 1H Formerly 3D	High Interest Student Engagement Opportunities	School connectedness is a primary indicator and essential element for student success. This action/service supports continued investment in high interest student engagements. The following elements, student feedback is positive and student outcome metrics suggest there is a correlation between program participation and improved student outcomes. - H1 - Afterschool Athletics – this action supports middle school and high school athletics. This is a supplement to program elements funded out of base funding. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. - H2 - K-12 Music – this action supports a portion of personnel, band instrument purchase and repair, as well as some ongoing uniform costs. The music program that provides both instrumental and vocal music instruction to all interested 3rd through 12th-grade students will continue to expand. Schools will target Low Income (LI) and Foster Youth (FY) students to participate in this arts program. Instruments are provided for students who are unable to afford one for use during the school year. New for the 2026-27 school year, Hemet Unified School District will use Title VI Indian Education funds to provide targeted academic, cultural, and engagement supports for Native American students aligned to input from the Native American Tribal Advisory Council. Title VI funds will support tutoring, transportation, cultural materials and supplies, field trips,	\$5,536,487	Yes

		conferences, language and cultural enrichment connected to Cahuilla and Luiseño language and history, and opportunities for students to build leadership, belonging, and school connectedness. Along with Title VI funds, other actions/services – paid for in other areas of the LCAP – will come along side to address the interests and feedback from the Native American Tribal Advisory Counsel. 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.		
2026-27 1I Formerly 3E	Chronic Absenteeism	This action service specifically addresses identifying and addressing the needs of students who are chronically absent. Resources associated with this cost will support personnel reaching out to chronically absent students and families. This action integrates into work and systems described by other actions/services in this plan. Key Metrics: Chronic Absenteeism Indicator	\$441,820	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

State Priorities:

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2.19	Implementation of Common Core Aligned Instructional Materials – ELA (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability	Full Implementation & Sustainability	Full Implementation & Sustainability	Full Implementation & Sustainability	No Delta
2.2.20	Implementation of Common Core Aligned Instructional Materials – Math (inclusive of ELD) Source: Priority 2 Reflection Tool – Local Indicators	Full Implementation & Sustainability	Full Implementation & Sustainability	Full Implementation & Sustainability	Full Implementation & Sustainability	No Delta
2.3.19	Local Dashboard Indicators- Standards	Met	Met	Met	Met	No Delta
	Perception of School Climate - Staff					
2.3.26	Culture of working together to improve outcomes Two highest rankings of five	63%	63%	66.5%	80%	14.5%

2.3.27	High Expectations – Academic & behavioral outcomes Strongly Agree/Agree	63%	63%	78.8%	80%	No Change
2.3.28	Student Learning Environment – Supportive & inviting place to learn Strongly Agree/Agree	80%	82%	82%	90%	+2%
2.3.29	Supports – Provides supports when needed Strongly Agree/Agree	84%	85%	84.2%	90%	+1%
2.3.62	Teaching Credential- Clear Credentials (TAMO)	82%	83.3%	78%	95%	+5%
2.3.63	Teaching Credential- Out of Field	3.6%	4.4%	4.2%	1%	-0.6%

	(TAMO)					
2.3.64	Teaching Credential- Ineffective (TAMO)	1.1%	3.4%	5.1%	0%	+4.1%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 2 — Cultivating High Performing Teams

Goal 2 actions/services were substantially implemented as planned and continued to function as the District’s primary system for strengthening instructional coherence, leadership capacity, collaboration, and continuous improvement. Instructional professional development, leadership and new teacher support, additional instructional minutes/collaboration time, and student outcome monitoring structures were implemented in alignment with the District’s Instructional Framework and LCAP action descriptions.

Implementation successes included the continuation of standards-aligned professional learning, administrator and teacher leader development, new teacher supports, collaboration structures, and data-use systems designed to improve instructional practice. The District maintained professional learning systems connected to ELA, ELD, Math, Science, Social Studies, Rigor and Results, walkthrough implementation, standards implementation, and student outcome monitoring. Action 2C was implemented as planned through the continuation of additional instructional minutes and collaboration time, which supported teacher collaboration, data analysis, instructional planning, and professional learning. Action 2D supported continuous improvement structures and the use of student group-level data to identify inequities and guide interventions.

Implementation challenges included the need to continue strengthening consistency of implementation across sites and ensuring that professional learning translated into measurable improvement for all student groups. While instructional systems were in place and Dashboard outcomes improved in ELA and Math, Foster Youth and other student groups continued to demonstrate persistent needs. Staff and leadership feedback also reinforced the need for more time to process, apply learning, use data tools, and connect professional learning to site-based implementation. There were no substantive differences that materially reduced implementation of Goal 2 actions; implementation proceeded as planned with continued attention to coherence, pacing, application, and subgroup-specific instructional response.

2A — Instructional Professional Development

Instructional professional development was implemented substantially as planned. The District continued professional learning and coaching to improve and sustain TK-12 instruction aligned to California State Standards, the HUSD Instructional Framework, and identified student needs. Implementation included support for ELA, ELD, Math, Science, Social Studies, Rigor and Results, instructional materials, and standards-aligned practices. Implementation successes included sustained professional learning systems, continued standards implementation, and improved academic outcomes in ELA and Mathematics. No substantive differences reduced the planned service model.

Challenges included maintaining consistent implementation across sites and ensuring professional learning translated into accelerated outcomes for all student groups.

2B — Leadership and New Teacher Professional Development

Leadership and new teacher professional development was implemented as planned. The District continued to provide professional learning for administrators, teacher leaders, and new teachers to strengthen supervision of academic programs, implementation of the Instructional Framework, and alignment between standards implementation and professional learning needs. Implementation successes included continued support for leader development, new teacher support, CTI candidates, training frequency, and training feedback structures. No substantive differences materially changed the action/service. Challenges included sustaining consistency in implementation across sites, supporting clear teacher assignment and credentialing needs, and ensuring leaders and teachers had sufficient time to process and apply learning.

2C — Expanded Learning Opportunities / Collaboration Time

Action 2C was implemented as planned. The District continued the additional instructional minutes and weekly collaboration time designed to increase services to students and improve staff collaboration. Implementation successes included maintaining the full collaboration structure and instructional time model, supporting professional learning, teacher planning, data analysis, and collaborative implementation of District priorities. There were no substantive differences between planned and actual implementation. The primary challenge was not implementation of the time itself, but ensuring that collaboration time remained consistently focused on student outcome data, instructional planning, intervention response, and implementation of professional learning across sites.

2D — Student Outcome Monitoring and Continuous Improvement

Student outcome monitoring and continuous improvement supports were implemented substantially as planned. The District continued structures designed to investigate, identify, and respond to gaps in student outcomes by program, site, race/ethnicity, and student group. Implementation included support for administrators and teacher leaders, data monitoring tools, professional learning, and strategic support for site and District teams. Implementation successes included continued use of student group-level data, Scorecard structures, action planning, and continuous improvement routines. No substantive differences materially reduced implementation. Challenges included the need to move more consistently from data visibility to timely student-level response and to deepen classroom- and site-level use of data to inform action.

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.

Goal 2 — Cultivating High Performing Teams

Goal 2 actions/services were implemented substantially as planned. Planned expenditures totaled **\$17,942,889**, and estimated actual expenditures totaled **\$16,128,343**, a difference of **-\$1,814,546**, or approximately **89.9%** of planned spending. Differences were primarily

associated with employee acquisition and vacancy dynamics, professional learning timing, extra duty, substitute coverage, materials and supplies, and timing of supports connected to administrator, teacher leader, and staff professional learning.

Action-level differences were as follows:

- **2A Instructional Professional Development:** Budgeted **\$7,435,830**; estimated actual **\$6,398,592**; difference **-\$1,037,238**; **86% spent**. The variance was primarily related to staffing, extra duty, onboarding/training, professional learning, substitute coverage, materials/supplies, and vendor/contracted service timing. Instructional professional development was implemented and continued to support standards implementation, ELA, Math, and other instructional priorities.
- **2B Leadership and New Teacher Professional Development:** Budgeted **\$2,906,531**; estimated actual **\$2,453,205**; difference - **\$453,326**; **84% spent**. The difference was connected to extra duty, personnel acquisition/vacancy dynamics, onboarding/training, and professional learning timing. Leadership and new teacher supports continued to be implemented as planned.
- **2C Expanded Learning Opportunities:** Budgeted **\$5,856,848**; estimated actual **\$5,856,848**; difference **\$0**; **100% spent**. Spending fully aligned to the adopted budget and supported the additional instructional minutes and collaboration structures described in the LCAP.
- **2D Student Outcome Monitoring and Continuous Improvement:** Budgeted **\$1,743,680**; estimated actual **\$1,419,698**; difference - **\$323,982**; **81% spent**. The variance was associated with professional learning, extra duty, substitute coverage, materials/supplies, staffing, onboarding, and training timing. Core student outcome monitoring and continuous improvement structures were maintained.

In summary, Goal 2 expenditure differences were primarily timing and staffing related and did not result in a substantive reduction in professional learning, collaboration time, leadership support, or continuous improvement structures. The most significant alignment occurred in Action 2C, which was spent at 100% of the adopted budget.

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

2A — Instructional Professional Development

Metric(s) to Monitor Effectiveness

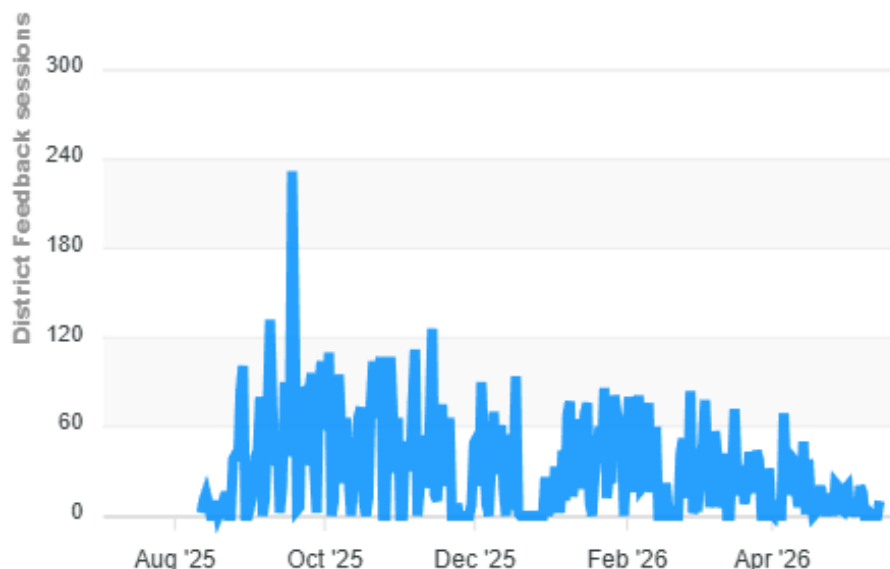
- *Classroom walkthrough tool measuring quality and frequency of instructional practices*
- *ELA and Math benchmark assessments connected to use of instructional practices*
- *ELA/Math SBAC outcomes*
- *Local Indicator: Standards Implementation*

Effectiveness Determination: Effective

- *This action is principally directed toward improving instructional quality and reducing variation in instructional outcomes for unduplicated students.*

SBAC outcomes improved:

- *ELA: **49.5 points below standard**, up **6.3 points**.*
- *Math: **98.5 points below standard**, up **5.3 points**.*
- *English Learners improved in both ELA and Math.*
- *SED students improved in both ELA and Math.*
- *The Local Indicator for Implementation of Academic Standards was **Standard Met**, with strong implementation ratings in ELA, ELD, Mathematics, instructional materials, and policy/program support.*



Staff survey data also support the action:

- *Staff positive response for high expectations increased to **79.1%**, up **2.2 points**.*
- *Staff positive response for academic help when needed increased to **86.4%**, up **1.8 points**.*
- *Staff positive response for collaborative culture increased to **66.3%**, up **3.4 points**.*

Overall, the District deems this action effective because academic outcomes and local implementation indicators moved in the intended direction. Continued refinement should focus on translating walkthrough and benchmark results into faster subgroup-specific instructional pivots, especially for Foster Youth and students with disabilities.

Mastery Component / Mastery Objective	‡	📄 (#)	‡	Mastery Score Chart	🟢 (%)	🟡 (%)	🟠 (%)	🔴 (%)
Classroom Environment and Culture Active Monitoring		35			61%	26%	11%	2%
Lesson Structure Demonstration of Learning Aligned to Learning Intention and Success Criteria		53			52%	30%	11%	7%
Lesson Structure Core Curriculum is Used Appropriately		162			49%	39%	9%	4%
Instructional Engagement Continuous, Multilevel Interaction Occurs Between Teachers and Students		6			48%	40%	10%	1%
Instructional Engagement Strategic Pre-Correctives and Correctives are Supportive, Quick, Explicit, and Relevant		1			48%	41%	10%	1%
Lesson Structure Grade Level Standards		192			47%	43%	7%	2%
Feedback Types Praise–Motivational feedback, intended to affirm effort, progress, or attitude		12			46%	47%	6%	0%
Classroom Environment and Culture Collaborative Classroom Setup		45			42%	52%	5%	2%
Instructional Engagement Multiple Levels of Meaningful & Specific Feedback Between T-S, S-S, S-T		0			41%	44%	14%	1%
Feedback Types Task Feedback–Focused on correctness or completion of a task		3			40%	48%	11%	1%
Feedback Types Self-Regulation Feedback–Focused on self-monitoring, motivation, and ownership of learning		3			40%	50%	9%	1%
Lesson Structure GRR Independent Practice		120			39%	45%	13%	3%
Lesson Structure GRR Input and Model		113			39%	42%	16%	3%

The walkthrough/mastery data show strongest implementation in Classroom Environment and Culture and the front end of Lesson Structure. The highest-rated objective was Active Monitoring, with 61% in the highest mastery band and another 26% in the next band. Other relative strengths included Demonstration of Learning aligned to Learning Intention and Success Criteria (52% highest band; 30% next band), Core Curriculum used appropriately (49% highest; 39% next), and Grade-Level Standards (47% highest; 43% next). Taken together, these outcomes suggest that many observed classrooms are demonstrating the foundational conditions for effective instruction: active teacher monitoring, alignment to standards, appropriate curriculum use, and clearer lesson structure.

The data also identify refinement areas connected to feedback quality, gradual release, and deeper instructional engagement. Objectives such as GRR Independent Practice and GRR Input and Model were lower in the highest mastery band at 39% each, with higher percentages in the developing bands. Feedback-related practices were generally clustered around 40–46% in the highest mastery band, suggesting that feedback is present but may need to become more consistently specific, task-aligned, and connected to student self-monitoring. Overall, the results indicate solid progress in classroom culture and basic lesson alignment, with the next level of work focused on improving consistency in meaningful feedback, gradual release practices, and student ownership of learning.

2B — Leadership and New Teacher Professional Development

Metric(s) to Monitor Effectiveness

Classroom walkthrough tool measuring quality and frequency of instructional practices

- ELA and Math leading indicators, including Lexile and Quantile outcomes

- ELA/Math SBAC outcomes
- Local Indicator: Standards Implementation
- Professional development feedback

Effectiveness Determination: Effective, with continued need around assignment and consistency

This action is designed to strengthen leadership capacity, support new teachers, improve instructional implementation, and build coherence across schools. The District deems this action effective because academic outcomes improved and standards implementation remained strong.

- ELA increased **6.3 points** overall.
- Math increased **5.3 points** overall.
- English Learners increased **7.7 points** in ELA and **5.7 points** in Math.
- SED students increased **6.2 points** in ELA and **5.4 points** in Math.
- Local Indicator: Standards Implementation was **Standard Met**.

Staff survey data supports the need for continued leadership development around instructional coherence, behavior systems, and school climate. **81.6%** of staff agreed their school promotes success for all students, **79.7%** agreed their school motivates students to learn, **72.2%** agreed their school is safe for students, and **67.9%** agreed the school has high academic and behavioral standards, up **3.1 points**.

Lead Learner and Lead Teacher Plus/Delta feedback supports **Action 2B as effective** because respondents consistently identified aligned leadership structures, modeled instructional practices, clear resources, and opportunities to calibrate implementation across sites as valuable. Administrator feedback most frequently elevated collaboration/work time (**39.9%**), data tools and monitoring structures such as Bullseye, walkthroughs, and Scorecards (**29.2%**), action planning/next steps (**20.2%**), and organized resources/materials (**20.8%**). Lead Teacher feedback similarly emphasized collaboration and site/content team discussion (**64.7%**) and modeled instructional strategies such as GRR, lesson modeling, and instructional examples (**16.4%**). This feedback indicates that Action 2B is supporting leadership capacity and teacher implementation by giving administrators and lead teachers common language, shared expectations, modeled practices, and structures to bring learning back to sites. Delta feedback identifies the next improvement cycle: more time to process and apply learning, clearer next steps, additional modeling, and more hands-on practice. Overall, Action 2B is effective as a leadership and instructional-capacity action, with refinements needed to make implementation more consistent and job-embedded. Overall, the action is effective as a capacity-building strategy. Continued monitoring is needed because Dashboard teacher assignment data identified **78.0% clear assignments**, below the statewide average, indicating that leadership development, new-teacher support, induction, and retention remain important conditions for sustained improvement.

2C — Expanded Learning Opportunities / Additional Instructional Minutes and Collaboration

Metric(s) to Monitor Effectiveness

- Local Indicator 2: Professional Development
- Qualitative feedback regarding trainings

Effectiveness Determination: Effective as an enabling condition

This action is designed to increase instructional time and provide collaboration time to support instructional planning, data analysis, intervention design, and implementation of professional learning. The District deems this action effective as an enabling condition because academic outcomes improved and staff survey results show improved perceptions of collaboration and student support.

- ELA improved by **6.3 points**.
- Math improved by **5.3 points**.
- English Learners and SED students improved in both ELA and Math.
- Local Indicator: Implementation of Academic Standards was **Standard Met**.

Staff survey data supports the continued value of collaboration and professional learning time. Collaborative culture increased to **66.3%**, up **3.4 points**, and staff agreement that students receive academic help when needed increased to **86.4%**, up **1.8 points**. Staff open-ended feedback also identified collaboration, professional development, data use, and systems as continued areas for improvement, including requests for clearer data analysis protocols and more practical site-based planning time.

Lead Teacher and Lead Learner feedback strongly supports **Action 2C as effective** because the most prominent positive theme across the Lead Teacher responses was collaboration, site/content team discussion, and work time. In the Lead Teacher feedback, collaboration/work time/site team structures appeared in approximately **64.7%** of valid Plus responses, indicating that staff valued the opportunity to process learning, plan with colleagues, compare implementation across sites, and develop shared next steps. Administrator feedback also reinforced this theme, with collaboration/work time appearing in approximately **39.9%** of valid Plus responses. Respondents specifically valued time to work on action plans, collaborate with grade-level or content teams, participate in interactive activities, and connect professional learning to site implementation. Delta feedback provides a clear refinement path: respondents requested more time to process and apply learning, fewer topics or better pacing, clearer directions, and additional structured application time. Overall, Action 2C is effective as an enabling structure for high-performing teams because it creates the time and conditions for collaboration, shared planning, and implementation alignment; future sessions should continue to protect work time and sharpen the connection between collaboration, data analysis, and classroom implementation.

Overall, this action is effective as an enabling structure. Continued implementation should ensure collaboration time remains focused on student outcome data, instructional planning, intervention response, implementation of the Instructional Framework, and student group progress monitoring.

2D — Student Outcome Monitoring and Continuous Improvement

Metric(s) to Monitor Effectiveness

- Use of student group-level data monitoring tools
- Educational partner feedback on the use of data analysis tools to improve systemic outcomes

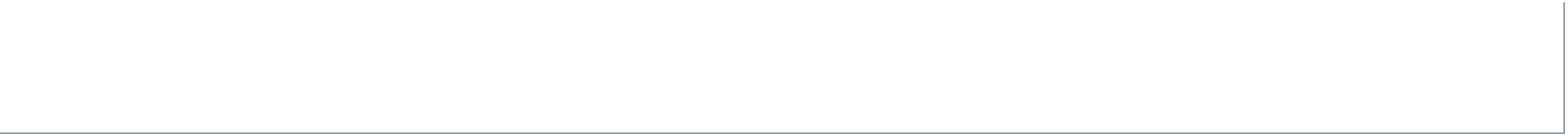
Effectiveness Determination: Effective overall; requires faster subgroup response

This action is designed to improve the District's ability to identify, monitor, and respond to inequitable student outcomes. The District deems this action effective because several Dashboard outcomes improved and data-monitoring structures are becoming increasingly embedded in district and site improvement processes.

- ELA improved by **6.3 points**.
- Math improved by **5.3 points**.
- Suspension declined by **1.6 points**.
- Graduation increased by **1.8 points**.
- CCI Prepared increased by **10.1 points**.

Student survey data supports the District's continued focus on goal setting and continuous improvement practices. **91.0%** of students reported that one or more teachers talked about goal setting in class, **47.9%** reported engaging in a Plan-Do-Study-Act cycle, and **77.2%** agreed that goal setting helps them be a better student and contributes to success. These results indicate that goal-setting practices are visible to students, but PDSA implementation is not yet consistently experienced by a majority of students.

Lead Learner feedback supports **Action 2D as effective** because administrators consistently identified data tools, Bullseye, Scorecards, walkthroughs, and action-planning structures as valuable for monitoring student outcomes and supporting continuous improvement. In administrator Plus responses, approximately **29.2%** referenced data tools, Bullseye, Scorecards, walkthroughs, or monitoring structures, and approximately **20.2%** referenced action planning, PDSA, or next steps. This indicates that Action 2D is helping leaders make student outcome data more visible, structure site-level conversations, and connect data review to improvement planning. Lead Teacher feedback showed less frequent explicit reference to data tools, suggesting that the next phase of implementation should more intentionally connect teacher collaboration to the same monitoring structures used by site leaders. Delta feedback also supports this refinement, with administrators requesting more time to analyze site-specific data, additional support with Bullseye/Scorecard tools, clearer next steps, and more hands-on practice using data to inform action. Overall, Action 2D is effective as a student outcome monitoring structure, with continued work needed to move from data visibility to consistent classroom- and site-level action tied to student group needs. Overall, this action is effective as a systemwide monitoring and improvement structure. However, Foster Youth remain Red in ELA, Math, Chronic Absenteeism, Suspension, Graduation, and Science, and English Learners remain Red for Chronic Absenteeism. Continued implementation should move from data visibility to faster student-level response, especially for Foster Youth and chronically absent English Learners.



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

In the 2026-27 LCAP, there are several cases where action/services have changed funding sources. In these cases, the document will specifically highlight these adjustments.

With the educational partner support of the LCAP Parent Advisory Group – which supports the strategic (re)allocation of one time and ongoing resources to maximize efficiency and impact – Action 2A will see an increase in Supplemental and Concentration funding. An ongoing activity of the action was related to Whole School Training on the instructional objectives, systems, and elements of the 2A action. In prior years, this component was financed using Educator Effectiveness Block Grant funds. Starting this year, this component will be supported with Supplemental and Concentration funding. In the interest of transparency, the action/service description was augmented to illuminate the shift in funding.

In specific relationship to the changes discussed above, the LCAP Parent and Student Advisory Group was presented with both an overview of changes as well as presentation on the specific goal and action/service structure for the 2026-27 LCAP in successive meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing

2025-26 2A Formerly 1B	Instructional Professional Development	This action integrates the following services to focus on training and coaching Hemet Unified School District educators to improve and sustain TK-12 instruction at a high-level supporting needs, circumstances, and conditions of all students: - English/Language Arts Standards Implementation & Support –The District continues to recognize the need for ongoing training teachers in the access and use of these resources as well development of supplemental resources as needed. To support the deep use of the curriculum and associated resources, the District continues with a structure of course and grade level Lead Teachers that receive extended support to act as a local guide in the practices of first, best instruction with these materials. - Math Standards Implementation and Support – Similar to English/Language Arts, the District continues to recognize the need for ongoing training teachers in the access and use of these resources as well development of supplemental resources as needed. To support the deep use of the curriculum and associated resources, the District continues with a structure of course and grade level Lead Teachers that receive extended support to act as a local guide in the practices of first, best instruction with these materials. - Social Studies & Science Standards Implementation & Support – The District recognizes the need to continue training and ongoing support in the implementation of a Next Generation Science Standards aligned curriculum. This support provides both material to teachers to augment core curriculum in addition to specialized coaching in the effective instructional practices associated with science instruction. Similarly, the District is entering into a curriculum adoption for new Social Studies materials. In the initial implementation, the District anticipates the need for a systemic training process and ongoing support. - Whole School Professional Development - As an additional component of Action 2A, the District will continue to provide structured beginning-of-year professional development designed to	\$9,275,120	Yes

		support consistent implementation of district instructional priorities. Prior to the start of school, staff will engage in professional learning that connects district goals, site goals, PLC goals, classroom practices, and individual student outcomes. This professional development will include review of district and site progress data, instructional priorities, the HUSD Instructional Framework, scope and sequence implementation, assessment planning, MTSS alignment, student engagement, and classroom improvement strategies. Site leaders will use common District-provided materials to facilitate staff learning, support collaborative planning, and ensure that teachers begin the year with a shared understanding of first-best instruction, intervention expectations, and the instructional practices necessary to improve outcomes for unduplicated students and all students. This ongoing Whole School Professional Development component was previously paid for via Educator Effectiveness Block Grant funding but will be supported with Supplemental & Concentration funding moving forward with the 2026-27. With regards to the District’s eligibility related to Differentiated Assistance/Technical Assistance, this action is intended to address implementation of work to address outcomes in the ELA and math California Dashboard Performance Indicators.		

2025 2B	Leadership & New Teacher Professional Development	This action/service relates specifically to the provision of professional development to teachers and administrators as described by the fifth element of the Local Indicator for Standards Implementation. Specifically, this action/service provides professional development in the area of leadership for site and district administrators as it relates to supervision of the academic programs of the district, inclusive of systems around the identification of standards implementation connected to teacher professional development needs as described by the HUSD Instructional Framework. Additionally, this action/service supports teachers new to the profession who are in the process of mastering the art of teaching. This is done through the intentional mentoring and supervision structure of the Center for Teacher Innovation (CTI) program. In partnership with the Riverside County Office of Education, HUSD provides systemic mentoring and monitoring of professional practice, known as teacher induction, for teachers new to the profession. Cycles of Inquiry are completed over a two year period that are joined to mentoring activities described by a fixed frequency. This action/service was formerly a portion of the preceding action. This was separated in an effort to connect better to Local Indicator Metrics.	\$2,179,907	Yes
2025-26 2C Formerly 2C4	Expanded Learning Opportunities	In recent years, the District added 12 instructional minutes to the typical school day across all grade levels in order to provide increased services to students as well as allow for weekly collaboration time for teachers as a method to improve services. The District plans to continue this service as it supports the Policies & Systems element (3 rd Element) of the Local Indicators.	\$6,002,613	Yes

2025-26 2D Formerly 3A	Student Outcome Monitoring & Continuous Improvement	This action/service is designed to investigate, identify and direct interventions to address gaps in student outcomes at both the program level or perspective of race/ethnicity. This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. Specifically, this action supports the implementation of the Continuous Improvement framework through professional development and monitoring of associated strategies. This work will support all district level divisions as well as support sites in similar improvement work. New for 2025-26: This action/service now supports various assessment systems (and associated costs) as well as support for data visualization.	\$1,774,899	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 3: Parent Involvement (Engagement) – Culture & Climate, Equity, Family Engagement
 Priority 5: Pupil Engagement (Engagement) – Culture & Climate, Equity, Family Engagement

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3.20	Local Dashboard Indicators-Parent Engagement	Met	Met	Met	Met	No Delta
3.3.65	Staff Experience Survey Total Responses	2424	2448	2252	2,700	+24
3.3.66	Parent Experience Survey (Inclusive of parents if Unduplicated Pupils and parents of students with exceptional needs) Total Respondents	1597	2677	1390	4,000	+1080
3.3.67	Student Experience Survey Total Respondents	10321	12000	10735	12,000	+1679

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 3 — Strengthen Community Confidence

Goal 3 actions/services were implemented as planned and continued to support meaningful engagement through communication, family support, parent liaison services, and Wellness and Community Outreach Center structures. The District maintained the systems and staffing necessary to support parent engagement, site-based parent liaison services, family communication, and access to support services designed to strengthen the relationship between schools, families, and the community.

Implementation successes included continued delivery of parent engagement supports, site-based parent liaison structures, Wellness Center services, and communication systems that supported families in accessing information, resources, and school-based supports. The Parent Engagement local indicator remained Met, and parent feedback continued to show strengths in preferred-language access, respect, welcoming environments, and safety. These outcomes indicate that the District sustained a family engagement infrastructure aligned to the LCAP action/service design.

Implementation challenges were connected to deepening the quality of engagement, especially in advisory participation, decision-making access, and outreach to underrepresented families. Parent survey data showed that families generally experienced schools as welcoming and respectful, but opportunities for advisory and decision-making participation remained an area for continued improvement. There were no substantive differences between planned and actual implementation; rather, the action was implemented as planned, with continued refinement needed to strengthen two-way communication, advisory participation, and feedback loops that show how family input informs District and site decisions.

3A — Parent Engagement and Support

Parent engagement and support actions were implemented as planned. The District continued systems and structures to promote parent involvement, family support, communication, and access to services. Implementation included site-based parent liaisons, Wellness and Community Outreach Center supports, parent engagement activities, and communication structures aligned to the Parent Engagement local indicator. Implementation successes included sustained parent engagement infrastructure, continued language access, and family-facing supports. No substantive differences materially reduced implementation. Challenges included strengthening advisory participation, increasing representation of underrepresented families, and improving feedback loops so parents could more clearly see how their input influenced goals, actions, services, school plans, and District decisions.

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.

Goal 3 — Strengthen Community Confidence

Goal 3 actions/services were implemented as planned, with estimated actual expenditures exceeding the adopted budget. Planned expenditures totaled **\$2,748,044**, and estimated actual expenditures totaled **\$2,977,794**, a difference of **+\$229,750**, or **108%** of planned

spending. The higher-than-planned expenditure level reflects the District’s continued investment in parent engagement, site-based parent liaison supports, Wellness Center services, and family-facing engagement structures.

Action-level difference:

- **3A Parent Engagement and Support:** Budgeted **\$2,748,044**; estimated actual **\$2,977,794**; difference **+\$229,750**; **108% spent**. The increase reflects personnel, onboarding/training, professional learning, and extra duty costs associated with maintaining and strengthening parent engagement infrastructure, including site-based parent liaisons and Wellness and Community Outreach Center supports.

In summary, the material difference in Goal 3 reflects increased investment rather than reduced implementation. The action/service continued as planned and was supported at a level above the adopted budget to maintain engagement, communication, and family support systems.

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

3A — Parent Engagement and Support

Metric(s) to Monitor Effectiveness

Parent Engagement Local Indicator metrics

- Parent Experience Survey data
- California Healthy Kids Survey: School Connectedness
- Parent Liaison contacts and services provided
- Parent Center contacts and services provided
- Educational partner feedback regarding the impact of services provided by the action elements

Effectiveness Determination: Effective, with continued need for advisory/decision-making access

This action is designed to increase parent access, communication, trust, engagement, and connection to school systems, especially for families who may be less connected to traditional school engagement structures. The District deems this action effective because the Parent and Family Engagement Local Indicator was Standard Met and survey results show continued strengths in language access, respect, welcoming environment, and safety.

- Parent survey strengths:
- Staff speak parent’s preferred language: **91.9%**, down **0.3 points**.

- Staff treats parent with respect: **80.5%**, down **1.2 points**.
- Parent feels welcome to participate: **73.9%**, up **1.7 points**.
- School/District welcoming environment: **72.6%**, up **1.4 points**.
- Staff takes concerns seriously: **71.8%**, up **0.1 points**.
- Information/resources to support learning/development at home: **69.5%**, up **0.8 points**.
- Child safe at school: **72.6%**, up **1.7 points**.

Continued refinement areas:

- Opportunities for advisory groups/decision-making: **59.9%**, down **2.9 points**.
- Child's background valued: **62.7%**, down **3.1 points**.
- School staff helpful: **74.6%**, down **3.6 points**.
- Child connected to school: **68.5%**, down **5.4 points**.

Building Relationships Between School Staff and Families

Parent survey results indicate that Hemet USD continues to demonstrate meaningful strengths in building respectful, welcoming, and accessible relationships with families. The strongest evidence is related to language access, respect, and welcoming environments. In 2026, **91.9%** of parents agreed that staff speak their preferred language, which remains one of the strongest parent engagement outcomes. Additionally, **80.5%** of parents agreed that staff treat them with respect, **73.9%** agreed they feel welcome to participate at school, and **72.6%** agreed that the school and District provide a welcoming environment. These results suggest that the District's parent liaison structures, translation/interpretation access, site communication systems, and family-facing supports continue to create positive conditions for family engagement.

At the same time, parent feedback identifies several areas for continued improvement. While most families report respectful and welcoming interactions, only **62.7%** agreed that their child's background is valued, a decline of **3.1 percentage points** from the prior year. Parent agreement that school staff are helpful was **74.6%**, down **3.5 percentage points**, and agreement that an adult at school cares, listens, or would notice when their child is absent was **72.6%**, down **1.5 percentage points**. These results indicate that the District should continue strengthening culturally responsive engagement, relationship-based attendance outreach, and consistency in how families experience support across school sites.

To improve engagement of underrepresented families, Hemet USD will continue to use multiple access points for family connection, including parent liaisons, DELAC, School Site Councils, advisory groups, interpretation/translation supports, ParentSquare communication, and site-based outreach. Next steps should emphasize:

- Increasing intentional outreach to families of English Learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and families who are less represented in advisory structures.
- Strengthening staff capacity to learn about each family's strengths, culture, language, and goals for their child.
- Using empathy interviews, site-level feedback, and survey results to better understand why some families do not yet feel fully represented, valued, or connected.
- Improving consistency across sites so families experience respectful, helpful, and responsive communication regardless of school, language, or student need.

Building Partnerships for Student Outcomes

Parent survey results show that families generally view schools as partners in supporting student learning, while also identifying a need for clearer communication around academic progress, differentiated support, and how families can help at home. In 2026, **78.2%** of parents agreed that their child can tell how well they are doing in classes, which remains a relative strength, though it declined **5.1 percentage points** from the prior year. Additionally, **72.4%** agreed that staff encourage and motivate their child, **70.8%** agreed schools have high expectations for their child, and **69.5%** agreed that they receive information and resources to support learning and development at home. The slight increase in home learning resources suggests progress in providing families with tools to support student learning outside of school.

The data also show that partnerships for student outcomes should be strengthened. Parent agreement that teachers adapt to their child's learning style was **64.5%**, down **4.8 percentage points**, making differentiated support one of the clearest improvement areas. Parent perceptions also declined for high expectations, staff encouragement/motivation, and student awareness of academic progress. These trends suggest that families need more consistent communication about what students are learning, how students are progressing, what interventions or supports are being provided, and how families can support next steps at home.

To improve partnerships for student outcomes, Hemet USD will continue aligning family engagement with academic goals, intervention systems, and student progress monitoring. Next steps should include:

- Providing families with clearer, more timely information about student progress, course performance, attendance, and intervention needs.
- Strengthening parent-facing resources connected to literacy, math, attendance, college/career readiness, and social-emotional development.
- Supporting teachers and principals in communicating academic expectations and progress in ways that are understandable, accessible, and action-oriented.
- Expanding family learning opportunities so parents and caregivers can better understand assessment results, graduation requirements, A-G/CTE pathways, English Learner progress, and available supports.

These refinements will help ensure that family engagement is not limited to communication or participation, but is more directly connected to improved student outcomes.

Seeking Input for Decision-Making

Parent survey results indicate that Hemet USD has established structures for family input and participation, but parent perceptions of decision-making access remain an area of need. In 2026, **73.9%** of parents agreed they feel welcome to participate, an increase of **1.6 percentage points**, and **72.6%** agreed that the school and District provide a welcoming environment, an increase of **1.4 percentage points**. These results show that families increasingly experience schools as open and welcoming places to participate.

However, only **59.9%** of parents agreed that there are opportunities to participate in advisory groups or decision-making, a decrease of **2.9 percentage points** and the lowest major Priority 3-aligned parent survey result. This gap between families feeling welcome to participate and families perceiving meaningful opportunities for advisory input suggests that the District should continue improving how decision-making opportunities are communicated, how families are invited into advisory structures, and how feedback loops demonstrate the influence of parent input on school and District decisions.

To improve family input and decision-making, Hemet USD will continue to strengthen LCAP Advisory, DELAC, School Site Councils, Equity Multiplier site engagement, parent/community feedback processes, and site-level advisory structures. Next steps should include:

- Increasing clarity around how parents can participate in advisory groups and decision-making.
- Expanding outreach to families who are underrepresented in formal engagement structures.
- Providing multiple ways for families to give input, including in-person meetings, virtual options, surveys, listening sessions, and site-based feedback opportunities.
- Closing the feedback loop by communicating how parent input influenced goals, actions, services, budget priorities, school plans, and program refinements.
- Building the capacity of both staff and families to engage in shared decision-making that is connected to student outcomes.

Overall, parent survey results support a finding that Hemet USD has meaningful strengths in language access, respectful relationships, welcoming environments, and family-facing support. The most important next steps are to strengthen culturally responsive engagement, improve family understanding of academic progress and differentiated supports, and increase meaningful access to advisory and decision-making opportunities, particularly for underrepresented families.

Priority 3 Local Indicator Summary — Parent and Family Engagement

Hemet USD’s Priority 3 self-reflection results indicate strong implementation of parent and family engagement practices across the three required areas: **Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making**. Across the 12 Priority 3 practices, the District rated itself at either **Full Implementation** or **Full Implementation and Sustainability**, with an overall average rating of approximately **4.5 out of 5**. This reflects a system in which family engagement structures are well established, with particular strengths in creating welcoming environments, supporting staff to understand family strengths, cultures, languages, and goals, providing accessible two-way communication, and providing families with resources to support learning at home.

The strongest areas were in **Building Relationships** and **Building Partnerships for Student Outcomes**, where most practices were rated at **5 – Full Implementation and Sustainability**. These ratings align with parent survey strengths in preferred-language access, respectful interactions, welcoming environments, and family-facing supports for student learning. The area with the clearest continued opportunity is **Seeking Input for Decision-Making**, where all four practices were rated **4 – Full Implementation**. This indicates that advisory groups, family input opportunities, and shared planning structures are in place, but the District should continue strengthening participation, representation of underrepresented families, and feedback loops that show how family input influences school and District decisions.

Key strengths

- Welcoming environments for families are sustained across the District.
- Families have access to two-way communication in language that is understandable and accessible.
- Families receive information and resources to support student learning and development at home.
- Policies and programs are in place for teachers, families, and students to discuss progress and supports.
- Families are supported in understanding rights and advocating for students.

Continued focus areas

- Building the capacity of principals and staff to engage families in advisory groups and decision-making.
- Building the capacity of families to participate meaningfully in advisory and decision-making structures.

Practices	Rating Scale Number
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5
Practices	Rating Scale Number
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5
Practices	Rating Scale Number
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

- Increasing outreach to underrepresented families.
- Strengthening the feedback loop so families understand how their input affects policies, programs, LCAP actions, and school plans. A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

In concert, and with input from the Hemet USD LCAP Parent & Student Advisory Group, the District is acting on feedback and analysis regarding efficiency of deploying resources. To this extent, the footprint of the Wellness Center is decreasing and the resources being shifted to the sites. Parent feedback indicates parents have stronger connection to school sites and to this extent, the District support for parents is shifting to meet this circumstance. The LCAP Parent Advisory Group supports shifts in deployment that are in the interest of increased efficiency and impact.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2025-26 3A Formerly 3B	Parent Engagement & Support	Hemet Unified School District plans to continue and strengthen systems and structures to promote and support parents in the process of being highly involved with their child's education. The resources associated with this action/service focus on continued implementation of several ongoing systems. - B1 - Parent Liaisons - At the elementary level, this action supports the work of parent liaisons located at each elementary school. Feedback from both focus groups indicate this structure is highly effective and is an ongoing need. - B2 - Parent Resource Center - The District maintains a Parent Resource Center (PRC) that serves as both a primary point of contact for parents seeking help as well as coordinating and training structure for site-based parent liaisons. Similar to site base parent liaisons, feedback about the PRC indicates it is a highly effective structure in supporting parents reluctant to engage the school district as well as those who seek support in assisting their children in their education. 22-23: This action service will maintain the same scope yet witness increased depth of implementation. Concentration "Add on" funds will provide for an additional parent liaison. 22-24: Federal Title I funding will strategically support this action/service. Key Metrics: - Local Indicator- Parent Engagement Parent Survey/Perception Data	\$2,414,048	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 4 — Careful and Responsible Management of Resources

Goal 4 actions/services were substantially implemented as planned and continued to support the conditions necessary for high-quality instruction and student well-being. Instructional technology, lower class sizes, facility support, and site-based administrative support were implemented in alignment with the LCAP action descriptions and supported access to instructional materials, technology-enabled learning, clean and functional facilities, and site-level leadership capacity.

Implementation successes included maintaining technology access and infrastructure, continuing reduced class-size supports, augmenting facility/custodial support, and providing site-based administrative capacity through assistant principal support. These actions helped maintain the conditions for instruction, intervention, student supervision, school operations, and site-level implementation of LCAP-aligned services. The Local Indicator for Basic Services remained Met, and the District maintained access to instructional materials and facilities rated Good or Exemplary.

Implementation challenges were primarily connected to staffing, onboarding, and timing dynamics, particularly in site-based support and facility-related personnel structures. The District continued to experience the operational realities associated with implementing large personnel-driven actions across multiple sites. There were no substantive differences that materially changed the planned Goal 4 service model. Overall, actions were implemented as planned, and the District continued to monitor the connection between resource deployment, school conditions, and student group outcomes.

4A — Instructional Technology Integration and Support

Instructional technology integration and support was implemented substantially as planned. The District continued to provide technology access, infrastructure, materials, supplies, vendor/contracted services, and operational support to ensure students had access to digital tools needed for instruction, assessment, intervention, and learning. Implementation successes included maintaining the technology infrastructure needed to support contemporary teaching and learning. No substantive differences materially reduced the action/service. Challenges included sustaining device access, repair/replacement systems, and instructional use expectations while ensuring that technology supported instruction rather than becoming an implementation barrier.

4B — Lower Class Size

Lower class size supports were implemented as planned. The District maintained incrementally reduced class sizes to increase student access to teachers and support more responsive instruction than would be available under the base program alone. Implementation successes included sustaining the staffing model connected to lower class size and maintaining the service level described in the LCAP.

There were no substantive differences between planned and actual implementation. The continuing challenge was documenting the specific relationship between lower class size, parent feedback, classroom configuration, differentiated instruction, and student group outcomes.

4C — Facility Support

Facility support was implemented substantially as planned. The District continued to augment custodial and facility-related services to ensure campuses remained functional, clean, and supportive of desired educational outcomes, especially given extended facility use. Implementation successes included maintaining facilities in good repair and supporting the conditions necessary for instruction, engagement, and student well-being. No substantive differences materially changed implementation. Challenges were primarily related to staffing, onboarding, training, and timing dynamics while maintaining consistent facility support across sites.

4D — Site-Based Support

Site-based support was implemented substantially as planned. The District continued to provide additional administrative capacity through assistant principal support to strengthen school operations, behavior response, student support coordination, family communication, and implementation of LCAP-aligned services. Implementation successes included maintaining site-level leadership capacity and supporting school implementation systems. No substantive differences eliminated or materially reduced the action/service. Challenges were primarily connected to personnel acquisition, vacancy, onboarding, and training dynamics, as well as the continued need to connect site-based support more explicitly to intervention fidelity, ATS usage, Other Means of Correction, and subgroup 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.

Goal 4 — Careful and Responsible Management of Resources

Goal 4 actions/services were implemented substantially as planned. Planned expenditures totaled **\$30,558,245**, and estimated actual expenditures totaled **\$28,928,166**, a difference of **-\$1,630,079**, or approximately **94.7%** of planned spending. Most action lines were closely aligned to the adopted budget, with the primary material difference occurring in site-based support.

Action-level differences were as follows:

- **4A Instructional Technology Integration and Support:** Budgeted **\$8,058,025**; estimated actual **\$8,049,337**; difference **-\$8,688**; **100% spent**. Spending was essentially aligned to the adopted budget and supported technology access, infrastructure, materials/supplies, extra duty, and vendor/contracted services.
- **4B Lower Class Size:** Budgeted **\$8,881,435**; estimated actual **\$8,881,435**; difference **\$0**; **100% spent**. Spending fully aligned to the adopted budget and supported reduced class size implementation.
- **4C Facility Support:** Budgeted **\$2,204,144**; estimated actual **\$2,133,088**; difference **-\$71,056**; **97% spent**. The variance was modest and related to staffing, onboarding/training, professional learning, and extra duty timing while facility support continued as planned.

- **4D Site-Based Support:** Budgeted **\$11,414,641**; estimated actual **\$9,864,306**; difference **-\$1,550,335**; **86% spent**. The variance was primarily connected to employee acquisition/vacancy dynamics, onboarding/training, and professional learning timing. Site-based support continued to provide additional administrative and implementation capacity, though actual personnel-related costs were below budgeted levels.

In summary, Goal 4 services were implemented with substantial fidelity. Differences were limited for technology, class size, and facilities, while the larger variance in site-based support was driven by staffing and timing dynamics rather than elimination of the action/service.

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

Goal 4 actions are designed to ensure that the operational conditions of the District support high-quality instruction, student well-being, access to learning, and safe, functional school environments. The 2026 local survey data indicate that these actions were generally effective in maintaining the foundational conditions necessary for student learning, while open-ended feedback from staff and parents also identified areas where implementation should continue to be refined.

4A – Instructional Technology Integration and Support

The Instructional Technology Integration and Support action was effective in supporting the learning conditions necessary for students to access instruction and engage in school. While the local survey did not isolate a single technology-specific effectiveness item, related survey outcomes indicate that students, staff, and families generally experienced schools as places where students had access to academic support and opportunities for success. In the staff survey, **86.5%** of staff agreed that their school emphasizes helping students academically when they need it, **82.6%** agreed that their school is a supportive and inviting place to learn, **81.8%** agreed that their school promotes success for all students, and **79.4%** agreed that their school motivates students to learn. Parent responses also support this finding, with **78.4%** reporting that their child is able to confidently tell how well they are doing in class, and **69.2%** agreeing that the school and District provide information and resources to support student learning and development at home.

Open-ended staff and parent feedback generally reinforced the importance of maintaining the infrastructure that supports learning access, though technology was not among the most frequently raised open-ended themes. Across staff open-ended responses, technology-related comments appeared in a smaller portion of responses than behavior, staffing, academic support, and engagement themes. This suggests that technology access is functioning as a maintained enabling condition rather than a dominant unresolved concern. The District should continue this action because the quantitative survey results show positive perceptions of academic support and learning access, while open-ended responses did not identify technology as a major barrier compared with other areas of need.

4B – Lower Class Sizes

The Lower Class Sizes action was effective in supporting student access to teachers and the individualization of instructional support. This action is intended to maintain smaller instructional settings than would otherwise be possible, thereby improving students’ access to adult attention, feedback, and support. Survey results provide evidence that students and families continue to experience meaningful levels of instructional support. In the parent survey, **72.4%** of parents agreed that school staff positively encourage their child and motivate them to do their best, **71.4%** agreed that the school has high expectations for all students, and **63.6%** agreed that teachers adapt their teaching styles to meet their child’s learning style. Staff responses were also positive, with **78.9%** agreeing that their school has high expectations for all students and **86.5%** agreeing that their school emphasizes helping students academically when they need it.

Open-ended feedback further supports the continued need for this action. Staff responses frequently referenced the need for additional adult support, smaller instructional settings, and staffing structures that allow teachers to respond to academic, behavioral, and social-emotional needs. In the staff “start” responses, staffing/class-size/adult support appeared as one of the most prominent themes, reflected in comments calling for more support staff, aides, counselors, and classroom-level assistance. Parent open-ended responses similarly included repeated references to the need for more individualized attention, responsive communication, and support for students with IEPs or specialized needs. Taken together, the quantitative survey data and open-ended feedback suggest that lower class sizes remain an effective and still-needed action because educational partners continue to connect adult access and individualized attention to improved student outcomes.

4C – Facility Support

The Facility Support action was effective in maintaining school environments that adults generally perceive as clean, updated, well maintained, and conducive to learning. This action supports augmented custodial services and facility use associated with extended learning and expanded student programming. Parent and staff survey results indicate positive adult perceptions of facilities conditions: **80.1%** of parents agreed that their child’s school is clean, updated, and well maintained, and **73.6%** of staff agreed that their school is clean, updated, and well maintained. These local survey results align with the District’s Basic Services local indicator, which reported access to standards-aligned instructional materials and no reported instances where facilities did not meet the good repair standard.

Open-ended feedback generally validates the importance of continuing facility support. Facilities were not among the most frequent open-ended themes in parent responses, but comments that did reference facilities identified practical needs such as classroom conditions, portables, restrooms, sinks, cleanliness, and maintenance. Staff open-ended responses also included references to facilities and cleanliness, though these appeared less frequently than comments related to behavior, staffing, and academic supports. The contrast between generally positive adult rating-scale results and more targeted open-ended comments suggests that the action has been effective in maintaining formal facility conditions and broad adult confidence in school environments, while also identifying the need to continue monitoring site-specific concerns and the daily student experience of cleanliness and campus conditions.

4D – Site-Based Support

The Site-Based Support action was effective in strengthening school-level capacity to respond to academic, behavioral, attendance, family engagement, and school climate needs. Survey data indicate that site-based supports are contributing to generally positive perceptions of safety, responsiveness, and student support. In the staff survey, **71.8%** agreed that their school is safe for students, **82.6%** agreed that the school is supportive and inviting, and **81.8%** agreed that the school promotes success for all students. Parent survey data similarly support the effectiveness of this action, with **72.3%** of parents reporting that their child is safe at school, **73.1%** agreeing that their child has an adult at school who cares, listens, and would notice if they were absent, **70.6%** agreeing that discipline is fair, and **72.1%** agreeing that staff take parent concerns seriously.

Open-ended survey feedback further supports the continued need for site-based resources. Staff most frequently identified needs related to **behavior, discipline, safety, staffing/adult support, academic intervention, mental health/counseling, attendance and engagement, and parent/family communication**. Parent feedback similarly emphasized **timely communication, responsive support from school staff, bullying prevention, support for students with IEPs, and stronger school-home relationships**. These themes align directly with the purpose of site-based support, which provides schools with flexible capacity to respond to local needs through administrative support, behavior intervention, counseling, academic monitoring, attendance outreach, family communication, and supplemental student supports.

Dashboard outcomes provide additional evidence that site-based behavior and climate supports were associated with improved conditions. The District's suspension rate declined from **5.1% to 3.4%**, moving to the **Green** performance level. Suspension rates also declined for several student groups central to the District's equity and Differentiated Assistance work, including African American students, who declined to **7.7%**; English Learners, who declined to **3.1%**; Socioeconomically Disadvantaged students, who declined to **3.6%**; Homeless students, who declined to **4.5%**; Students with Disabilities, who declined to **6.7%**; and White students, who declined to **3.7%**. Foster Youth remained an area of continued need at **12.1%**, reinforcing the need to sustain and refine site-based behavioral, counseling, and intervention supports.

Student survey results show positive conditions in some grade spans while identifying continued areas for improvement. The 2026 school connectedness composite was **69.0%** in Grade 5, **61.6%** in Grade 7, **47.7%** in Grade 9, and **52.6%** in Grade 11. Student safety responses were **73.2%** in Grade 5, **64.9%** in Grade 7, **48.1%** in Grade 9, and **58.1%** in Grade 11. Overall, the preponderance of survey data, open-ended feedback, and reduced suspension outcomes indicates that Site-Based Support was effective and remains necessary, with continued refinement focused on behavior and safety systems, adult-student relationships, mental health/counseling, academic intervention, attendance engagement, parent communication, and supports for students with disabilities and Foster Youth.

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

There are no planned changes for this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2025-26 4A Formerly 1A5	Instructional Technology Integration and Support	Hemet Unified School District recognizes the importance of contemporary technology just for teaching and learning but also to ensure students have access to contemporary technology that is necessary to function in society. To this extent, the District continues to make a significant infrastructure investment to ensure all students have immediate access to a digital device to facilitate the learning process. The District will continue investment in 1:1 student devices for all grades.	\$6,759,972	Yes
2025-26 4B Formerly 1F	Lower Class Sizes	Hemet Unified School District will maintain incrementally lowered class sizes to facilitate improved student access to teachers. Absent supplemental/concentration grant support, a base service would be provided resulting in significantly higher-class sizes.	\$11,730,304	Yes
2025-26 4C Formerly 2C5	Facility Support	In support of extending the time facilities are used, the District will augment custodial staff to ensure the facilities are functional and support the desired educational outcomes. (Funded with Concentration "Add On" funds)	\$2,392,858	Yes

2025-26 4D Formerly 2F1/2F2	Site Based Support	4D1: Assistant Principal Support: Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP. Specifically, the increase support is intended to provide more direct services to students including consultation regarding behavioral outcomes, attendance intervention, and monitoring/direction of intervention based on academic outcomes. 4D2: Site Directed Support: LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services.	\$11,655,217	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

5.4.1	ELA (California Dashboard)	-62.3 DFS			-55.7 DFS			-49.5 DFS			-45.4 DFS			12.8 DFS		
				DFS			DFS Points			DFS Points			DFS Points			DFS Points
				points												
		ALL	Dartmouth Middle	-80.8	ALL	Dartmouth Middle	-59	ALL	Dartmouth Middle	-62.3	ALL	Dartmouth Middle	-58.9	ALL	Dartmouth Middle	18.5
			Diamond Valley Middle	-79.6		Diamond Valley Middle	-76.2		Diamond Valley Middle	-63.6		Diamond Valley Middle	-64.4		Diamond Valley Middle	16.0
			Hamilton	-60.7		Hamilton	-47.5		Hamilton	-73.7		Hamilton	-49.1		Hamilton	-13.0
			Hemet Elementary	-71.0		Hemet Elementary	-72.1		Hemet Elementary	-56.0		Hemet Elementary	-57.4		Hemet Elementary	15.0
			Tahquitz High	-50.6		Tahquitz High	-34.8		Tahquitz High	-20.6		Tahquitz High	-40.9		Tahquitz High	30.0
			West Valley High	-45.7		West Valley High	-25.7		West Valley High	-26.3		West Valley High	-36.9		West Valley High	19.4
			Whittier Elementary	-91.3		Whittier Elementary	-84.9		Whittier Elementary	-62.6		Whittier Elementary	-73.9		Whittier Elementary	28.7
		AA	Fruitvale Elementary	-83.2	AA	Fruitvale Elementary	-76.5	AA	Fruitvale Elementary	-61.3	AA	Fruitvale Elementary	-67.3	AA	Fruitvale Elementary	21.9
			Hemet Unified	-90.8		Hemet Unified	-85.4		Hemet Unified	-74.6		Hemet Unified	-73.5		Hemet Unified	16.2
			Rancho Viejo Middle	-87.9		Rancho Viejo Middle	-105.1		Rancho Viejo Middle	-61.8		Rancho Viejo Middle	-71.1		Rancho Viejo Middle	26.1
			Whittier Elementary	-		Whittier Elementary	-110.2		Whittier Elementary	-102.0		Whittier Elementary	-109.9		Whittier Elementary	33.8
			135.8													
		AI	Hemet Unified	-89.3	AI	Hemet Unified	-67.7	AI	Hemet Unified	-95.1	AI	Hemet Unified	-72.3	AI	Hemet Unified	-5.8
		EL	Bautista Creek Elementary	-84.4				EL	Bautista Creek Elementary	-65.8	EL	Bautista Creek Elementary	-68.3	EL	Bautista Creek Elementary	18.6
															Dartmouth Middle	28.0

			Dartmouth Middle	-127.1	EL	Bautista Creek Elementary	-76.9		Dartmouth Middle	-99.1		Dartmouth Middle	-102.9			Hemet Elementary	15.1
			Hemet Elementary	-78.9		Dartmouth Middle	-99.6		Hemet Elementary	-63.8		Hemet Elementary	-63.8			Hemet High	58.4
			Hemet High	-127.3		Hemet Elementary	-74.9		Hemet High	-68.9		Hemet High	-103.0			Hemet Unified	16.4
			Hemet Unified	-100.6		Hemet High	-74		Hemet Unified	-84.2		Hemet Unified	-81.4			McSweeny Elementary	38.3
			McSweeny Elementary	-81.9		Hemet Unified	-91.8		McSweeny Elementary	-43.6		McSweeny Elementary	-66.3			Rancho Viejo Middle	26.3
			Rancho Viejo Middle	-111.9		McSweeny Elementary	-49.4		Rancho Viejo Middle	-85.6		Rancho Viejo Middle	-90.6			Tahquitz High	31.0
			Tahquitz High	-139.0		Rancho Viejo Middle	-96.9		Tahquitz High	-108.0		Tahquitz High	-112.5			West Valley High	32.7
			West Valley High	-136.2		Tahquitz High	-101.7		West Valley High	-103.5		West Valley High	-110.2			Winchester Elementary	24.5
			Winchester Elementary	-86.6		West Valley High	-123.6		Winchester Elementary	-62.1		Winchester Elementary	-70.1			FOS	Hemet Unified
		FOS	Hemet Unified	-89.6		Winchester Elementary	-67.2		FOS	Hemet Unified	-89.4	FOS	Hemet Unified	-72.5	HI	Dartmouth Middle	19.3
		HI	Dartmouth Middle	-84.8	FOS	Hemet Unified	-84	HI	Dartmouth Middle	-65.5	HI	Dartmouth Middle	-68.6	Diamond Valley Middle		18.2	
			Diamond Valley Middle	-83.9		Dartmouth Middle	-62.8		Diamond Valley Middle	-65.7		Diamond Valley Middle	-67.9	Hamilton		-27.8	
			Hamilton	-58.5		Diamond Valley Middle	-76.4		Hamilton	-86.3		Hamilton	-47.3	Hemet Elementary		14.9	
			Hemet Elementary	-70.6		Hamilton	-55.2		Hemet Elementary	-55.7		Hemet Elementary	-57.1	Hemet High		49.9	
			Hemet High	-52.0		Hemet Elementary	-69.6		Hemet High	-2.1		Hemet High	-42.0	Tahquitz High		31.3	
			Tahquitz High	-55.4					Tahquitz High	-24.1		Tahquitz High	-44.8	MR	Diamond Valley Middle	15.5	
														SED	Dartmouth Middle	19.2	

		MR	Diamond Valley Middle	-75.8				Hemet High	-11.8			MR	Diamond Valley Middle	-60.3			MR	Diamond Valley Middle	-61.3					Diamond Valley Middle	14.5
		SED	Dartmouth Middle	-87.2				Tahquitz High	-40.1			SED	Dartmouth Middle	-68.0			SED	Dartmouth Middle	-70.6					Hamilton	-17.8
			Diamond Valley Middle	-81.3			MR	Diamond Valley Middle	-64.8				Diamond Valley Middle	-66.8				Diamond Valley Middle	-65.8				Hemet Elementary	14.7	
			Hamilton	-60.8				SED	Dartmouth Middle				-66.8	Hamilton				-78.6	Hamilton				-49.2	Hemet High	49.5
			Hemet Elementary	-71.6			Diamond Valley Middle		-79.6				Hemet Elementary	-56.9				Hemet Elementary	-57.9				Rancho Viejo Middle	14.8	
			Hemet High	-54.6			Hamilton		-51.3				Hemet High	-5.1				Hemet High	-44.1				Tahquitz High	33.1	
			Rancho Viejo Middle	-71.5			Hemet Elementary		-72.7				Rancho Viejo Middle	-56.7				Rancho Viejo Middle	-57.8				Valle Vista Elementary	13.6	
			Tahquitz High	-57.5			Hemet High		-9.1				Tahquitz High	-24.4				Tahquitz High	-46.5				West Valley High	17.0	
			Valle Vista Elementary	-71.8			Rancho Viejo Middle		-64.9				Valle Vista Elementary	-58.2				Valle Vista Elementary	-58.1				Whittier Elementary	29.0	
			West Valley High	-46.8			Tahquitz High		-40.9				West Valley High	-29.8				West Valley High	-37.8				SWD	Bautista Creek Elementary	14.7
		Whittier Elementary	-93.1	Valle Vista Elementary			-68.1		Whittier Elementary			-64.1	Whittier Elementary	-75.3			Dartmouth Middle	10.8							
		SWD	Bautista Creek Elementary	-111.5			West Valley High		-33.8			SWD	Bautista Creek Elementary	-96.8			SWD	Bautista Creek Elementary	-90.2					Fruitvale Elementary	30.4
			Dartmouth Middle	156.2			Whittier Elementary	-84.8	Dartmouth Middle				-145.4	Dartmouth Middle				-126.4	Hemet Elementary					36.7	
			Fruitvale Elementary	132.0			SWD	Bautista Creek Elementary	-106.5				Fruitvale Elementary	-101.6				Fruitvale Elementary	-106.8					Hemet High	72.7
			Hemet Elementary	148.4				Dartmouth Middle	-144.4				Hemet Elementary	-111.7				Hemet Elementary	-120.1				Jacob Wiens Elementary	-11.0	
			Hemet High	164.4									Hemet High	-91.7				Hemet High	-133.1				Hemet Unified	11.9	
																							McSweeny Elementary	24.7	

			Diamond Valley Middle	-150.3		Diamond Valley Middle	-145.8		Diamond Valley Middle	-147.1			Hemet Elementary	-86.5			Dartmouth Middle	6.2
			Fruitvale Elementary	-95.9		Fruitvale Elementary	-99.3		Fruitvale Elementary	-83.9			Hemet High	-146.2			Diamond Valley Middle	3.2
			Hemet Elementary	-118.6		Hemet Elementary	-99.4		Hemet Elementary	-102.8			Hemet Unified	-103.7			Fruitvale Elementary	12.0
			Hemet High	-200.5		Hemet High	-181.9		Hemet High	-173.7			Rancho Viejo Middle	-138.0			Hemet Elementary	15.8
			Hemet Unified	-142.2		Hemet Unified	-134.8		Hemet Unified	-129.1			Tahquitz High	-147.9			Hemet High	26.8
			Rancho Viejo Middle	-189.3		Rancho Viejo Middle	-151		Rancho Viejo Middle	-153.0		FOS	Hemet Unified	-100.1			Hemet Unified	13.1
			Tahquitz High	-202.9		Tahquitz High	-171.5		Tahquitz High	-179.1		HI	Acacia Middle	-110.5			Rancho Viejo Middle	36.3
												Academy of Innovation	-106.7	Tahquitz High		23.8		
		FOS	Hemet Unified	-137.3	FOS	Hemet Unified	-128.6	FOS	Hemet Unified	-134.1		Dartmouth Middle	-95.2	FOS		Hemet Unified	3.2	
		HI	Acacia Middle	-151.6	HI	Acacia Middle	-149.7	HI	Acacia Middle	-141.9		Diamond Valley Middle	-92.5			Acacia Middle	9.7	
			Academy of Innovation	-146.3		Academy of Innovation	-127.3		Academy of Innovation	-114.7		Hemet High	-111.0			Academy of Innovation	31.6	
			Dartmouth Middle	-130.6		Dartmouth Middle	-138.1		Dartmouth Middle	-120.8		Hemet Unified	-81.1			Dartmouth Middle	9.8	
			Diamond Valley Middle	-126.9		Diamond Valley Middle	-125.7		Diamond Valley Middle	-114.6		Rancho Viejo Middle	-94.3			Diamond Valley Middle	12.3	
			Hemet High	-152.2		Hemet High	-127.7		Hemet High	-109.5		MR	Diamond Valley Middle			-93.8	Hemet High	42.7
			Hemet Unified	-111.3		Hemet Unified	-107		Hemet Unified	-102.1			Rancho Viejo Middle			-74.4	Hemet Unified	9.2
			Rancho Viejo Middle	-129.4		Rancho Viejo Middle	-112.6		Rancho Viejo Middle	-116.5		SED	Acacia Middle	-111.4				
			Tahquitz High	-140.5		Tahquitz High	-137.6		Tahquitz High	-125.7			Dartmouth Middle	-93.6				
		MR			MR			MR				Diamond Valley Middle	-92.7					

		MR	Diamond Valley Middle	-128.7	SED	Rancho Viejo Middle	-87.8	SED	Rancho Viejo Middle	-76.2			Hamilton	-85.1		Rancho Viejo Middle	12.9				
			Rancho Viejo Middle	-102.1		Acacia Middle	-152.5		Acacia Middle	-147.1			Tahquitz High	14.8							
		SED	Acacia Middle	-152.8		Dartmouth Middle	-140.8		Dartmouth Middle	-124.8			MR	Diamond Valley Middle		22.2					
			Dartmouth Middle	-128.4		Diamond Valley Middle	-128.7		Diamond Valley Middle	-116.6				Rancho Viejo Middle	25.9						
			Diamond Valley Middle	-127.2		Hamilton	-113.3		Hamilton	-156.6				SED	Acacia Middle	5.7					
			Hamilton	-116.8		Hemet Elementary	-96.5		Hemet Elementary	-95.8			Dartmouth Middle		3.6						
			Hemet Elementary	-95.3		Hemet High	-122.3		Hemet High	-110.6			Diamond Valley Middle		10.6						
			Hemet High	-154.1		Hemet Unified	-109.6		Hemet Unified	-104.2			Hamilton		-39.8						
			Hemet Unified	-112.5		Ramona Elementary	-89.8		Ramona Elementary	-79.1			Hemet Elementary		-0.5						
			Ramona Elementary	-96.9		Rancho Viejo Middle	-116.2		Rancho Viejo Middle	-115.7		Hemet High	43.5								
			Rancho Viejo Middle	-132.6		Tahquitz High	-136.3		Tahquitz High	-127.0		Hemet Unified	8.3								
		Tahquitz High	-140.3	SWD		Acacia Middle	-219.4		SWD	Acacia Middle		-213.1	Jacob Wiens Elementary	17.8							
		SWD	Acacia Middle			-224.3	Bautista Creek Elementary			-119.4		Bautista Creek Elementary	-115.3	Rancho Viejo Middle	16.9						
			Bautista Creek Elementary			-134.7	Dartmouth Middle			-196		Dartmouth Middle	-195.1	Tahquitz High	13.3						
			Dartmouth Middle			-198.6	Fruitvale Elementary			-129.4		Fruitvale Elementary	-125.4	SWD	Acacia Middle	11.2					
			Fruitvale Elementary			-144.2	Hemet Elementary			-136.3		Hemet Elementary	-157.9								
										Hemet High		-183.6		Hemet High	-171.5						

		Hemet Elementary	-151.2		Hemet Unified	-161.1		Hemet Unified	-161.3		WH	Tahquitz High	-146.0		Bautista Creek Elementary	19.4
		Hemet High	-224.6		Jacob Wiens Elementary	-166.7		Jacob Wiens Elementary	-163.2			Whittier Elementary	-116.9		Dartmouth Middle	3.5
		Hemet Unified	-164.6		McSweeny Elementary	-151.8		McSweeny Elementary	-138.9			Acacia Middle	-109.2		Fruitvale Elementary	18.8
		Jacob Wiens Elementary	-152.9		Ramona Elementary	-133.9		Ramona Elementary	-115.0			Dartmouth Middle	-71.3		Hemet Elementary	-6.7
		McSweeny Elementary	-152.4		Rancho Viejo Middle	-176.8		Rancho Viejo Middle	-187.9			Diamond Valley Middle	-78.5		Hemet High	53.1
		Ramona Elementary	-136.6		Tahquitz High	-207.2		Tahquitz High	-218.2			West Valley High	-86.1		Hemet Unified	3.3
		Rancho Viejo Middle	-200.8		Whittier Elementary	-133.3		Whittier Elementary	-140.1		WH	Acacia Middle	-143.4		Jacob Wiens Elementary	-10.3
		Tahquitz High	-200.3		WH	Acacia Middle		-142.1	WH			Dartmouth Middle	-104.6		McSweeny Elementary	13.5
		Whittier Elementary	-160.4			Dartmouth Middle		-110.5				Diamond Valley Middle	-97.4		Ramona Elementary	21.6
		WH	Acacia Middle			-149.8		Diamond Valley Middle				-108.3	West Valley High		-62.6	Rancho Viejo Middle
	Dartmouth Middle		-97.8					Tahquitz High	-17.9							
	Diamond Valley Middle		-107.7					Whittier Elementary	20.3							
	West Valley High		-118.1					WH	Acacia Middle	6.4						
										Dartmouth Middle	-6.8					
				Diamond Valley Middle	10.3											

								West Valley High	55.5	

5.4.3	Suspension																								

			Jacob Wiens Elementary	16.00			Rancho Viejo Middle	23.3	AI	Hemet USD	10.9		Jacob Wiens Elementary	11.7	AI	Hemet Unified	-
			Rancho Viejo Middle	27.90			Tahquitz High	17.9		EL	Acacia Middle		6.6	EL		Acacia Middle	0.8
			Tahquitz High	13.60			West Valley High	11.9			Dartmouth Middle		6.5			Dartmouth Middle	2.6
			West Valley High	10.50							Rancho Viejo Middle		5.9			Rancho Viejo Middle	8.3
											Valle Vista Elementary		5.5			Tahquitz High	4.9
		AI	Hemet Unified	13.80	EL	AI	Hemet Unified	12.1	FOS	Hemet USD	12.1	EL	Hemet Unified	10.1	FOS	Hemet Unified	-
							Acacia Middle	8.3		Hemet High	18.8					Hemet High	3.4
							Dartmouth Middle	15									-
							Rancho Viejo Middle	8.2		HI	Dartmouth Middle	4.5	EL	Acacia Middle	7.5	1.8	
							Valle Vista Elementary	1.6			Hamilton	6.5		Dartmouth Middle	-	0.5	
		EL	Acacia Middle	12.60	FOS	FOS	Hemet High	20.8	HI	Jacob Wiens Elementary	2.6	FOS	Rancho Viejo Middle	10.8	HOM	Jacob Wiens Elementary	0.8
			Dartmouth Middle	20.30			Hemet Unified	12.1		McSweeny Elementary	2.2		Valle Vista Elementary	5.0		McSweeny Elementary	1.7
										Ramona Elementary	2.7			Ramona Elementary		0.7	
										Rancho Viejo Middle	4.5			Rancho Viejo Middle		4.5	
										Valle Vista Elementary	3			Valle Vista Elementary		2.3	
		FOS	Hemet High	23.30	HI	HI	Dartmouth Middle	9.9	HOM	Hemet USD	4.5	HI	Hemet High	17.0	MR	Hemet Unified	
			Hemet Unified	11.90			Hamilton	6.6		Acacia Middle	12.1		Hemet Unified	8.7			2.1
							Jacob Wiens Elementary	5.3			9.1					Acacia Middle	-
							McSweeny Elementary	2.1		Hemet High						Hemet High	1.2
							Ramona Elementary	2.8					Jacob Wiens Elementary	3.4			0
		HI	Dartmouth Middle	16.40	MR	MR	Rancho Viejo Middle	7.2	MR	Jacob Wiens Elementary	3.6	MR	McSweeny Elementary	3.9	MR	Jacob Wiens Elementary	8.6
			Hamilton	8.20						Valle Vista Elementary	6.1					Valle Vista Elementary	-
			Jacob Wiens Elementary	4.70													0.8
			McSweeny Elementary	5.30													

			Ramona Elementary	4.60		HOM	Valle Vista Elementary	2.3	SED	Acacia Middle	7.6		Ramona Elementary	3.4	SED	Acacia Middle	2.8
			Rancho Viejo Middle	12.40			Acacia Middle	22.8		Cottonwood	1.8		Rancho Viejo Middle	9.0		Cottonwood	3.5
			Valle Vista Elementary	7.30			Hemet High	8.9		Dartmouth Middle	6.2		Valle Vista Elementary	5.3		Dartmouth Middle	6.2
		HOM	Acacia Middle	15.00			Hemet Unified	8.4		Hamilton	6.7		Acacia Middle	10.9		Hamilton	-0.5
			Hemet High	12.50		MR	Jacob Wiens Elementary	5.1		Jacob Wiens Elementary	2.7		Hemet High	9.1		Jacob Wiens Elementary	2.7
			Hemet Unified	9.00			Valle Vista Elementary	2.7		McSweeny Elementary	3		Hemet Unified	6.6		McSweeny Elementary	1.4
		MR	Jacob Wiens Elementary	16.70			Acacia Middle	12.7		Ramona Elementary	3.9		Jacob Wiens Elementary	12.2		Ramona Elementary	0.8
			Valle Vista Elementary	7.30		SED	Cottonwood	4		Rancho Viejo Middle	4.7		Valle Vista Elementary	5.3		Rancho Viejo Middle	7.3
			Acacia Middle	14.30			Dartmouth Middle	11.9		Valle Vista Elementary	4.3	SWD	Valle Vista Elementary	5.3		Valle Vista Elementary	2.7
		SED	Cottonwood	7.30			Hamilton	6.6		Hemet USD	6.7		Acacia Middle	10.4		Hemet Unified	0.7
			Dartmouth Middle	17.00			Jacob Wiens Elementary	5.8		Acacia Middle	15.7		Cottonwood	5.3		Acacia Middle	2.7
			Hamilton	8.50			McSweeny Elementary	3.4		Bautista Creek Elementary	5.5		Dartmouth Middle	12.4		Bautista Creek Elementary	-2.1
			Jacob Wiens Elementary	7.40			Ramona Elementary	4.8		Cottonwood	3.9		Hamilton	6.2		Cottonwood	2.2
			McSweeny Elementary	6.10			Rancho Viejo Middle	9.3		Dartmouth Middle	10.7		Jacob Wiens Elementary	5.4		Dartmouth Middle	1.5
			Ramona Elementary	6.50			Valle Vista Elementary	4		Fruitvale Elementary	2.6		McSweeny Elementary	4.4		Fruitvale Elementary	2.1
			Rancho Viejo Middle	16.40			Acacia Middle	23.5		Jacob Wiens Elementary	9.4		Ramona Elementary	4.7		Jacob Wiens Elementary	0.1
		SWD								Little Lake Elementary	4.7		Rancho Viejo Middle	12.0		Little Lake Elementary	0.9
										Ramona Elementary	6					Ramona Elementary	4.6
										Rancho Viejo Middle	8.5					Rancho Viejo Middle	8.1

		SWD	Valle Vista Elementary	9.60			Bautista Creek Elementary	5.2		WH	Valle Vista Elementary	11.3		SWD	Valle Vista Elementary	7.0		WH	Valle Vista Elementary	-	2.4
			Acacia Middle	25.30			Cottonwood	11.1			Acacia Middle	7.9			Acacia Middle	18.4			Acacia Middle	4.3	
			Bautista Creek Elementary	4.70			Dartmouth Middle	18			Cottonwood	5.1			Bautista Creek Elementary	3.4			Cottonwood	-	0.2
			Cottonwood	8.30			Fruitvale Elementary	5.3			Dartmouth Middle	7.1			Cottonwood	6.1			Dartmouth Middle	3.8	
			Dartmouth Middle	16.80			Hemet Unified	8.5			Fruitvale Elementary	4.9			Dartmouth Middle	12.2			Fruitvale Elementary	0.3	
			Fruitvale Elementary	6.50			Jacob Wiens Elementary	12.7			Harmony Elementary	1.7			Hemet Unified	7.4			Harmony Elementary	3	
			Hemet Unified	10.20			Little Lake Elementary	4.3			Jacob Wiens Elementary	0			Fruitvale Elementary	4.7			Jacob Wiens Elementary	6.5	
			Jacob Wiens Elementary	13.00			Ramona Elementary	5.9			McSweeny Elementary	2.6			Hemet Unified	7.4			McSweeny Elementary	4.6	
			Little Lake Elementary	7.70			Rancho Viejo Middle	12.1			Ramona Elementary	6.5			Jacob Wiens Elementary	9.5			Ramona Elementary	3.3	
			Ramona Elementary	14.60			Valle Vista Elementary	7.6			Rancho Viejo Middle	3.6			Little Lake Elementary	5.6			Rancho Viejo Middle	10	
			Rancho Viejo Middle	22.80		WH	Acacia Middle	23.6			Valle Vista Elementary	5.7			Ramona Elementary	10.6			Valle Vista Elementary	3.1	
			Valle Vista Elementary	12.20			Cottonwood	7.1			Whittier Elementary	4.3			Rancho Viejo Middle	16.6			Whittier Elementary	1.4	
			Acacia Middle	16.70			Dartmouth Middle	12.8						WH	Acacia Middle	12.2					
			Cottonwood	6.70			Fruitvale Elementary	3							Cottonwood	4.9					
			Dartmouth Middle	15.00			Harmony Elementary	6.8							Dartmouth Middle	10.9					
			Fruitvale Elementary	7.20			Jacob Wiens Elementary	3							Fruitvale Elementary	5.2					

			Harmony Elementary	6.50			McSweeney Elementary	6.3				Harmony Elementary	4.7		
			Jacob Wiens Elementary	8.90			Ramona Elementary	5.7				Jacob Wiens Elementary	6.5		
			McSweeney Elementary	9.90			Rancho Viejo Middle	5				McSweeney Elementary	7.2		
			Ramona Elementary	13.50			Valle Vista Elementary	8.3				Ramona Elementary	9.8		
			Rancho Viejo Middle	18.60			Whittier Elementary	14.1				Rancho Viejo Middle	13.6		
			Valle Vista Elementary	12.10								Valle Vista Elementary	8.8		
			Whittier Elementary	7.80								Whittier Elementary	5.7		

5.4.4	Chronic Absenteeism			Rate			Rate	AA	Fruitvale Elementary	49.2				Year 3				AA	Fruitvale Elementary	-	12.8
		ALL	Academy of Innovation K-8	31.9	AA	Fruitvale Elementary	60.7	EL	Whittier Elementary	30.6		ALL	Academy of Innovation K-8	23.3				EL	Whittier Elementary	-	14.7
		AA	Academy of Innovation K-8	58.10	EL	Whittier Elementary	30.7	MR	Rancho Viejo Middle	37.8		AA	Academy of Innovation K-8	42.4				MR	Rancho Viejo Middle	-	12.2
			Fruitvale Elementary	62.00	MR	Rancho Viejo Middle	29.3	PI	Hemet Unified	54.7			Fruitvale Elementary	45.2				PI	Hemet Unified	-0.6	
		EL	Whittier Elementary	45.30	WH	Hamilton	34.5	WH	Hamilton	47.8		EL	Whittier Elementary	33.0				WH	Hamilton	-1.3	
		HI	Academy of Innovation K-8	27.50	PI	Hemet Unified	44.3					HI	Academy of Innovation K-8	20.0							
		MR	Rancho Viejo Middle	50.00	Note: Academy of Innovation K-8 is now combined on the CA Dashboard with the High School and is simply Academy of Innovation. As such, it will no be any reference to the K-8 school.							MR	Rancho Viejo Middle	36.5							
		SED	Academy of Innovation K-8	31.70								SED	Academy of Innovation K-8	23.1							
		WH	Academy of Innovation K-8	31.00								WH	Academy of Innovation K-8	22.6							
			Hamilton	49.10									Hamilton	35.8							
		PI	Hemet Unified	55.30								PI	Hemet Unified	40.3							
5.4.5	Graduation Rate							AA	Alessandro High	82.1		AA	Alessandro High	76.7				AA	Alessandro High	24.5	
		AA	Alessandro High	57.6	AA	Alessandro High	62.2	EL	Alessandro High	78.4		EL	Alessandro High	85.6				EL	Alessandro High	14.1	
		EL	Alessandro High	64.3	EL	Alessandro High	60.3	HOM	Alessandro High	73.1		HOM	Alessandro High	82.5				HOM	Alessandro High	11.1	
		HOM	Alessandro High	62.0	HO M	Alessandro High	76.5														

5.4.6	College & Career Indicator	ALL	Alessandro High	5.5	ALL	Alessandro High	4.9	AA	Alessandro High	0.0	ALL	Alessandro High	15.0	AA	Alessandro High	- 3.1
		AA	Alessandro High	3.1	AA	Alessandro High	2.9	ALL	Alessandro High	8.7	AA	Alessandro High	15.0	ALL	Alessandro High	3.2
		EL	Alessandro High	4.0	EL	Alessandro High	0.0	EL	Alessandro High	0.0	EL	Alessandro High	15.0	EL	Alessandro High	- 4.0
		HI	Alessandro High	5.4	HI	Alessandro High	5.1	HI	Alessandro High	8.3	HI	Alessandro High	15.0	HI	Alessandro High	2.9
		HOM	Alessandro High	0.0	HOM	Alessandro High	2.2	HOM	Alessandro High	8.0	HOM	Alessandro High	15.0	HOM	Alessandro High	8.0
		MR	Alessandro High	8.3	MR	Alessandro High	0.0	MR	Alessandro High		MR	Alessandro High	15.0	MR	Alessandro High	
		SED	Alessandro High	0.0	SED	Alessandro High	4.9	SED	Alessandro High	8.5	SED	Alessandro High	15.0	SED	Alessandro High	3.5
		SWD	Alessandro High	6.5	SWD	Alessandro High	0.0	SWD	Alessandro High	0.0	SWD	Alessandro High	15.0	SWD	Alessandro High	- 6.5
		WH	Alessandro High	7.3	WH	Alessandro High	5.7	WH	Alessandro High	12.8	WH	Alessandro High	15.0	WH	Alessandro High	5.5

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 5 — Dashboard Indicator Improvement / Disproportionate Outcomes

Goal 5 was implemented as an unfunded monitoring and improvement goal that described work supported through other funded LCAP actions/services. The purpose of the goal was to focus District and site attention on improving Dashboard indicators and reducing disproportionate outcomes for schools and student groups identified with the lowest performance levels. Because the goal was intentionally unfunded, implementation occurred through actions funded in other parts of the LCAP, including instructional supports, professional learning, student re-engagement, chronic absenteeism intervention, counseling, extended learning, site-based support, and continuous improvement structures.

Implementation successes included continued use of site action plans, SPSAs, site-level monitoring, Learning Improvement Support Specialist structures, and Districtwide improvement routines. The District reduced the number of Red indicators and demonstrated improvement in several major Dashboard outcomes, including ELA, Math, College/Career readiness, suspension, graduation, and chronic absenteeism. These improvements indicate that the monitoring and improvement structures described in Goal 5 were implemented and connected to broader LCAP-funded actions.

Implementation challenges remained in fully eliminating lowest performance levels for all student groups and schools. Foster Youth continued to demonstrate Red performance across multiple indicators, and chronic absenteeism remained a significant barrier to academic acceleration. Because Goal 5 did not have independent funding, there were no substantive implementation differences related to expenditures; the primary implementation challenge was continuing to tighten the connection between identified Dashboard needs, funded actions in other goals, site-level improvement cycles, and measurable subgroup 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.

N/A – this goal, and the associated actions and services is unfunded.

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

Goal 5 was designed as an unfunded monitoring and improvement goal to focus the District's attention on California School Dashboard indicators and disproportionate outcomes for student groups and schools with the greatest need. Because Goal 5 actions were not funded as stand-alone services, the District evaluated effectiveness based on whether the Dashboard indicators tied to each action improved and whether student group performance levels moved in the desired direction. Overall, the District determined that Goal 5 was **partially effective** in making progress toward the goal. The District improved in several major Dashboard indicators, including English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism, Graduation Rate, and College/Career. However, the data also show that improvement was not yet sufficient for all student groups, particularly Foster Youth, Students with Disabilities, Homeless students, Long-Term English Learners, and some racial/ethnic student groups that remain Red on one or more indicators.

5A — ELA Performance Indicator Improvement

Action 5A focused on improving English Language Arts outcomes for student groups and schools demonstrating low performance on the Dashboard. The District's ELA performance improved from **55.7 points below standard in 2024 to 49.5 points below standard in 2025**, with the Dashboard reporting a **6.3-point increase**. This improvement indicates that the District's literacy interventions, instructional professional development, standards implementation, data monitoring, and site-level improvement systems are contributing to measurable academic progress.

Student group data show that improvement was not yet consistent for all groups. English Learners improved to **84.2 points below standard**, an increase of **7.7 points**, and Socioeconomically Disadvantaged students improved to **54.7 points below standard**, an increase of **6.2 points**. Students with Disabilities improved to **121.3 points below standard**, an increase of **7.3 points**. However, Foster Youth declined to **89.4 points below standard**, a decline of **5.4 points**, and remained Red. Homeless students remained Red at **91.1 points below standard**, with performance essentially maintained. Therefore, because overall ELA outcomes improved and multiple high-need student groups demonstrated growth, but Foster Youth and Homeless students remained Red and Foster Youth declined, the District deems Action 5A partially effective.

5B — Mathematics Performance Indicator Improvement

Action 5B focused on improving Mathematics outcomes for student groups and schools demonstrating low performance on the Dashboard. The District's Mathematics performance improved from **103.8 points below standard in 2024** to **98.5 points below standard in 2025**, a **5.3-point improvement**. Mathematics Growth was reported as **Moderate**, with **63.3%** of students improving their score from the prior year. These outcomes indicate that the District's math-focused professional learning, Quantile/progress monitoring, intervention systems, and data-use structures are contributing to measurable growth.

Student group outcomes show continued need for acceleration. English Learners improved to **129.1 points below standard**, an increase of **5.7 points**, and Socioeconomically Disadvantaged students improved to **104.2 points below standard**, an increase of **5.4 points**. Long-Term English Learners improved to **194.8 points below standard**, an increase of **6.7 points**. However, Foster Youth declined to **134.1 points below standard**, a decline of **5.4 points**, and remained Red. Students with Disabilities remained Red at **161.3 points below standard**, with performance maintained, and Homeless students declined to **136.8 points below standard**, a decline of **7.2 points**, also remaining Red. Therefore, because Mathematics improved overall and for English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students, but the indicator remained Orange overall and Red outcomes persisted for Foster Youth, Homeless students, and Students with Disabilities, the District deems Action 5B partially effective.

5C — Suspension Indicator Improvement

Action 5C focused on reducing suspension and disproportionate exclusionary discipline outcomes. The District's Suspension Rate improved to **3.4%**, a decline of **1.6 percentage points**, and All Students were Green. This improvement reflects meaningful progress in reducing exclusionary discipline and improving access to instruction through behavior supports, alternatives to suspension, restorative practices, MTSS, Other Means of Correction, site-based support, and student re-engagement systems funded through other LCAP actions.

Student group outcomes show strong progress for several high-need groups. English Learners were Green, Socioeconomically Disadvantaged students were Green, and Homeless students were Green. However, Foster Youth remained Red, while Students with Disabilities, Long-Term English Learners, and Black/African American students remained Yellow. These results indicate that the District's overall suspension-reduction systems improved outcomes broadly, but additional subgroup-specific monitoring and intervention are still required to reduce disproportionality. Therefore, because the District reduced suspension overall and reached Green for All Students and several high-need student groups, but Foster Youth remained Red and other student groups continued to require focused support, the District deems Action 5C effective overall but not yet effective for all student groups.

5D — Chronic Absenteeism Indicator Improvement

Action 5D focused on reducing chronic absenteeism and improving student engagement for students and groups experiencing barriers to regular attendance. The District's chronic absenteeism rate improved from **33.4% in 2024** to **32.3% in 2025**, a **1.1-point improvement** using the year-by-year table, with the Dashboard reporting a **1.2-point decline**. This continues the District's multiyear recovery from **50.5% in 2022** and **37.4% in 2023**, indicating that attendance systems, outreach, and engagement supports are moving the overall rate in the desired direction.

However, chronic absenteeism remained Orange overall and continued to show significant student group disparities. Socioeconomically Disadvantaged students improved to **34.2% chronically absent**, a decline of **0.8 points**, but remained Orange. English Learners increased to **28.0%**, a **1.2-point increase**, and remained Red. Foster Youth increased to **46.2%**, a **2.5-point increase**, and remained Red. Students with Disabilities increased to **38.5%**, a **0.7-point increase**, and remained Red. Homeless students increased to **59.9%**, an **8.6-point increase**, and remained Red. Long-Term English Learners increased to **34.8%**, a **1.6-point increase**, and remained Red. Therefore, because chronic absenteeism improved overall and for

Socioeconomically Disadvantaged students, but worsened for several student groups with the highest need and remained Red for English Learners, Foster Youth, Homeless students, Long-Term English Learners, and Students with Disabilities, the District deems Action 5D marginally effective.

5E — Graduation Rate Indicator Improvement

Action 5E focused on improving graduation outcomes and reducing disproportionate graduation gaps. The District's Graduation Rate increased to **92.2%**, a **1.8 percentage point increase**, and remained Green. This outcome exceeded the statewide graduation rate of **87.8%** and indicates that counseling, credit recovery, extended learning, re-engagement supports, progress monitoring, and graduation plan review systems are supporting on-time completion for most students.

Student group outcomes show broad effectiveness, with several major student groups also performing in Green. English Learners graduated at **88.5%**, Long-Term English Learners at **90.2%**, Socioeconomically Disadvantaged students at **92.1%**, Black/African American students at **88.3%**, and Hispanic students at **93.2%**. However, Foster Youth remained Red at **64.7%**, Homeless students remained Orange at **87.4%**, and Students with Disabilities remained Orange at **77.5%**. These results show that the District's graduation supports are effective for the overall population and several major student groups, while the lowest-performing student groups continue to require earlier credit monitoring, intensified case management, and targeted intervention. Therefore, because the Graduation Rate improved overall and most major student groups were Green, but Foster Youth remained Red and Homeless students and Students with Disabilities remained Orange, the District deems Action 5E effective overall but not yet effective for all student groups.

5F — College/Career Indicator Improvement

Action 5F focused on improving College/Career readiness and increasing the percentage of students who meet CCI Prepared criteria. The District's College/Career Indicator improved to **59.1% Prepared**, an increase of **10.1 percentage points**, and All Students were Blue. The percentage of students Not Prepared declined from **34.3% in 2024** to **25.6% in 2025**, indicating that more students moved out of the lowest readiness category. These outcomes indicate that the District's CTE pathway supports, A-G monitoring, counseling, AP/IB/dual enrollment access, college and career transition supports, credit recovery, and student-level readiness monitoring are contributing to improved postsecondary readiness.

Student group outcomes also showed broad improvement. English Learners increased to **39.1% Prepared**, up **15.2 points**, and Long-Term English Learners increased to **41.5% Prepared**, up **16.8 points**. Foster Youth increased to **26.5% Prepared**, up **8.8 points**. Socioeconomically Disadvantaged students increased to **57.9% Prepared**, up **10.9 points**, and Students with Disabilities increased to **30.9% Prepared**, up **8.6 points**. Homeless students increased to **40.4% Prepared**, up **8.6 points**. Hispanic students increased to **59.1% Prepared**, up **10.2 points**, and Black/African American students increased to **43.8% Prepared**, up **10.0 points**. Although these gains are substantial, Foster Youth and Students with Disabilities remained Yellow and continued to trail the All Students Prepared rate. Therefore, because CCI Prepared improved substantially overall and across multiple high-need student groups, but Foster Youth and Students with Disabilities continued to trail the Districtwide rate, the District deems Action 5F effective with continued subgroup gaps.

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

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

Other than continuing the metric renovation discussed above, there are no planned changes for this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing

5A	ELA Performance Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of English/Language Arts. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to improvement of the ELA performance indicator, the improvement specialists will specifically work with site instructional staff on the implementation of the methodologies (described above) in the context of ELA instruction. Effectiveness of this action will be measured by change in Lexile assessment data, interim benchmark assessment data, classroom walkthrough data (specific to ELA instruction), California Dashboard ELA Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using Lexile assessments as a leading indicator of progress towards improving ELA outcomes. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1	\$0	No

		○ 1B – Instructional Leadership & Professional Development - Goal 2 ○ 2A – Multitiered Systems of Support ○ 2B1 – Literacy & Reading Intervention ○ 2B2 – Secondary Reading Intervention - Goal 3 ○ 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for ELA.</u>		

5B	Math Performance Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of mathematics. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialled areas. With specific respect to improvement of the Math performance indicator, the improvement specialists will specifically work with site instructional staff on the implementation of the methodologies (described above) in the context of Math instruction. Effectiveness of this action will be measured by change in math interim benchmark assessment data, classroom walkthrough data (specific to math instruction), California Dashboard math Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement day action plans using interim benchmark assessments as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 - o 1B – Instructional Leadership & Professional Development	\$0	No

		- Goal 2 - o 2A – Multitiered Systems of Support - Goal 3 - o 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for math.</u>		

5C	Suspension Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of student behavior. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialed areas. With specific respect to the Suspension performance indicator, the improvement specialists will work with site administrators, counselors, and site behavioral support staff to implement the improvement methodologies described above to understand and address the root causes of negative behavioral outcomes. Effectiveness of this action will be measured by change in total number of suspensions, total number of expulsions, California Dashboard Suspension Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using suspension metrics (# of suspension incidents) and expulsion metrics (# expulsions) as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1	\$0	No

		○ 1A3 - Counseling - Goal 2 ○ 2A – Multitiered Systems of Support ○ 2A - Alternative to Suspension ○ 2A - Behavior & Wellness ○ 2F1 – Assistant Principal Support - Goal 3 ○ 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Suspension.</u>		

5D	Chronic Absenteeism Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the Chronic Absenteeism Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialed areas. With specific respect to the Chronic Absenteeism performance indicator, the improvement specialists will work with site administrators, counselors, and district based attendance specialists (assigned to specific sites) to understand and address the student level root causes around non-attendance. These findings will define objectives in site level action plans specific to Chronic Absenteeism. Effectiveness of this action will be measured by change in attendance rate (translated to Chronic Absenteeism), California Dashboard Chronic Absenteeism Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level attendance rates (aggregated to the total percentage of students identified as Chronic Absentees) as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school and classroom level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services.	\$0	No

		Pivots in the 30/90 action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 - o 1A3 - Counseling - Goal 2 - o 2A – Multitiered Systems of Support - o 2A – Student Services - Goal 3 - o 3D3 – Student Outcome Support - o 3E – Chronic Absenteeism <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Chronic Absenteeism.</u>		

5E	Graduation Rate Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the Graduation Rate Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialed areas. With specific respect to the Graduation Rate performance indicator, the improvement specialists will work with site administrators, counselors, and credit recovery teachers to understand and address the root causes of student specific issues that impede expected progress towards graduation. Effectiveness of this action will be measured by change in measurement of students “on track” to graduation based on credit sufficiency, monitoring course enrollment and gradebook progress on towards credit attainment, California Dashboard Graduation Rate Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level student level course grade data, course enrollment, and credit accrual as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Additionally, counselors will complete intensive, student group level monitoring on a periodic basis to	\$0	No

		form the basis of proactive interactions with students not making adequate progress. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 - o 1A3 - Counseling - Goal 2 - o 2A – Multitiered Systems of Support - o 2A – High School Readiness - o 2C1 – Expanded 0/7th Periods - o 2C2 – High School Summer School - o 2C3 – Credit Recovery - Goal 3 - o 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for Graduation Rate.</u>		

5F	College/Career Indicator Improvement	The district will implement and improve a district level and site level monitoring system that will assess and prompt interventions as outlined by the Multitiered System of Support (MTSS) procedures for Hemet USD in the area of attendance as it relates to the College & Career Performance Indicator. Site certificated staff will join sites to focus on implementing improvement methodologies. The improvement specialists will implement and train staff on Plan-Do-Study-Act processes, conduct root cause analysis studies, as well as provide student level instruction/intervention in appropriately credentialed areas. With specific respect to the College & Career Readiness Indicator performance indicator, the improvement specialists will work with site administrators, counselors, and district CTE leadership to understand and develop action plans to address the current enrollment, success, and completion patterns associated with CTE pathway completion, A-G requirement completion, Seal of Biliteracy attainment, completion of concurrent coursework, as well as overall progress towards graduation. Effectiveness of this action will be measured by A-G completion, CTE course enrollment and completion, progress towards other elements of CCI metric, California Dashboard College & Career Indicator data, and educational partner (teacher, administrator, student) feedback. Principals will implement action plans using student level student level course grade data, course enrollment, and credit accrual as a leading indicator of progress towards goal attainment. This monitoring system will be used to measure progress on this action and prompt pivots in the delivery of actions/services that are positioned to improve this metric. Pivots in the implementation of these action/services – specific to the student groups – will also be based on findings of iterative root cause analysis and plan/do/study/act cycles. At the school level, Learning Improvement Specialists will support these iterative PDSA cycles as well as support student intervention services. Additionally, counselors will complete intensive, student group level monitoring on a periodic basis to	\$0	No

		form the basis of proactive interactions with students not making adequate progress. Pivots in the action plans will be manifested implementation improvements associated with services delivered via the following action/services in this LCAP: - Goal 1 - o 1A1 – Career Technical Education - o 1A2 – Support of SAT/PSAT/AP Testing - o 1A3 – Counseling - o 1A4 – World Languages Support - o 1A4 – AVID - Goal 2 - o 2A – Multitiered Systems of Support - Goal 3 - o 3D3 – Student Outcome Support <u>This action/service will specifically address all student groups at schools, and the district level, who have a “Red” Indicator on the 2023 California Dashboard for College & Career Readiness Indicator.</u>		

Goal #	Description	Type of Goal

6	Alessandro High School - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will increase the College and Career Indicator rate by at least 5% per year. This goal will focus on the following student groups: Black/African American, English Learners, Long Term English Learners, Hispanic, Socioeconomically Disadvantaged, and White student groups. 2026-27 LCAP Update Related to 2025 California Dashboard Outcomes Alessandro High School's Equity Multiplier goal is focused on increasing College/Career Indicator (CCI) outcomes by at least 5% per year, with specific attention to All Students, African American students, English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, Homeless students, Students with Disabilities, and White students. The 2025 California Dashboard shows that Alessandro improved from Red to Orange on the College/Career Indicator, with All Students increasing to 8.7% Prepared, a gain of 3.9 percentage points from the prior year. Hispanic students increased to 8.3% Prepared, Homeless students increased to 8.0%, socioeconomically disadvantaged students increased to 8.5%, and White students increased to 12.8%. These gains indicate early movement in the intended direction; however, overall preparedness remains low, and English Learners, Long-Term English Learners, Students with Disabilities, and African American students remained at 0% Prepared. These results demonstrate that while Alessandro's college/career readiness work is producing measurable growth for some student groups, the site continues to require intensified supports for students furthest from opportunity. The College/Career Indicator results are directly aligned to Alessandro's Equity Multiplier actions/services. Action 6A – Increased Counseling Support is designed to improve credit monitoring, course completion, graduation planning, concurrent enrollment, and strategic CTE pathway access. Action 6B – Intervention TOSA supports credit recovery, attendance, and academic intervention. Action 6C – Learning Improvement Specialist strengthens standards-aligned instruction, data monitoring, instructional coherence, and student-level intervention. Action 6D – Lower Class Size/additional CTE staffing is designed to expand access to CCI-qualifying coursework and increase the number of students completing capstone courses, CTE pathways, pre-apprenticeship, and other college/career readiness measures. Because the 2025 Dashboard shows improvement but continued low CCI outcomes, the actions remain necessary and appropriately aligned to the Equity Multiplier focus goal. On the 2025 California Dashboard, Alessandro was Red in English Language Arts, with All Students 126.9 points below standard and a decline of 16.2 points, and Red in Mathematics, with	Equity Multiplier

All Students 229.0 points below standard and a decline of 19.1 points. Student groups receiving a Red performance color in English Language Arts included All Students, Hispanic students, and socioeconomically disadvantaged students. In ELA, Hispanic students were 126.5 points below standard and declined 12.4 points, while socioeconomically disadvantaged students were 127.4 points below standard and declined 12.6 points. Student groups receiving a Red performance color in Mathematics also included All Students, Hispanic students, and socioeconomically disadvantaged students. In Mathematics, Hispanic students were 227.5 points below standard and declined 11.6 points, while socioeconomically disadvantaged students were 227.1 points below standard and declined 14.5 points.

These Red outcomes represent the lowest Dashboard performance level and require the District to explicitly address academic access, instructional quality, intervention, and progress monitoring within the Equity Multiplier goal. The AHS Learning Improvement Specialist is included as a key lever for improvement because this action provides direct support to strengthen classroom instruction in both ELA and Mathematics through coaching cycles, classroom observations, collaborative planning, student work analysis, and the use of formative assessment data. The Learning Improvement Specialist will support teachers in implementing standards-aligned instruction, lesson clarity, academic vocabulary development, checks for understanding, differentiated scaffolds, and targeted re-teaching so that students receive more consistent access to grade-level instruction and timely intervention. This action is designed to improve instructional coherence, build teacher capacity, and support measurable growth in ELA and Mathematics for students who enter Alessandro with significant unfinished learning, credit deficiencies, and prior disengagement from school.

TAMO Data Summary for Alessandro High School

As reflected in the California School Dashboard’s Priority 1 local indicator (Appropriately Assigned and Credentialed Teachers), Alessandro High School reported the following Teaching Assignment Monitoring Outcome (TAMO) data for the 2022–23 school year:

- Total Teaching FTE: 18.0
- Clear Credentialed Teachers: 72.6%
- Out-of-Field Assignments: 21.8%
- Interns: 5.6%
- Ineffective Teachers: 0.0%

- Incomplete/Unknown/N/A: 0.0%

Compared to district, county, and state averages:

- Alessandro's clear credential rate (72.6%) is lower than Hemet Unified (83.0%), Riverside County (86.4%), and the State (83.2%).
- The out-of-field rate (21.8%) is significantly higher than the district (5.1%), county (3.5%), and state (4.2%) rates.
- While the intern rate (5.6%) is higher than the district and county, Alessandro reports zero ineffective teachers, which aligns with effective recruitment and assignment practices despite staffing challenges.

2026-27 LCAP Update ([based on CDE DataQuest](#)):

TAMO Data Summary for Alessandro High School

As reflected in the California Department of Education's 2023–24 Teaching Assignment Monitoring Outcome (TAMO) data, Alessandro High School reported the following teaching assignment outcomes:

- Total Teaching FTE: 21.0
- Clear Credentialed Teachers: 53.0%
- Out-of-Field Assignments: 40.7%
- Interns: 0.0%
- Ineffective Teachers: 1.6%
- Incomplete/Unknown/N/A: 4.8% Incomplete; 0.0% Unknown; 0.0% N/A

Compared to district, county, and state averages:

- Alessandro's clear credential rate of 53.0% is lower than Hemet Unified at 77.7%, Riverside County at 86.0%, and the State at 82.5%.
- Alessandro's out-of-field assignment rate of 40.7% is significantly higher than Hemet Unified at 5.0%, Riverside County at 3.8%, and the State at 4.3%.

- Alessandro reported no intern assignments in 2023–24, compared with Hemet Unified at 2.0%, Riverside County at 1.6%, and the State at 2.2%.
- Alessandro’s ineffective assignment rate of 1.6% is lower than Hemet Unified at 4.9% and the State at 6.0%, and lower than Riverside County at 2.6%.
- The high proportion of out-of-field assignments, joined to a lower clear credential rate, indicates a continued need for instructional support, coaching, professional learning, and monitoring of assignment patterns to ensure that students in the continuation high school setting have consistent access to standards-aligned instruction.

Alessandro High School’s TAMO data do not demonstrate overall improvement from 2022–23 to 2023–24. While the school improved by reducing Intern assignments from 5.6% to 0.0%, the broader assignment pattern worsened, with Clear assignments declining from 72.6% to 53.0% and Out-of-Field assignments increasing from 21.8% to 40.7%. In addition, Alessandro reported 1.6% Ineffective assignments and 4.8% Incomplete assignments in 2023–24, compared with 0.0% in both categories the prior year. These data reinforce the continued need for Equity Multiplier actions that provide instructional coaching, Learning Improvement Specialist support, professional learning, classroom observation, and progress monitoring to mitigate the impact of educator assignment challenges and ensure students have consistent access to standards-aligned instruction.

This data underscores Alessandro High’s status as an Equity Multiplier school, where staffing gaps and out-of-field assignments represent systemic challenges that must be addressed through targeted supports.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Use of Professional Development to Support Instruction

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

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

For the purposes of this goal, the All Student group is joined by the student groups that had a Red indicator in the California Dashboard as of December, 2024.

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

All Students

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

English Learners

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

Long-Term English Learners

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

African American Students

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

Hispanic Students

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

Socioeconomically Disadvantaged Students

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

White Students

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

2025 California Dashboard Update:

Focus Area: College/Career Indicator, graduation readiness, academic intervention, CTE access, and student re-engagement

Overall Dashboard performance

- English Language Arts: Red; 126.9 points below standard; declined 16.2 points
- Mathematics: Red; 229.0 points below standard; declined 19.1 points
- English Learner Progress: Yellow; 42.6% making progress; increased 6.4 percentage points
- College/Career Indicator: Orange; 8.7% Prepared; increased 3.9 percentage points
- Graduation Rate: Green; 81.0% graduated; increased 4.5 percentage points

- Suspension Rate: Orange
- Teacher Assignments: 53.0% Clear; below the state average

College/Career Indicator student group outcomes

- All Students: Orange, 8.7% Prepared, increased 3.9 points
- English Learners: Red, 0.0% Prepared, maintained
- Long-Term English Learners: Red, 0.0% Prepared, maintained
- Homeless students: Orange, 8.0% Prepared, increased 5.8 points
- Socioeconomically Disadvantaged students: Orange, 8.5% Prepared, increased 3.6 points
- Hispanic students: Orange, 8.3% Prepared, increased 3.2 points
- White students: Yellow, 12.8% Prepared, increased 7.1 points
- African American students: No Performance Color, 0.0% Prepared, declined 2.9 points
- Students with Disabilities: No Performance Color, 0.0% Prepared, maintained

On the **2025 California Dashboard**, Alessandro was **Red in English Language Arts**, with **All Students 126.9 points below standard** and a **decline of 16.2 points**, and **Red in Mathematics**, with **All Students 229.0 points below standard** and a **decline of 19.1 points**. Student groups receiving a **Red** performance color in **English Language Arts** included **All Students**, **Hispanic students**, and **socioeconomically disadvantaged students**. In ELA, **Hispanic students were 126.5 points below standard** and declined **12.4 points**, while **socioeconomically disadvantaged students were 127.4 points below standard** and declined **12.6 points**. Student groups receiving a **Red** performance color in **Mathematics** also included **All Students**, **Hispanic students**, and **socioeconomically disadvantaged students**. In Mathematics, **Hispanic students were 227.5 points below standard** and declined **11.6 points**, while **socioeconomically disadvantaged students were 227.1 points below standard** and declined **14.5 points**.

These **Red outcomes** represent the lowest Dashboard performance level and require the District to explicitly address academic access, instructional quality, intervention, and progress monitoring within the Equity Multiplier goal. The **AHS Learning Improvement Specialist** is included as a key lever for improvement because this action provides direct support to strengthen classroom instruction in both **ELA** and **Mathematics** through coaching cycles, classroom observations, collaborative planning, student work analysis, and the use of formative assessment data. The Learning Improvement Specialist will support teachers in implementing standards-aligned instruction, lesson clarity, academic vocabulary development, checks for understanding, differentiated scaffolds, and targeted re-teaching so that students receive more consistent access to grade-level instruction and timely intervention. This action is designed to improve instructional coherence, build teacher capacity, and support measurable growth in ELA and Mathematics for students who enter Alessandro with significant unfinished learning, credit deficiencies, and prior disengagement from school.

LCAP / Equity Multiplier connection

- These data support continued implementation of **Action 6A – Increased Counseling Support**, **Action 6B – Intervention TOSA**, **Action 6C – Learning Improvement Specialist**, and **Action 6D – Lower Class Size/additional CTE staffing**.
- The data show improvement in **Graduation Rate** and **College/Career Indicator**, but the site remains far below desired outcomes in **CCI**, **ELA**, and **Mathematics**, especially for **English Learners**, **Long-Term English Learners**, **Students with Disabilities**, **African American students**, **Homeless students**, and **socioeconomically disadvantaged students**.
- The actions/services remain aligned because they support **credit monitoring**, **graduation planning**, **credit recovery**, **academic intervention**, **CTE pathway access**, **instructional coherence**, **student engagement**, and **progress monitoring**.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5.1	College/Career	Very Low All Students- 5.5% African American - 3.1% English Learners - 4% Hispanic - 5.4% Homeless - 0% SED - 5% SWD - 6.5% White - 7.3%	Red All Students- 4.9% African American – 2.9% English Learners – 0% Hispanic – 5.1% Homeless – 2.2% SED – 4.9% SWD – 0% White – 5.7%	Orange All Students- 8.7% African American – 0% English Learners – 0% Hispanic – 8.3% Homeless – 8% SED – 4.9% SWD – 0% White – 12.5%	Medium All Students- 35% African American - 35% English Learners - 35% Hispanic - 35% Homeless - 35% SED - 35% SWD - 35% White - 35%	All Students - - 0.6% African American – -0.2% English Learners – -4% Hispanic – -0.3% Homeless – 2.2% SED – -0.1% SWD – -6.5% White – -1.6%
6.5.2	AHS Clear Credentialed Teachers	53.0%	New for 2026-27	53.0%	90%	37%
6.5.3	ELA	All Students: - 126.9 Hispanic: -126.5 SED: -127.4	New for 2026-27	All Students: - 126.9 Hispanic: -126.5 SED: -127.4	All Students: -100 Hispanic: -100 SED: -100	All Students: -26.9 Hispanic: -26.5 SED: -27.4
6.5.4	Math	All Students: -229 Hispanic: -227.5 SED: -227.1	New for 2026-27	All Students: -229 Hispanic: -227.5 SED: -227.1	All Students: -100 Hispanic: -100 SED: -100	All Students: -129 Hispanic: -127.5 SED: -127.1

Goal Analysis for 2025-26

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

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

Goal 6 — Alessandro High School Equity Multiplier

Goal 6 actions/services were implemented as planned and focused on strengthening student supports, intervention systems, and graduation/college-career readiness at Alessandro High School. The additional counseling support, Intervention TOSA, and Learning Improvement Specialist were integrated into site routines and supported early identification, student monitoring, academic intervention, credit accumulation, attendance support, and postsecondary readiness.

Implementation successes included full integration of additional counseling into student planning and monitoring structures, implementation of targeted intervention supports, and strengthened data monitoring cycles. These supports helped the site coordinate academic and social-emotional supports and improve how teams identified student needs, deployed interventions, and adjusted services over time. Dashboard outcomes showed improvement in graduation and College/Career readiness, indicating forward movement in persistence and readiness measures.

Implementation challenges remained in academic performance and school climate. English Language Arts and Mathematics outcomes declined and remained significant areas of need, and suspension increased, reinforcing the need to sustain and sharpen preventative, restorative, and academic intervention systems. There were no substantive differences that reduced planned implementation; rather, the actions were implemented as planned, with continued refinement needed to more directly connect counseling, intervention, and improvement structures to academic acceleration and climate outcomes.

6A — AHS Increased Counseling Support

Increased counseling support at Alessandro High School was implemented as planned. The additional counseling support was integrated into site routines to monitor at-risk students, coordinate academic and social-emotional supports, and strengthen student planning connected to graduation and postsecondary readiness. Implementation successes included improved student monitoring, stronger coordination of supports, and increased capacity to address student needs. No substantive differences reduced the planned service. Challenges remained in continuing to connect counseling supports to academic acceleration, climate improvement, and College/Career readiness.

6B — AHS Intervention TOSA

The Intervention TOSA support at Alessandro High School was implemented as planned. The position supported targeted academic intervention, including coordination of supports connected to attendance, course performance, and credit accumulation. Implementation

successes included strengthening intervention routines and increasing site capacity to identify and respond to students needing support. No substantive differences materially changed the action. Challenges included sustaining implementation in response to persistent academic needs in ELA and Mathematics.

6C — AHS Learning Improvement Specialist

The Learning Improvement Specialist support at Alessandro High School was implemented as planned. The role supported data monitoring cycles, site-based problem solving, and continuous improvement routines to strengthen how teams identified needs, deployed supports, and adjusted services. Implementation successes included stronger data use and site-level monitoring. No substantive differences reduced implementation. Challenges remained in translating improved monitoring into faster academic gains and improved climate 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.

Goal 6 — Alessandro High School Equity Multiplier

Goal 6 Equity Multiplier actions were implemented as planned, with estimated actual expenditures exceeding the adopted budget. Planned expenditures totaled **\$486,743**, and estimated actual expenditures totaled **\$676,710**, a difference of **+\$189,967**, or approximately **139%** of planned spending. The increased expenditures were primarily associated with personnel-driven costs needed to sustain the additional counseling, intervention, and learning improvement supports at Alessandro High School.

Action-level differences were as follows:

- **6A AHS — Increased Counseling Support:** Budgeted **\$169,667**; estimated actual **\$235,766**; difference **+\$66,099**; **139% spent**.
- **6B AHS — Intervention TOSA:** Budgeted **\$157,150**; estimated actual **\$188,857**; difference **+\$31,707**; **120% spent**.
- **6C AHS — Learning Improvement Specialist:** Budgeted **\$159,926**; estimated actual **\$252,087**; difference **+\$92,161**; **158% spent**.

In summary, the material difference for Goal 6 reflects greater-than-budgeted implementation costs connected to the staffing model and sustained intervention supports. The variance did not reduce implementation; instead, the District invested above the adopted budget to maintain the counseling, intervention, and continuous improvement services identified for Alessandro High School.

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

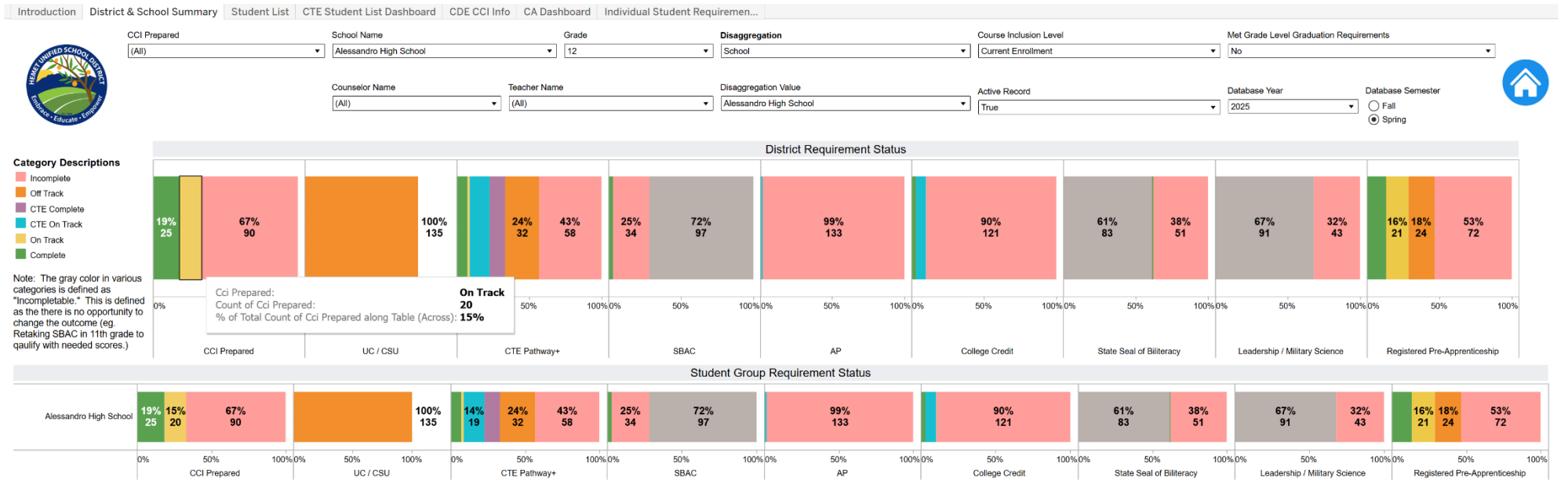
Goal 6 — Alessandro High School Equity Multiplier

The District determined that the Alessandro High School Equity Multiplier actions were **partially effective** in making progress toward the goal. The strongest evidence of effectiveness was reflected in improved graduation, English Learner Progress, and College/Career outcomes. Alessandro’s Graduation Rate increased to **81.0%**, a **4.5 percentage point increase**, with meaningful growth for English Learners (**78.4%, +18.1 points**), Long-Term

English Learners (**84.6%, +28.4 points**), and Socioeconomically Disadvantaged students (**80.8%, +4.3 points**). English Learner Progress also improved to **42.6% making progress**, an increase of **6.4 points**, with Long-Term English Learners increasing to **46.8% making progress**, an increase of **11.0 points**. These outcomes indicate that the additional counseling, intervention, and learning improvement supports contributed to stronger monitoring of student progress, improved persistence toward graduation, and better support for English Learner progress.

College/Career outcomes also improved, although the overall level remains an area of significant need. Alessandro's College/Career Indicator Prepared rate increased from **4.9% in 2024 to 8.7% in 2025**, a **3.8 percentage point increase**, while the percentage of students Not Prepared decreased from **83.3% to 74.8%**, an **8.5-point reduction**. The number of prepared students increased from **14 to 27**, nearly doubling year over year. Among prepared students, CTE Pathway Completion increased from **7.1% to 18.5%**, College Credit Course increased from **14.3% to 18.5%**, and Advanced Placement increased from **0.0% to 3.7%**. These data suggest that college/career readiness supports were beginning to move students into more meaningful readiness pathways, particularly through pathway, college credit, pre-apprenticeship, and related readiness measures. However, English Learners and Long-Term English Learners remained at **0.0% Prepared**, and Students with Disabilities also remained at **0.0% Prepared**, demonstrating that the actions were not yet sufficiently effective in closing readiness gaps for all student groups.

Local 2025-26 Progress Monitoring Data



For Alessandro High School, the **2025 California Dashboard release** showed that College/Career readiness improved but remained a significant area of need. Alessandro's CCI was **Orange**, with **8.7% of students Prepared**, an increase of **3.9 percentage points** from the prior year. The year-over-year CCI report similarly showed improvement from **4.9% Prepared in 2024 to 8.7% Prepared in 2025**, while the percentage of students **Not Prepared decreased from 83.3% to 74.8%** and **Approaching Prepared increased from 11.8% to 16.5%**. This indicates that the site's counseling, intervention,

and pathway-monitoring structures were beginning to move more students toward readiness, but the Dashboard release also confirms that the majority of students were still not meeting CCI preparedness.

The local one-year CCI projection dashboard provides a more immediate leading indicator for the next improvement cycle. Within the filtered group of current 12th grade Alessandro students who had not yet met grade-level graduation requirements, **25 students, or 19%, were already identified as CCI Prepared**, and an additional **20 students, or 15%, were On Track** to become CCI Prepared. Combined, **45 students, or approximately 34%**, were either already Prepared or on track. This local projection is meaningfully stronger than the **8.7% Prepared** rate reported in the 2025 Dashboard release, suggesting that the site's current monitoring, counseling, CTE pathway, pre-apprenticeship, and intervention supports may be positioning more students to meet CCI criteria in the next reporting cycle.

At the same time, the local projection reinforces that the action is **partially effective rather than fully effective**. The dashboard still shows **90 students, or 67%, incomplete for CCI Prepared**, and several readiness pathways remain underdeveloped. UC/CSU A-G completion is shown as **100% off track** within this filtered group, while AP, college credit, State Seal of Biliteracy, and Leadership/Military Science remain largely incomplete or unavailable as near-term pathways for most students. The strongest actionable opportunities appear to be in **CTE Pathway+** and **Registered Pre-Apprenticeship**, where more students are visible as complete, on track, or close enough to be monitored for completion.

Overall, when juxtaposed with the 2025 Dashboard release, the local projection supports a finding that Alessandro's Equity Multiplier actions are **partially effective and improving**. The 2025 Dashboard confirmed growth in CCI Prepared status, and the current local dashboard suggests that a larger share of students may be positioned to meet readiness criteria if supports are sustained. However, because a substantial majority of students remain incomplete and A-G/AP/college credit pathways remain limited, the next cycle should continue to intensify student-level monitoring, credit recovery, CTE pathway completion, pre-apprenticeship completion, and targeted counseling for students not yet on track.

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

Based on reflection on implementation, Dashboard outcomes, local CCI monitoring data, and input from Alessandro High School educational partners, site leadership, and District leadership, the District will refine Goal 6 by using Equity Multiplier funds to augment teaching staff in order to reduce class sizes and increase access to targeted instruction in CCI-aligned coursework. This refinement is intended to supplement, not replace, the District's broader LCFF-funded lower class size action in Goal 4. While Goal 4 provides an LEA-wide lower class size structure, the additional Equity Multiplier staffing at Alessandro High School is specifically designed to address site-level needs identified through the Equity Multiplier process, including low College/Career Indicator Prepared outcomes, persistent academic needs in ELA and Mathematics, and the need for more individualized monitoring and support for students who are not yet on track for graduation or college/career readiness.

Related to performance on the California Dashboard (reported in 2025), additional metrics related to ELA and math have been added as well as modifications to the 6C action description related thereto.

In response to and with the support of our county based educational partners, action descriptions have been augmented to bring more clarity, metrics related to teacher assignments have been added, and updates provided to metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6A	AHS - Increased Counseling Support	This funding source will provide an additional counselor to monitor class success, course completion in relationship to both meeting graduation requirements as well as strategic enrollment in CTE pathways as well as concurrent enrollment in course work at Mt. San Jacinto JC. This work will be supported with tools and strategies to strategically monitoring, with higher frequency, students who have membership in student groups that are red on the California Dashboard. CTE pathway enrollment, A-G course related enrollment, as well as class success will be both leading indicators and metrics used to determine overall effectiveness of the action.	\$204,077	No
6B	AHS - Intervention TOSA	This funding source will be used to implement a new and additional service to support credit recovery and attendance. This role will work with individual students, first with those in the red student groups, to understand and remove barriers first to attendance and second to understand and remover barriers to the individual circumstances around course completion. Additionally, this role will facilitated additional opportunities for students attempt and complete courses needed for graduation.	\$181,022	No

6C	AHS - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. This coaching and support work will also focus on the installation of instructional PDSA cycles. Additionally, the Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Alessandro High, an Equity Multiplier site, to address the high percentage of out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices. The coaching and instructional support embedded in Action 6C – Learning Improvement Specialist is also responsive to Alessandro’s educator assignment data, including the high level of out-of-field assignments identified in the most recent TAMO data. The Learning Improvement Specialist will support teachers through classroom observation, lesson design, instructional feedback, and coaching cycles aligned to the HUSD Instructional Framework. This support is particularly important for teachers who are clearing credentials, new to the continuation high school setting, or assigned outside their primary credential area, because it provides structured support in standards-aligned instruction, lesson clarity, academic language development, formative assessment, and student engagement. In this way, the action is designed to mitigate the impact of assignment misalignment by increasing instructional consistency and ensuring that students have access to coherent, grade-level instruction while the site continues to address staffing and credentialing challenges. In addition, the AHS Learning Improvement Specialist will provide targeted instructional support designed to improve outcomes in English	\$181,022	No

		Language Arts and Mathematics, where Alessandro High School’s 2025 Dashboard performance remains Red. The Learning Improvement Specialist will work directly with teachers through classroom observations, coaching cycles, collaborative planning, student work analysis, and review of formative assessment data to strengthen implementation of standards-aligned instruction. In ELA, this support will emphasize reading comprehension, academic vocabulary, evidence-based writing, structured academic discussion, and use of grade-level texts with appropriate scaffolds. In mathematics, the support will emphasize conceptual understanding, problem solving, academic language, prerequisite skill identification, checks for understanding, and targeted re-teaching based on student performance data. The Learning Improvement Specialist will also support the use of short-cycle data to identify students who are not making adequate progress and to coordinate timely instructional adjustments, intervention groupings, and supplemental supports. This includes helping teachers analyze local assessment results, course performance, credit completion patterns, and student work to determine where students need additional instruction, practice, or re-engagement. The position will reinforce the HUSD Instructional Framework by supporting lesson clarity, learning intentions, success criteria, gradual release of responsibility, formative assessment, differentiated scaffolds, and active student engagement. These services are intended to increase instructional consistency across classrooms, strengthen teacher capacity, and provide Alessandro students with more coherent access to grade-level ELA and mathematics instruction while also supporting students who enter the continuation setting with significant unfinished learning, attendance barriers, and credit deficiencies.		

6D	AHS - Lowered Class Size Supplement	Alessandro High School will use Equity Multiplier funds to provide an additional Career Technical Education teacher to increase access to CTE coursework, reduce CTE class sizes, and strengthen student completion of CCI-qualifying pathways. This action is designed to address Alessandro's continued need to improve College/Career Indicator outcomes. Although Alessandro's CCI Prepared rate improved from 4.9% in 2024 to 8.7% in 2025, the majority of students remained Not Prepared on the 2025 Dashboard CCI report. The additional CTE teacher will allow the site to offer more targeted CTE course access, provide smaller instructional settings, monitor student progress toward pathway completion, and support students in completing CTE capstone requirements, registered pre-apprenticeship opportunities, work-based learning, and other CCI-aligned measures. The action is principally directed toward Alessandro High School students who are not yet on track to meet CCI Prepared criteria, including socioeconomically disadvantaged students and other student groups furthest from college/career readiness. By lowering CTE class sizes and increasing the availability of direct teacher support, the site will be able to provide more individualized monitoring, intervention, project completion support, and pathway advising. The CTE teacher will collaborate with counselors, the Learning Improvement Specialist, site leadership, and CTE pathway staff to identify students who are incomplete, off track, or approaching preparedness and provide timely support to move students toward CTE completion and CCI Prepared status. Metrics to Monitor Effectiveness • College/Career Indicator Prepared rate • Percentage and number of students Not Prepared, Approaching Prepared, and Prepared • CTE pathway completion rate • Number of students completing a CTE capstone course with a C- or better	\$181,022	No

		• Number of students completing registered pre-apprenticeship or work-based learning experiences • Student progress toward graduation and CCI eligibility • Student group outcomes for socioeconomically disadvantaged students and other reportable groups ***** New for 2026-27		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal

7	Academy of Innovation - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will improve Math outcomes by 10 points (DFM). This goal will focus on the following student groups: “All Students”, English Learners, Long Term English Learners, Hispanic, Socioeconomically Disadvantaged, and White student groups. Based on the 2024 California School Dashboard, the following student groups at the Academy of Innovation demonstrated the lowest performance level (in the case of Aol - Orange) on one or more state indicators, qualifying them for focused support under the Equity Multiplier: English Learners • <i>Mathematics</i>: 146.9 points below standard – Orange • <i>Suspension Rate</i>: 3.2% suspended at least one day – Orange Long-Term English Learners • <i>Mathematics</i>: 175.9 points below standard (No color assigned, but underperformance) • <i>Suspension Rate</i>: 2.9% – Orange White Students • <i>Mathematics</i>: 114.2 points below standard – Orange • <i>Chronic Absenteeism</i>: 28.2% chronically absent – Orange Hispanic Students • <i>College/Career Preparedness</i>: 34.9% Prepared – Orange • <i>Mathematics</i>: 127.3 points below standard – Orange Socioeconomically Disadvantaged Students • <i>College/Career Preparedness</i>: 33.9% Prepared – Orange • <i>Mathematics</i>: 127.2 points below standard – Orange 2025-26 California Dashboard Update Focus Area: Mathematics, academic access, chronic absenteeism, and student engagement in the independent study model	Equity Multiplier

- **Overall Dashboard performance**

- English Language Arts: Orange; 36.6 points below standard; maintained 1.9 points
- Mathematics: Orange; 114.4 points below standard; increased 9.6 points
- English Learner Progress: No Performance Color; 46.2% making progress; declined 11.0 points
- College/Career Indicator: Green; 55.2% Prepared; increased 18.7 points
- Graduation Rate: Green
- Chronic Absenteeism: Green
- Suspension Rate: Blue
- Teacher Assignments: 79.3% Clear; below the state average

- **Chronic Absenteeism student group outcomes**

- All Students: Green, 8.8% chronically absent, declined 8.8 points
- Socioeconomically Disadvantaged students: Green, 9.1% chronically absent, declined 8.2 points
- Students with Disabilities: Green, 8.1% chronically absent, declined 6.2 points
- Hispanic students: Green, 8.2% chronically absent, declined 7.6 points
- White students: Yellow, 11.3% chronically absent, declined 16.9 points
- African American students: No Performance Color, 8.3% chronically absent, increased 0.9 points

- **Mathematics student group outcomes included in Goal 7**

- All Students: Orange, 114.4 points below standard, increased 9.6 points
- English Learners: 146.9 points below standard
- Hispanic students: approximately 114.7 points below standard
- Socioeconomically Disadvantaged students: approximately 117.1 points below standard
- White students: approximately 109.7 points below standard

	○ Long-Term English Learners: not reportable in the current year because of student-count limitations ● LCAP / Equity Multiplier connection ○ These data support continued implementation of Action 7A – Increased Counseling Support and Action 7C – Learning Improvement Specialist. ○ The data show that Academy of Innovation made substantial progress in Chronic Absenteeism, Suspension Rate, Graduation Rate, and College/Career Indicator, but Mathematics remains a significant area of need. ○ Because Academy of Innovation operates through an independent study model, the actions/services appropriately connect course progress monitoring, work completion, family communication, counseling support, instructional engagement, mathematics intervention, and teacher coaching.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

For the purposes of this goal, the All Student group is joined by the student groups that had a Red indicator in the California Dashboard as of December, 2024.

2026-27 LCAP Update Related to 2025 California Dashboard Outcomes

The Academy of Innovation's Equity Multiplier goal is focused on improving **Mathematics** outcomes by **10 points in Distance from Standard**, while continuing to monitor **Chronic Absenteeism** given the independent study model, where work completion is directly connected to attendance and academic access. The Measuring and Reporting Results table includes **Mathematics outcomes** for **English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, and White students**, along with **Chronic Absenteeism outcomes** for **All Students, African American students, Hispanic students, socioeconomically disadvantaged students, and White students**. On the **2025 Dashboard/current outcome data**, Mathematics remained a significant area of need. **Hispanic students improved from 127.3 points below standard to 114.7 points below standard, socioeconomically disadvantaged students improved from 127.2 points below standard to 117.1 points below standard, and White students improved from 114.2 points below standard to 109.7 points below standard. English Learners remained 146.9 points below standard, and Long-Term English Learners had no reportable current outcome.** These results show growth for several groups but continued substantial distance from standard.

Chronic Absenteeism showed stronger improvement and provides evidence that prior engagement and monitoring supports were effective. Current outcomes show **All Students at 8.8% chronically absent, African American students at 8.3%, Hispanic students at 8.2%, socioeconomically disadvantaged students at 9.1%, and White students at 11.3%**, all substantially improved from the baseline values identified in the LCAP. These results support the continued use of **Action 7A – Increased Counseling Support** and **Action 7C – Learning Improvement Specialist**. Counseling support provides ongoing student monitoring, family communication, course progress review, and social-emotional support. The **Learning Improvement Specialist** supports instructional routines, intervention design, data cycles, and alignment to the **HUSD Instructional Framework**. Given the Dashboard evidence of improved engagement but persistent mathematics need, the actions/services appropriately pivot toward strengthening mathematics access, progress monitoring, and student support within the independent study model.

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

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

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

- Only **66.1%** were held by **clear credentialed teachers**,
- **21.1%** were designated as **out-of-field**,
- **5.3%** of assignments were classified as **incomplete**, and

- **7.5%** were marked as **N/A**, indicating assignments outside the standard credentialing classification.

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

2026-27 LCAP Update ([based on CDE DataQuest](#)):

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

In the 2023–24 academic year, the Academy of Innovation reported a total of 31.5 full-time equivalent (FTE) teaching assignments. Of those:

- 79.3% were held by clear credentialed teachers,
- 20.7% were designated as out-of-field,
- 0.0% were assigned to interns,
- 0.0% were identified as ineffective,
- 0.0% were classified as incomplete,
- 0.0% were identified as unknown, and
- 0.0% were marked as N/A.

Compared to district, county, and state averages, the Academy's clear credential rate of 79.3% was higher than Hemet Unified's districtwide rate of 77.7%, but lower than Riverside County at 86.0% and the statewide rate of 82.5%. The Academy's out-of-field assignment rate of 20.7% remained substantially higher than the district rate of 5.0%, the county rate of 3.8%, and the statewide rate of 4.3%. These data indicate that while the Academy improved its overall rate of clear assignments and eliminated incomplete and N/A assignment categories, the school continued to experience a high level of out-of-field assignments compared with broader benchmarks. This reflects the staffing complexity inherent in alternative, virtual, and independent study instructional settings and reinforces the need for targeted support systems to ensure instructional quality and consistency for all students.

Compared with the 2022–23 TAMO data, the Academy demonstrated improvement in several important areas. Total teaching FTE increased from 20.7 to 31.5, while the clear credential rate increased from 66.1% to 79.3%, a gain of 13.2 percentage points. The out-of-field assignment rate declined slightly from 21.1% to 20.7%, and incomplete assignments decreased from 5.3% to 0.0%. Assignments marked N/A also decreased from 7.5% to 0.0%. Overall, the year-over-year data show meaningful improvement in credential clarity and reporting completeness, while also indicating that out-of-field assignments remain the primary educator-assignment issue requiring continued monitoring, instructional coaching, and site-level support.

Use of Professional Development to Support Instruction:

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6.1	Chronic Absenteeism	All Students – 31.9% African American – 58.1% Hispanic – 27.5% SED – 31.7% White – 31%	All Students – 17.6% African American – 7.4% Hispanic – 15.8% SED – 17.3% White – 28.2%	All Students – 8.8% African American – 8.3% Hispanic – 8.2% SED – 9.1% White – 11.3%	All Students – 15% African American – 20% Hispanic – 15% SED – 15% White – 15%	All Students – -14.3% African American – -50.7% Hispanic – -11.7% SED – -14.4% White – -2.8%
7.2	Mathematics	English Learners – -146.9 DFS Long Term English Learners – -175.9 DFS Hispanic – -127.3 DFS SED – -127.2 DFS White - -114.2 DFS	English Learners – -146.9 DFS Long Term English Learners – -175.9 DFS Hispanic – -127.3 DFS SED – -127.2 DFS White - -114.2 DFS	English Learners – -148.8 DFS Long Term English Learners – No Report Hispanic – -114.7 DFS SED – -117.1 DFS White - -109.7 DFS	English Learners – -80 DFS Long Term English Learners – -80 DFS Hispanic – -80 DFS SED – -80 DFS White - -80 DFS	Will be determined in 2026-27 LCAP Document
7.3	AoI Teacher Clear Credentials	79.3%	New for 2026-27	79.3%	90%	11.7%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 7 — Academy of Innovation Equity Multiplier

Goal 7 actions/services were implemented as planned and focused on ensuring students had access to counseling supports, data-informed intervention routines, and continuous improvement structures at the Academy of Innovation. The additional counseling support was embedded into student monitoring and planning routines, while the Learning Improvement Specialist supported timely use of data, consistent intervention routines, and monitoring of progress toward outcomes tied to graduation and college/career pathways.

Implementation successes included stronger student monitoring, improved coordination with families and staff, and the continued use of data to calibrate supports. Dashboard outcomes showed substantial gains in College/Career readiness, improved graduation, reduced chronic absenteeism, and reduced suspension. These outcomes indicate that the site’s engagement, persistence, and pathway supports were implemented with fidelity and were connected to improved student outcomes.

Implementation challenges remained in academic outcomes and English Learner progress. Mathematics improved but remained below standard, ELA maintained, and English Learner progress declined, indicating the need to sharpen language development supports within the broader intervention model. There were no substantive differences that materially changed the planned service model, though the discontinued Intervention TOSA line was not implemented in 2025–26 and no expenditures were reported for that action. Overall, implementation proceeded with a focus on counseling and learning improvement supports.

7A — Aol Increased Counseling Support

Increased counseling support at the Academy of Innovation was implemented as planned. Counseling support was embedded into student monitoring and planning routines, including proactive identification of students needing academic, behavioral, or social-emotional supports and improved coordination with families and staff. Implementation successes included stronger student planning, improved coordination, and support for engagement and persistence. No substantive differences reduced implementation. Challenges included sharpening supports for English Learner progress and ensuring students received timely intervention within the hybrid/online program model.

7B — Aol Intervention TOSA

This action was discontinued for 2025–26 and was not implemented as a funded action. No expenditures were reported for this action. The substantive difference was the discontinuation of the Intervention TOSA line, with the site’s intervention and monitoring work instead supported through other Equity Multiplier actions, including counseling and the Learning Improvement Specialist structure.

7C — Aol Learning Improvement Specialist

The Learning Improvement Specialist support at the Academy of Innovation was implemented as planned. The position supported the site’s continuous improvement approach by helping staff use timely data, calibrate supports, reinforce intervention routines, and monitor progress toward graduation and college/career outcomes. Implementation successes included improved monitoring structures and alignment of

supports to student persistence and readiness. No substantive differences reduced implementation. Challenges included strengthening academic outcomes and English Learner progress within the broader intervention framework.

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.

Goal 7 — Academy of Innovation Equity Multiplier

Goal 7 Equity Multiplier actions were implemented with estimated actual expenditures exceeding the adopted budget, primarily due to personnel and staffing-related costs associated with counseling and learning improvement supports. Planned expenditures totaled **\$321,979**, and estimated actual expenditures totaled **\$727,541**, a difference of **+\$405,562**, or approximately **226%** of planned spending.

Action-level differences were as follows:

- **7A Aol — Increased Counseling Support:** Budgeted **\$139,962**; estimated actual **\$237,604**; difference **+\$97,642**; **170% spent**.
- **7B Aol — Intervention TOSA:** Budgeted **\$0**; estimated actual **\$0**. This action was discontinued for 2025–26 and no expenditure difference is reported.
- **7C Aol — Learning Improvement Specialist:** Budgeted **\$182,017**; estimated actual **\$489,937**; difference **+\$307,920**; **269% spent**.

In summary, the material difference in Goal 7 reflects costs above the adopted budget to sustain counseling and learning improvement supports at the Academy of Innovation. The higher estimated actuals did not reduce the planned service level; rather, they reflect increased personnel-related costs tied to the staffing and service delivery model. Additionally, additional expenses were incurred with training costs, as well as costs associated with execution of their duties.

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

The District determined that the Academy of Innovation Equity Multiplier actions were **effective in improving chronic absenteeism and partially effective in improving Mathematics outcomes**. The strongest evidence of effectiveness was reflected in chronic absenteeism, which improved to **Green** on the 2025 California School Dashboard. Academy of Innovation’s chronic absenteeism rate declined to **8.8%**, an **8.8 percentage point improvement** from the prior year. This continues a multiyear improvement pattern from **26.9% in 2023**, to **17.6% in 2024**, to **8.8% in 2025**. Chronic absenteeism also improved for key student groups, including English Learners at **10.0%**, down **18.9 points**; Socioeconomically Disadvantaged students at **9.1%**, down **8.2 points**; Students with Disabilities at **8.1%**, down **6.2 points**; and Hispanic students at **8.2%**, down **7.6 points**. These outcomes indicate that the site’s counseling, attendance monitoring, family outreach, and student-support structures were effective in improving student engagement and reducing barriers to regular participation.

Action 7C — Learning Improvement Specialist should be recognized as a key implementation lever for both chronic absenteeism and Mathematics outcomes. Although the title of the action is connected to learning improvement, the role supported the broader continuous improvement system at Academy of Innovation by helping staff use student-level data, monitor progress, identify students needing intervention, and connect academic and engagement data to site-level response. As a result, Action 7C contributed not only to instructional improvement efforts, but also to chronic absenteeism reduction by strengthening the site's ability to identify students at risk of disengagement, monitor participation patterns in the hybrid/online model, and coordinate timely follow-up with students and families. The significant decline in chronic absenteeism suggests that the action was effective as part of the school's engagement and monitoring system.

Action 7C was also **partially effective** in improving Mathematics outcomes. Academy of Innovation improved in Mathematics to **114.4 points below standard**, an increase of **9.6 points** from the prior year. The multiyear trend also shows progress from **141.3 points below standard in 2023**, to **124.1 points below standard in 2024**, to **114.4 points below standard in 2025**, representing a **26.9-point improvement over two years**. Socioeconomically Disadvantaged students improved to **117.1 points below standard**, an increase of **10.1 points**, and English Learners maintained at **148.8 points below standard**, with a **1.9-point improvement**. These results indicate that the Learning Improvement Specialist and related intervention routines contributed to improved Mathematics performance, particularly for SED students, who represent **86.2%** of the school's enrollment. However, because the school remained **Orange** in Mathematics and Mathematics Growth was classified as **Minimal**, the action was not yet fully effective in producing the level of acceleration needed.

The Mathematics Growth data further supports this partial-effectiveness finding. Overall, **56.9%** of students improved their Mathematics score from the prior year; however, subgroup growth was uneven. **56.5%** of Socioeconomically Disadvantaged students improved, **47.6%** of English Learners improved, **36.4%** of Current English Learners improved, and **48.0%** of Students with Disabilities improved. These data show that many students made progress, but the growth was not yet strong enough to close gaps or move the school out of Orange in Mathematics. This indicates that Action 7C should continue with a sharper Mathematics acceleration focus, including student-level math progress monitoring, formative assessment review, targeted intervention cycles, and subgroup-specific PDSA routines.

At the action level, **Action 7A — Increased Counseling Support** was effective in supporting attendance, engagement, persistence, graduation, and college/career readiness. **Action 7C — Learning Improvement Specialist** was effective as a cross-cutting monitoring and improvement structure that supported both chronic absenteeism reduction and Mathematics improvement, but it remains only partially effective for Mathematics because growth has not yet reached the level needed to close persistent academic gaps. **Action 7B — Intervention TOSA** was discontinued and was not a direct implementation lever in 2025–26.

Priority Area	School Name	Metric	Organizational Goal	Database Year	Student Group	Grade	August	Septem..	October	Novemb..	Decemb..	January	February	March	April	May	June
Academy Of Innovation K-5	Literacy - At Grade Level Rate	2025 - 2026	All	All			38.7% (29.0)		45.9% (34.0)			62.7% (47.0)		64.2% (52.0)		56.8% (21.0)	
		2024 - 2025	All	All				33.7% (31.0)	48.4% (44.0)			51.6% (49.0)		48.5% (47.0)		59.2% (58.0)	
	Lexile Participation Rate	2025 - 2026	All	All			100.0% (76.0)		91.8% (78.0)			98.7% (75.0)		98.8% (85.0)		40.2% (37.0)	
		2024 - 2025	All	All				96.8% (92.0)	97.9% (92.0)			94.2% (97.0)		91.7% (100.0)		92.5% (99.0)	
	Attendance Rate	2025 - 2026	All	All			98.4%	97.3%	94.7%	94.2%	93.2%	94.2%	94.1%	94.6%	95.1%	95.4%	
		2024 - 2025	All	All			99.4%	98.4%	97.7%	97.8%	97.6%	97.3%	96.9%	96.7%	96.7%	97.0%	97.1%
	Chronic Absenteeism Rate	2025 - 2026	All	All				4.5% (4.0)	15.3% (15.0)	16.7% (16.0)	19.2% (19.0)	18.2% (18.0)	22.0% (22.0)	14.0% (14.0)	14.0% (15.0)	12.4% (14.0)	
		2024 - 2025	All	All				1.8% (2.0)	5.9% (7.0)	5.7% (7.0)	6.6% (8.0)	5.8% (7.0)	6.5% (8.0)	10.1% (13.0)	9.8% (13.0)	8.1% (11.0)	8.0% (30.0)

Priority Area	School Name	Metric	Organizational Goal	Database Year	Student Group	Grade	August	Septem..	October	Novemb..	Decemb..	January	February	March	April	May	June
Academy Of Innovation	Literacy - At Grade Level Rate	2025 - 2026	All	All			63.1% (219.0)		59.6% (208.0)			70.1% (263.0)		66.5% (252.0)		34.5% (10.0)	
		2024 - 2025	All	All				26.8% (105.0)	28.2% (111.0)			49.2% (204.0)		55.8% (245.0)		63.4% (243.0)	
	Lexile Participation Rate	2025 - 2026	All	All			97.8% (351.0)		84.9% (361.0)			96.1% (374.0)		86.3% (383.0)		6.1% (29.0)	
		2024 - 2025	All	All				91.1% (397.0)	88.3% (406.0)			93.5% (445.0)		92.8% (463.0)		74.7% (392.0)	
	Attendance Rate	2025 - 2026	All	All			97.8%	96.1%	95.4%	95.1%	95.0%	95.8%	95.8%	95.6%	95.8%	96.0%	
		2024 - 2025	All	All			96.6%	95.6%	93.7%	92.8%	93.0%	93.0%	92.8%	92.5%	92.5%	93.3%	93.3%
	Chronic Absenteeism Rate	2025 - 2026	All	All				10.9% (38.0)	12.1% (45.0)	12.8% (49.0)	13.7% (54.0)	9.0% (34.0)	9.3% (36.0)	10.8% (44.0)	10.1% (43.0)	9.7% (42.0)	
		2024 - 2025	All	All				9.3% (36.0)	17.0% (72.0)	20.0% (90.0)	19.5% (88.0)	18.8% (83.0)	18.0% (83.0)	17.7% (84.0)	18.1% (89.0)	16.7% (83.0)	8.0% (30.0)

2025-26 Local Progress Monitoring Data

Description of Image Data for Aol K–5 and Aol Grades 6–12

The local data provide useful leading indicators for Goal 7 because they show how Academy of Innovation’s engagement, attendance, chronic absenteeism, and literacy monitoring systems are performing during the current year.

These measures are especially relevant to **Action 7A — Increased Counseling Support** and **Action 7C — Learning Improvement Specialist**, because both actions are intended to strengthen student monitoring, identify students needing support, and connect academic and engagement data to timely intervention.

Academy of Innovation K–5

For **Aol K–5**, the data show **mixed implementation progress**. Literacy outcomes improved during the year, with the at-grade-level rate increasing from **38.7%** in

August to 62.7% in January and 64.2% in March, before declining to **56.8% in May**. Compared with the prior year, January and March outcomes were notably stronger than the 2024–25 rates of **51.6%** and **48.5%**, suggesting that learning improvement and monitoring structures were supporting midyear literacy growth. However, the May comparison should be interpreted cautiously because Lexile participation declined sharply to **40.2%**, compared with **92.5%** in May of the prior year.

Attendance and chronic absenteeism show a more significant area of need for the K–5 program. The 2025–26 attendance rate declined from **98.4% in August** to a low of **93.2% in December**, then gradually improved to **95.4% in May**. However, monthly attendance remained below the prior-year pattern, which was generally between **96.7% and 99.4%**. Chronic absenteeism was also higher than the prior year at most comparable points, increasing from **4.5% in September** to **22.0% in February**, before improving to **12.4% in May**. This indicates that while the site demonstrated some recovery after February, chronic absenteeism among K–5 students remains a continued implementation concern. For Goal 7, these data suggest that Action 7C is supporting academic monitoring, but the engagement and attendance components of the action need to be strengthened for K–5 students through earlier outreach, family communication, and more frequent monitoring of students moving toward chronic absenteeism.

Academy of Innovation Grades 6–12

For **Aoi Grades 6–12**, the data show stronger evidence of effectiveness, especially in attendance and chronic absenteeism. The attendance rate remained consistently higher than the prior year across every comparable month. In 2025–26, monthly attendance ranged from **95.0% to 97.8%**, compared with the prior-year range of approximately **92.5% to 96.6%**. This represents a meaningful improvement in student engagement and suggests that the counseling, monitoring, and follow-up systems connected to Goal 7 are having a positive effect for secondary students.

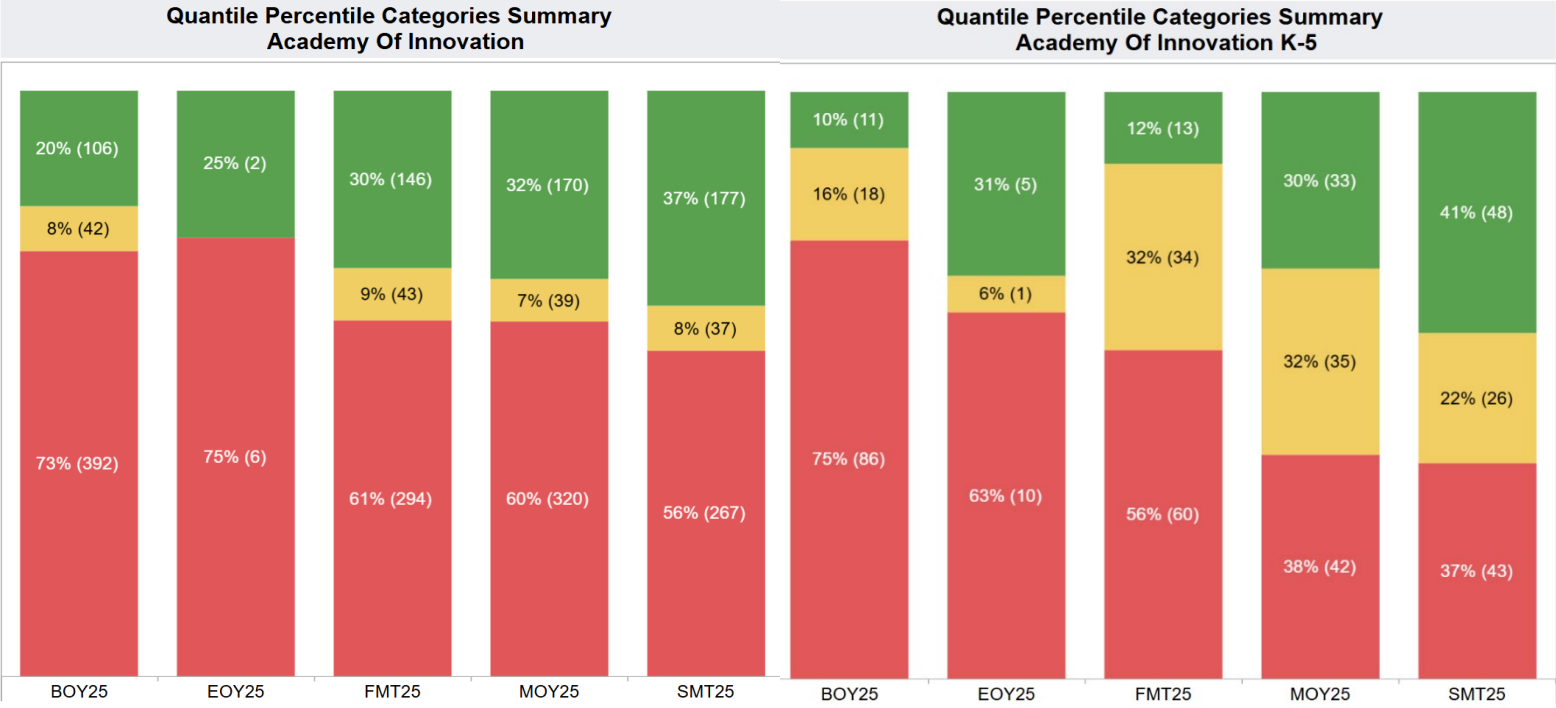
Chronic absenteeism also improved substantially for grades 6–12. After September, every comparable month showed lower chronic absenteeism than the prior year. For example, chronic absenteeism was **12.1% in October**, compared with **17.0%** in October of the prior year; **13.7% in December**, compared with **19.5%**; **9.3% in February**, compared with **18.0%**; and **9.7% in May**, compared with **16.7%**. These outcomes align with the 2025 Dashboard finding that Academy of Innovation improved to **Green** for Chronic Absenteeism and support the conclusion that the Goal 7 actions were effective in improving engagement for the grades 6–12 program.

The secondary literacy data also show strong midyear performance. The at-grade-level literacy rate increased from **63.1% in August** to **70.1% in January** and remained at **66.5% in March**, which was substantially higher than the prior-year January and March rates of **49.2%** and **55.8%**. Similar to K–5, the May literacy result should be interpreted cautiously because Lexile participation dropped to **6.1%**, making the May outcome unreliable as a year-end comparison.

LCAP Effectiveness Interpretation

Overall, the local leading indicators support a finding that Goal 7 actions are **effective for grades 6–12 engagement and chronic absenteeism reduction** and **partially effective for K–5 academic monitoring and attendance improvement**. The strongest evidence of effectiveness is seen in the grades 6–12 attendance and chronic absenteeism data, where current-year outcomes are consistently stronger

than the prior year. For K–5, literacy monitoring shows evidence of midyear academic growth, but attendance and chronic absenteeism remain areas requiring more intensive support.



Local Quantile data indicate that Goal 7 actions were **partially effective and improving** in supporting Mathematics outcomes at Academy of Innovation, with the strongest evidence of growth in the K–5 program. For **Aol K–5**, the percent of students in the lowest Quantile category declined from **75% at BOY25 to 37% at SMT25**, a **38 percentage-point improvement**, while the highest Quantile category increased from **10% to 41%**, a **31-point increase**.

This represents meaningful movement of students out of the lowest performance band and into stronger Quantile percentile categories over the course of the year. The midyear pattern was also positive, with the highest category increasing from **12% at FMT25**, to **30% at MOY25**, to **41% at SMT25**. These results suggest that the Learning Improvement Specialist, progress monitoring, and intervention structures connected to Action 7C were having a measurable effect on early mathematics skill development.

For **Aol overall**, which includes the broader K–12 program, the same pattern of improvement is evident but less accelerated than in K–5. The percent of students in the lowest Quantile category declined from **73% at BOY25 to 56% at SMT25**, a **17 percentage-point improvement**, while the highest Quantile category increased from **20% to 37%**, also a **17-point increase**. This indicates that more students moved into stronger math readiness categories over the year; however, the fact that **56%** of students remained in the lowest category at SMT25 shows that Mathematics remains a significant area of need. The data support a finding that Action 7C was improving math monitoring and intervention response, but not yet at the level needed to fully close mathematics gaps across the full Academy of Innovation program.

Overall, the Quantile data support an effectiveness determination of **partially effective with evidence of growth**. The action was strongest in K–5, where students showed substantial movement out of the lowest Quantile category and into the highest category. Across the broader Aol program, improvement was also present, but a majority of students remained below desired math readiness levels. For the next implementation cycle, Action 7C should continue with a sharper math acceleration focus, including more frequent review of Quantile results,

student-level intervention grouping, targeted support for students remaining in the lowest percentile category, and alignment between Quantile data, course performance, and Dashboard Mathematics outcomes.

Overall, the Academy of Innovation Equity Multiplier actions were effective in reducing chronic absenteeism and improving broader engagement outcomes, while remaining partially effective in Mathematics. The next improvement cycle should continue Action 7C as a central site-level improvement lever, with explicit expectations that the Learning Improvement Specialist support both engagement and academic acceleration by connecting attendance, course completion, intervention participation, Mathematics progress, and student group outcomes into one coherent monitoring and response system.

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

There are no planned changes to Goal 7 in the coming year from a structural point of view. It is anticipated that personnel costs will increase. In addition, the school has planned for incidental extra duty as well as other material costs associated with the action.

In response to and with the support of our county based educational partners, action descriptions have been augmented to bring more clarity, metrics related to teacher assignments have been added, and updates provided to metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7A	AoI - Increased Counseling Support	This funding source will provide an additional counselor to monitor class success and social/emotional needs of students. In the context of AoI, due to the nature of the instructional delivery model, student connectedness is an issue that staff is especially thoughtful about. To this extent, the additional counselor will increase proactive contact with students and especially those demonstrating distress in the form of incomplete work status.	\$169,162	No

7C	Aol - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. This coaching and support work will also focus on the installation of instructional PDSA cycles. The Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Academy of Innovation, an Equity Multiplier site, to address support out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices. The instructional coaching within Action 7C will support teachers who are clearing credentials or teaching in assignments that require additional support by providing consistent feedback on lesson clarity, learning intentions, success criteria, checks for understanding, and differentiated scaffolds for students in an independent study context. Because AOl's program requires teachers to design learning that students can access both during and outside direct teacher contact, coaching will emphasize clear instructional routines, academic vocabulary, student-facing success criteria, formative assessment, and targeted intervention when students are not progressing. This support helps reduce variability in instructional quality and provides practical, job-embedded support to teachers who may be newer to the model, clearing credentials, or navigating credential alignment issues within a virtual or alternative instructional structure.	\$211,468	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal

8	Whittier Elementary - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Suspension Rate by no less 0.5% per year and/or achieving a yellow dashboard indicator. This goal will focus on the following student groups: “All Students”, Black/African American, English Learners, Students with Disabilities, Homeless, and White student groups. Based on the 2024 California School Dashboard, Whittier Elementary demonstrates multiple student groups with the lowest performance level on state indicators, qualifying the site for Equity Multiplier focus. The following student groups are identified as having Red-level performance on one or more indicators: English Learners • <i>English Language Arts</i>: 103.7 points below standard – Red • <i>Mathematics</i>: 110.5 points below standard – Red • <i>English Learner Progress</i>: 30.5% making progress – Red Hispanic Students • <i>English Language Arts</i>: 84.9 points below standard – Orange African American Students • <i>Suspension Rate</i>: 14.4% – Red Students with Disabilities • <i>Suspension Rate</i>: 11.2% – Red White Students • <i>Suspension Rate</i>: 14.1% – Red Homeless Students • <i>Suspension Rate</i>: 12.8% – Red 2025-26 California Dashboard Update Focus Area: Suspension Rate, school climate, instructional support, and student engagement	Equity Multiplier

- **Overall Dashboard performance**
 - English Language Arts: Yellow
 - Mathematics: Yellow
 - English Learner Progress: Yellow
 - Chronic Absenteeism: Red
 - Suspension Rate: Yellow
- **Suspension Rate student group outcomes**
 - All Students: Yellow, 3.3% suspended at least one day, declined 2.8 points
 - English Learners: Yellow, 1.8% suspended, maintained
 - Socioeconomically Disadvantaged students: Yellow, 3.6% suspended, declined 2.4 points
 - Students with Disabilities: Yellow, 8.6% suspended, declined 2.5 points
 - Homeless students: Green, 2.4% suspended, declined 10.4 points
 - Hispanic students: Green, 2.0% suspended, declined 1.8 points
 - Two or More Races: Blue, 0.0% suspended, declined 2.3 points
 - White students: Yellow, 4.3% suspended, declined 9.9 points
 - African American students: Orange, 10.3% suspended, declined 4.2 points
- **Additional Dashboard context**
 - Chronic Absenteeism: Red, with 37.4% of All Students chronically absent, increased 0.9 points
 - High chronic absenteeism was reported for Homeless students at 70.3%, African American students at 52.7%, Students with Disabilities at 37.8%, Socioeconomically Disadvantaged students at 38.4%, and Hispanic students at 35.4%
 - ELA: All Students improved by 22.3 points
 - Mathematics: All Students improved by 7.7 points
- **LCAP / Equity Multiplier connection**

	○ These data support continued implementation of Action 8A – Whittier Learning Improvement Specialist. ○ Suspension outcomes improved across nearly all student groups, demonstrating that school climate and behavior systems are moving in the intended direction. ○ Continued action is still warranted because African American students and Students with Disabilities remain elevated in suspension, and Chronic Absenteeism remains Red. ○ The action/service is aligned because it supports student-level intervention, instructional coaching, PBIS/MTSS implementation, SEL supports, behavior prevention, academic engagement, and staff capacity-building.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

For the purposes of this goal, the All Student group is joined by the student groups that had a Orange Indicator in the California Dashboard as of December, 2024. There were no specific student groups with a Red Indicator in Chronic Absenteeism.

2026-27 LCAP Update Related to 2025 California Dashboard Outcomes

Whittier Elementary's Equity Multiplier goal is focused on reducing **Suspension Rate** and improving school climate, with the Measuring and Reporting Results table centered on the **Suspension Rate** indicator. The **2025 California Dashboard** shows meaningful improvement in this area. **All Students were Yellow for Suspension Rate**, with **3.3% suspended at least one day**, a decline of **2.8 percentage points** from the prior year. **English Learners were Yellow at 1.8%**, maintaining performance; **socioeconomically disadvantaged students were Yellow at 3.6%**, declining **2.4 points**; **Students with Disabilities were Yellow at 8.6%**, declining **2.5 points**; **Homeless students were Green at 2.4%**, declining **10.4 points**; **Hispanic students were Green at 2.0%**, declining **1.8 points**; **Two or More Races students were Blue at 0.0%**, declining **2.3 points**; and **White students were Yellow at 4.3%**, declining **9.9 points**. **African American students also improved**, declining **4.2 points**, but remained **Orange at 10.3% suspended at least one day**.

These results demonstrate that Whittier's school climate and behavior support systems are moving in the intended direction, while also identifying continued disproportionality for **African American students** and **Students with Disabilities**. **Action 8A – Whittier Learning Improvement Specialist** is aligned to this need because it provides student-level instructional support, intervention services, instructional coaching, implementation support, and staff capacity-building. The action is designed to address the conditions that contribute to suspension and disengagement, including inconsistent access to effective Tier 1 instruction, academic frustration, behavioral escalation, and uneven implementation of support systems. The **2025 Dashboard** data support continued implementation of **Action 8A** because the action is associated with broad improvement in suspension outcomes while also remaining necessary to address the student groups that continue to show elevated suspension rates.

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

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

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

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

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

2026-27 LCAP Update ([based on CDE DataQuest](#)):

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

In the 2023–24 academic year, Whittier Elementary School reported a total of 36.0 full-time equivalent (FTE) teaching assignments. Of those:

- 94.4% were held by clear credentialed teachers,
- 0.0% were designated as out-of-field,
- 0.0% were assigned to interns,
- 0.0% were identified as ineffective,
- 5.6% were classified as incomplete,
- 0.0% were identified as unknown, and
- 0.0% were marked as N/A.

Compared to district, county, and state averages, Whittier’s clear credential rate of 94.4% was higher than Hemet Unified’s districtwide rate of 77.7%, Riverside County’s rate of 86.0%, and the statewide rate of 82.5%. Whittier also reported 0.0% out-of-field assignments, which was lower than the district rate of 5.0%, the county rate of 3.8%, and the statewide rate of 4.3%. The school also reported 0.0% intern and ineffective assignments, indicating that Whittier’s 2023–24 staffing profile reflects a relative strength in appropriately assigned and credentialed teachers. The only area requiring continued monitoring was the 5.6% incomplete assignment rate, which was lower than the district rate of 10.3%, similar to the county rate of 5.5%, and slightly higher than the statewide rate of 4.6%.

Compared with the 2022–23 TAMO data, Whittier demonstrated improvement across several important assignment categories. Total teaching FTE decreased slightly from 37.0 to 36.0, while the clear credential rate increased from 90.5% to 94.4%, a gain of 3.9 percentage points. Out-of-field assignments improved from 2.7% to 0.0%, intern assignments improved from 1.4% to 0.0%, and ineffective assignments improved from 2.7% to 0.0%. The only area that did not improve was incomplete assignments, which increased from 2.7% to 5.6%. Overall, the year-over-year data show meaningful improvement in credentialed and appropriate assignment patterns, with continued need to monitor and resolve incomplete assignment reporting or authorization issues.

Use of Professional Development to Support Instruction:

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.7.1	Chronic Absenteeism	All Students – 45.3% African American – 49.2% Two or More Races – 45.1% White – 50.5%	All Students – 36.5% African American – 47.4% Two or More Races – 30.2% White – 37.8%	All Students – 36.5% African American – 47.4% Two or More Races – 30.2% White – 37.8%	All Students – 37.4% African American – 52.7% Two or More Races – 37% White – 35.2%	All Students – - 7.9% African American – 3.5% Two or More Races – 8.1% White – -15.3%
8.7.2	Suspension New metric in 2025-26	All Students – 6.1% Homeless – 12.8% Students with Disabilities – 11.2% African American – 14.4%	All Students – 6.1% Homeless – 12.8% Students with Disabilities – 11.2% African American – 14.4%	All Students – 3.3% Homeless – 2.4% Students with Disabilities –8.6% African American – 10.3%	3% or better for all student groups	All Students – 2.8% Homeless – -10.4% Students with Disabilities – -2.6% African American – -3.1%
8.7.3	ELA	EL - -103.7 DFS	EL - -103.7 DFS	EL - -90.2 DFS	- 70 DFS	+13.5 DFS
8.7.4	Math	EL - -110.5 DFS	EL - -110.5 DFS	EL - -97.4DFS	- 70 DFS	+13.1 DFS
8.7.5	ELPI	EL – 30.5%	EL – 30.5%	EL – 35.3	45% or better	+4.8 %
8.7.6	Intern Credentials	1.4%	New for 2026-27	1.4%	0%	1.4%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 8 — Whittier Elementary School Equity Multiplier

Goal 8 actions/services were implemented as planned and focused on strengthening site-level continuous improvement routines through the Learning Improvement Specialist. The action was integrated into instructional and student support structures to improve the site’s ability to monitor academic and engagement data, prioritize needs, deploy timely supports, and refine classroom and intervention practices.

Implementation successes included strengthened coherence across classroom practice, intervention systems, and team-based data cycles. Dashboard outcomes showed notable improvement in ELA, Mathematics, English Learner Progress, and suspension, indicating that the site’s improvement routines and support structures were contributing to measurable progress in academics and climate. The decline in suspension was especially aligned to the goal’s focus on improving school climate and reducing exclusionary discipline.

Implementation challenges remained in chronic absenteeism, which increased and continued to constrain academic and engagement progress. While academic and suspension outcomes improved, attendance barriers required continued attention through family-centered outreach, intervention planning, and monitoring. There were no substantive differences that materially changed implementation; the planned Learning Improvement Specialist support was implemented and continued to serve as the primary lever for site-level improvement.

8A — WES Learning Improvement Specialist

The Learning Improvement Specialist support at Whittier Elementary was implemented as planned. The action strengthened site-level continuous improvement routines, data monitoring, instructional support, and team-based problem solving. Implementation successes included improved coherence across classroom practice, intervention systems, and site data cycles, as well as measurable improvement in ELA, Mathematics, English Learner Progress, and suspension. No substantive differences reduced the planned service. The primary implementation challenge was chronic absenteeism, which remained a persistent barrier requiring continued family-centered and attendance-focused supports.

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

Goal 8 — Whittier Elementary School Equity Multiplier

Goal 8 Equity Multiplier actions were implemented as planned, with estimated actual expenditures exceeding the adopted budget. Planned expenditures totaled **\$184,459**, and estimated actual expenditures totaled **\$266,225**, a difference of **+\$81,766**, or **144%** of planned spending.

Action-level difference:

- **8A WES — Learning Improvement Specialist:** Budgeted **\$184,459**; estimated actual **\$266,225**; difference **+\$81,766**; **144% spent**.

The material difference reflects higher-than-budgeted personnel costs associated with sustaining the Learning Improvement Specialist and the site-level continuous improvement routines at Whittier Elementary School. The variance did not reduce implementation and instead reflects continued investment in the planned Equity Multiplier support.

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

Goal 8 at Whittier Elementary was developed as an Equity Multiplier focus goal to address school climate needs, with a specific focus on reducing suspension rates by at least 0.5 percentage points per year and/or achieving a Yellow Dashboard indicator. The goal identifies All Students, African American students, English Learners, Students with Disabilities, Homeless students, and White students as focal groups based on prior Dashboard performance. The associated action, **8A – WES Learning Improvement Specialist**, is designed to provide student-level instruction, academic intervention, site staff support, instructional coaching, standards-aligned implementation support, and student engagement strategies intended to attenuate behavioral events that may lead to suspension.

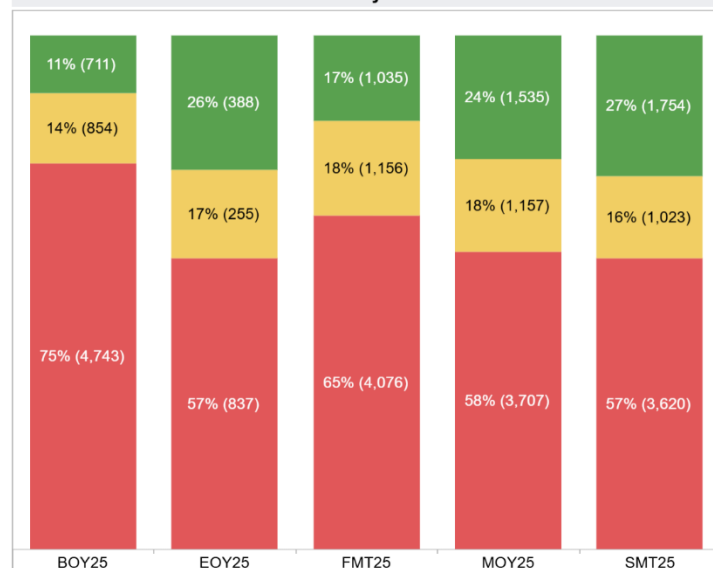
Based on the preponderance of available data, the District deems Goal 8, Action 8A to be **effective**, with continued need for refinement in chronic absenteeism and mathematics. The clearest evidence of effectiveness is in the formal Goal 8 suspension outcome. On the 2025 California Dashboard, Whittier Elementary improved to a **Yellow Suspension Rate indicator**, with **3.3% of students suspended at least one day**, a decline of **2.8 percentage points** from the prior year. This exceeded the annual improvement expectation and met the goal condition of reaching Yellow. The suspension equity report also shows no student groups in Red, with two groups in Green and one in Blue, indicating that improvement was not limited to the All Students group.

Current-year Scorecard data further supports this finding. Through May 2025–26, Whittier’s suspension rate was **3.1%**, slightly below the prior-year May rate of **3.2%**. More importantly, the number of suspension events declined from **66 events in May 2024–25** to **48 events in May 2025–26**. This suggests that the Learning Improvement Specialist, joined to the broader school engagement and behavior support system, is contributing to fewer negative behavioral events and greater implementation of preventive student support practices.

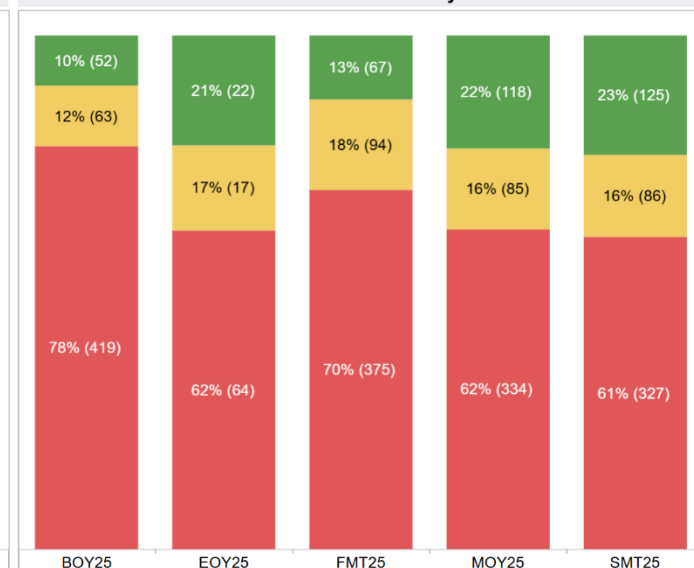
Academic and local assessment data also support the continued implementation of this action. Although Goal 8 is formally tied to suspension, Action 8A is designed to address barriers to improved student outcomes across Dashboard indicators through student-level intervention, instructional coaching, and staff capacity-building. On the 2025 Dashboard, Whittier improved in **English Language Arts**, reaching Yellow with students **62.6 points below standard** and increasing **22.3 points**. Mathematics also reached Yellow, with students **84.7 points below standard** and increasing **7.7 points**. English Learner Progress was Yellow, with **35.3% making progress**, an increase of **4.8 percentage points**.

The local Lexile and Quantile results provide additional leading evidence that the action is supporting improved academic conditions. In Lexile, Whittier reduced the lowest performance category from **61% at BOY25** to **40% at EOY25**, while increasing the highest category from **21% to 38%**. In Quantile, Whittier reduced the lowest category from **78% at BOY25** to **61% at SMT25**, while increasing the highest category

Quantile Summary - District Elementary Grades



Quantile Percentile Categories Summary Whittier Elementary



from **10% to 23%**. These local measures suggest that the instructional coaching, student-level academic intervention, and standards-aligned support embedded in Action 8A are associated with improved literacy and mathematics readiness, though mathematics remains an area requiring continued focus.

The primary area where the action is not yet adequate is chronic absenteeism. The 2025 California Dashboard shows Whittier remained **Red for Chronic Absenteeism**, with **37.4% of students chronically**

absent, an increase of **0.9 percentage points**. Seven student groups were Red and one was Orange, including high rates for African American students, English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and Two or More Races students. However, the current-year Scorecard shows emerging improvement, with chronic absenteeism declining from **33.1% in May 2024–25** to **27.2% in May 2025–26** and attendance improving from **90.8% to 91.8%**. This suggests the school's engagement work is beginning to move leading indicators in the right direction, but the Dashboard outcome confirms

that attendance must remain a priority area for monitoring and iteration.

Lexile Summary - District Elementary Grades



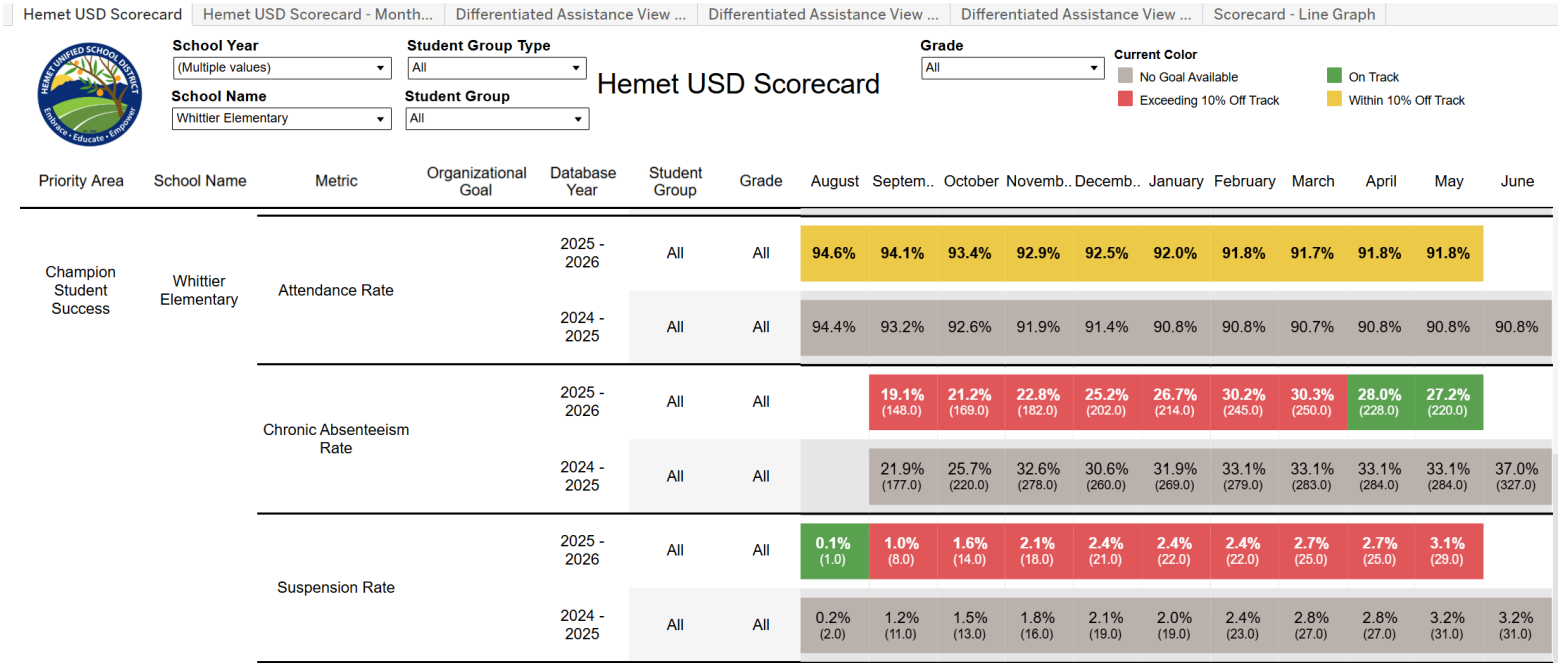
Lexile Percentile Categories Summary Whittier Elementary



The Quantile data show that Whittier Elementary made meaningful movement from the lowest performance category toward higher percentile categories during the year. At Whittier, students in the lowest Quantile category declined from **78% at BOY25** to **61% at SMT25**, while students in the highest category increased from **10% to 23%**. This pattern generally mirrors districtwide

elementary growth, where the lowest category declined from **75% to 57%** and the highest category increased from **11% to 27%**. The data suggest that Whittier’s mathematics intervention and instructional support system is producing growth; however, Whittier remains slightly below the district elementary average in the proportion of students reaching the highest Quantile category.

The Scorecard shows improvement in student engagement outcomes compared with the prior year. Whittier’s attendance rate through May 2025–26 was **91.8%**, compared with **90.8%** at the same point in 2024–25. Chronic absenteeism improved more substantially, declining from **33.1% in May 2024–25 to 27.2% in May 2025–26**, a reduction of **5.9 percentage points** and **64 fewer chronically absent students** at that point in the



year. Suspension rate was relatively stable, moving from **3.2% in May 2024–25 to 3.1% in May 2025–26**, but suspension events declined from **66 to 48**, suggesting that the rate alone understates the reduction in behavioral incidents.

The Lexile data show stronger and more sustained improvement. At Whittier, the proportion of students in the lowest Lexile category declined from **61% at BOY25 to 40% at EOY25**, while the highest category increased from **21% to 38%**. District elementary results also improved, with the lowest category declining from **53% to 44%** and the highest category increasing from **27% to 37%**. This indicates that Whittier’s literacy-related supports produced a meaningful shift in reading performance and that Whittier’s end-of-year distribution approached or exceeded the district elementary pattern, though the EOY count appears smaller and should be interpreted with that participation caveat.

Overall, Goal 8 is characterized as **effective in reducing suspension and strengthening instructional conditions**, with **emerging effectiveness in attendance and academic intervention**.

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

There are no planned changes to Goal 8 in the coming year from a structural point of view. It is anticipated that personnel costs will increase. In addition, the school has planned for incidental extra duty as well as other material costs associated with the action.

In response to and with the support of our county based educational partners, action descriptions have been augmented to bring more clarity, metrics related to teacher assignments have been added, and updates provided to metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8A	WES - Learning Improvement Specialist	The Learning Improvement Specialist position will work with site staff and leadership to provide both student level instruction and academic intervention services, as well as site staff to understand barriers to improved student outcomes associated with any California Dashboard Indicator. In addition to the improved student engagement stemming from improved instruction, the Specialist will provide support on student engagement strategies to attenuate the negative behavioral events that can lead to suspension. The Learning Improvement Support Specialist will provide targeted instructional coaching and capacity-building at Whittier Elementary School, an Equity Multiplier site, to address support out-of-field and intern teacher assignments. The specialist will offer embedded professional development focused on standards-aligned instruction, support with curriculum implementation, and guidance aligned to the HUSD Instructional Framework. Emphasis will be placed on mentoring intern and out-of-field teachers through cycles of coaching, collaborative planning, and support with formative assessment practices. The Learning Improvement Specialist will also serve as a direct support for teachers who are clearing credentials, developing classroom management systems, or needing additional support because of assignment/credential misalignment. Coaching will be anchored in the HUSD Instructional Framework, with attention to lesson clarity, core curriculum implementation, building vocabulary, academic language scaffolds, gradual release, active monitoring, formative assessment, and differentiated scaffolding for English Learners, students with disabilities, and other students with documented needs. This support is especially important at Whittier because stronger Tier 1 instruction, clearer routines, and more consistent instructional engagement can reduce academic frustration and help prevent behaviors that lead to exclusionary discipline. The action therefore supports both instructional quality and school climate by strengthening teacher practice and reducing implementation variability across classrooms.	\$227,568	No

Goal

Goal #	Description	Type of Goal

9	Fruitvale Elementary - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Chronic Absenteeism rate by at least 5% per year. This goal will focus on the achievement of the “All Students”, English Learners, African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and White student groups. Based on the 2024 California School Dashboard, Fruitvale Elementary School demonstrates multiple student groups performing at the lowest levels on one or more state indicators, qualifying the site for Equity Multiplier support. The following student groups are identified as having Red-level performance on state indicators: Chronic Absenteeism (Red level performance): • <i>All Students:</i> 41.2% chronically absent - Red • <i>Hispanic Students:</i> 36.1% chronically absent – Red • <i>Homeless Students:</i> 62.5% chronically absent – Red • <i>Socioeconomically Disadvantaged Students:</i> 42.6% chronically absent – Red • <i>White Students:</i> 40.9% chronically absent – Red English Learners • <i>Mathematics:</i> 99.3 points below standard – Red • <i>English Learner Progress:</i> 32.2% making progress – Red • <i>ELA (Current ELs):</i> 105.8 points below standard (informational data) African American Students • <i>Mathematics:</i> 111.5 points below standard – Red • <i>Suspension Rate:</i> 8.1% suspended at least one day – Red 2025 California Dashboard Update Focus Area: Chronic Absenteeism, MTSS, literacy/math support, school climate, and instructional coaching • Overall Dashboard performance ○ English Language Arts: Orange	Equity Multiplier

- Mathematics: Orange
- English Learner Progress: Green
- Chronic Absenteeism: Yellow
- Suspension Rate: Green
- **Chronic Absenteeism student group outcomes**
 - All Students: Yellow, 35.8% chronically absent, declined 5.4 points
 - English Learners: Orange, 24.6% chronically absent, declined 4.8 points
 - Foster Youth: No Performance Color, 44.4% chronically absent, increased 17.5 points
 - Homeless students: Orange, 60.4% chronically absent, declined 2.1 points
 - Socioeconomically Disadvantaged students: Yellow, 37.4% chronically absent, declined 5.1 points
 - Students with Disabilities: Yellow, 28.9% chronically absent, declined 8.5 points
 - African American students: Orange, 49.2% chronically absent, declined 11.5 points
 - Hispanic students: Yellow, 32.7% chronically absent, declined 3.5 points
 - Two or More Races: No Performance Color, 50.0% chronically absent, declined 14.0 points
 - White students: Orange, 37.2% chronically absent, declined 3.7 points
- **Additional Dashboard context**
 - English Learner Progress: Green, with 47.4% making progress, increased 15.3 points
 - Mathematics: Orange, 76.7 points below standard, maintained 0.1 points
 - Mathematics – English Learners: Yellow, 83.9 points below standard, increased 15.4 points
 - Mathematics – Students with Disabilities: Orange, 125.4 points below standard, increased 4.0 points
 - Mathematics – African American students: Orange, 96.5 points below standard, increased 15.0 points

- Mathematics – Socioeconomically Disadvantaged students: Orange, 81.3 points below standard, maintained

The need for Goal 9 is further supported by student-group Dashboard results that identify specific areas requiring targeted Equity Multiplier response. Although Fruitvale Elementary's overall Suspension Rate was Green, the Foster Youth student group received a Red performance level for Suspension Rate, with **12.9% of Foster Youth** suspended at least one day, an increase of **7.2** percentage points from the prior year. This Red student-group outcome indicates that schoolwide climate improvement is not yet producing equitable outcomes for all students and that additional attention is needed for students who may require more intensive relationship-based supports, behavior intervention, case management, and school connection. The Dashboard also shows that Fruitvale continues to experience elevated need in related areas, including Chronic Absenteeism, where Foster Youth were reported at 44.4% chronically absent, an increase of 17.5 percentage points, though the student group did not receive a performance color due to reporting rules. Together, these data demonstrate that Foster Youth at Fruitvale experience disproportionate barriers to consistent attendance, engagement, and positive school participation.

These student-group outcomes are directly aligned to the design of Action 9A – Assistant Principal Support and Action 9B – Instructional Coaching. Assistant Principal Support will strengthen site-level monitoring of attendance, behavior, and intervention data; coordinate MTSS, SST, and Tier II/Tier III supports; support family outreach; and ensure timely follow-up when Foster Youth or other focal students demonstrate early indicators of disengagement, absenteeism, or behavior escalation. Instructional Coaching will support teachers in strengthening classroom conditions that reduce exclusionary discipline and improve engagement, including clear routines, lesson clarity, active monitoring, formative checks for understanding, differentiated scaffolds, positive classroom culture, and consistent access to standards-aligned instruction. Because Fruitvale's Red student-group suspension outcome occurs alongside continued needs in chronic absenteeism, ELA, and mathematics, Goal 9 is designed to address both schoolwide systems and classroom-level implementation so that students furthest from opportunity experience more consistent access to instruction, stronger relationships with adults, and more timely intervention before disengagement results in missed instruction or exclusionary discipline.

- **LCAP / Equity Multiplier connection**

- These data support continued implementation of Action 9A – Assistant Principal Support and Action 9B – Instructional Coaching.
- Chronic absenteeism improved for most student groups and moved to Yellow overall, but rates remain elevated for Homeless students, African American students, Foster Youth, White students, and socioeconomically disadvantaged students.
- The actions/services remain aligned because they support attendance monitoring, MTSS coordination, Tier I and Tier II intervention, family outreach, behavior support, instructional coaching, Teacher Clarity, literacy and mathematics support, and PDSA cycles.

Need based on Teacher Credentialing Issues

The need for Goal 9 is further supported by educator assignment data, which indicate that Fruitvale Elementary experienced a decline in clear credentialed assignments and an increase in assignment categories requiring additional monitoring and support. In 2023–24, Fruitvale reported 34.0 full-time equivalent teaching assignments, with 76.5% held by clear credentialed teachers, which was below the district rate of 77.7%, the county rate of 86.0%, and the statewide rate of 82.5%. While Fruitvale reported 0.0% out-of-field assignments, the school also reported 2.9% intern assignments, 11.8% ineffective assignments, and 8.8% unknown/incomplete/N/A assignments. Compared with 2022–23, Fruitvale’s clear credential rate declined from 93.5% to 76.5%, a decrease of 17.0 percentage points, while intern assignments increased from 0.0% to 2.9%, ineffective assignments increased from 0.0% to 11.8%, and unknown/incomplete/N/A assignments increased from 0.0% to 8.8%.

These educator assignment outcomes are directly relevant to the Equity Multiplier goal because Fruitvale also continues to demonstrate student outcome needs in Chronic Absenteeism, English Language Arts, and Mathematics. The combination of elevated student need and less stable credential/assignment conditions reinforces the importance of actions that strengthen site systems and improve instructional consistency. Action 9A – Assistant Principal Support will support attendance monitoring, MTSS coordination, student follow-up, family outreach, behavior systems, and implementation monitoring. Action 9B – Instructional Coaching will provide job-embedded support to strengthen standards-aligned instruction, Teacher Clarity, lesson design, formative assessment, small-group instruction, and differentiated scaffolds in literacy and mathematics. This support is especially important for teachers who are clearing credentials, serving in intern status, or needing additional support because of assignment or credential-alignment issues. Through

	coaching cycles, classroom observation, collaborative planning, student work analysis, and data review, Fruitvale will build teacher capacity and reduce variability in instructional implementation so that students have more consistent access to high-quality, grade-level instruction. These services are designed to address both the student outcome needs identified in the Dashboard and the adult implementation conditions reflected in the TAMO data.	

State Priorities addressed by this goal.

- Priority 5: Academic Engagement
- Priority 6: School Climate (Engagement) – Culture & Climate

An explanation of why the LEA has developed this goal.

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

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

2026-27 LCAP Update Related to 2025 California Dashboard Outcomes

Fruitvale Elementary’s Equity Multiplier goal is focused on reducing **Chronic Absenteeism** by at least **5% per year**, with the Measuring and Reporting Results table identifying **All Students, Hispanic students, Homeless students, socioeconomically disadvantaged students, and White students**. The **2025 California Dashboard** shows meaningful improvement in chronic absenteeism. **All Students improved to 35.8% chronically absent**, a decline of **5.4 percentage points**. **Hispanic students improved to 32.7%**, **Homeless students improved to 60.4%**, **socioeconomically disadvantaged students improved to 37.4%**, and **White students improved to 37.2%**. Although chronic absenteeism remains elevated, the movement from the prior year demonstrates that Fruitvale’s attendance and engagement strategies are producing measurable improvement.

Fruitvale’s broader Dashboard profile reinforces the need to connect attendance work with academic intervention and school climate. The site remained **Orange in English Language Arts** and **Orange in Mathematics**, while **English Learner Progress was Green**, with **47.4% of English Learners making progress**, and **Suspension Rate was Green**. These results suggest that the school is strengthening language acquisition and climate conditions, but continued absenteeism and academic need may limit acceleration in ELA and mathematics. **Action 9A – Assistant Principal Support** is aligned to this need by strengthening site-level attendance systems, MTSS coordination, Tier I and Tier II interventions, family outreach, behavior support systems, and student engagement. **Action 9B – Instructional Coaching** supports Teacher Clarity, formative assessment, instructional coherence, and PDSA cycles. Together, these actions/services are aligned to the Dashboard because reducing chronic absenteeism is necessary to improve access to instruction, while instructional coaching is needed to ensure that increased attendance results in stronger literacy and mathematics outcomes.

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

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

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

2026-27 LCAP Update ([based on CDE DataQuest](#)):

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

In the 2023–24 academic year, Fruitvale Elementary reported a total of 34.0 full-time equivalent (FTE) teaching assignments. Of those:

- 76.5% were held by clear credentialed teachers,
- 0.0% were designated as out-of-field,
- 2.9% were assigned to interns,
- 11.8% were identified as ineffective, and
- 8.8% were classified as unknown/incomplete/N/A.

Compared to district, county, and state averages, Fruitvale’s clear credential rate of 76.5% was slightly below Hemet Unified’s districtwide rate of 77.7%, below Riverside County’s rate of 86.0%, and below the statewide rate of 82.5%. Fruitvale reported 0.0% out-of-field assignments, which was lower than the district rate of 5.0% and the statewide rate of 4.3%. However, Fruitvale’s intern assignment rate of 2.9% was above the district rate of 2.0% and the statewide rate of 2.2%. The school’s ineffective assignment rate of 11.8% was also above the district rate of 4.9% and the statewide rate of 6.0%. In addition, Fruitvale’s unknown/incomplete/N/A rate of 8.8% was below the district rate of 10.3%, but above the statewide rate of 4.9%.

Compared with the 2022–23 TAMO data, Fruitvale’s educator assignment outcomes declined in several important assignment categories. Total teaching FTE increased from 31.0 to 34.0, while the clear credential rate decreased from 93.5% to 76.5%, a decline of 17.0 percentage points. Out-of-field assignments improved from 6.5% to 0.0%, which is a positive year-over-year change. However, intern assignments increased from 0.0% to 2.9%, ineffective assignments increased from 0.0% to 11.8%, and unknown/incomplete/N/A assignments increased from 0.0% to 8.8%. Overall, the year-over-year data show improvement in out-of-field assignments but a significant decline in clear assignment rate and increases in intern, ineffective, and unknown/incomplete/N/A categories. These results reinforce the need to monitor educator assignment conditions and continue investing in professional learning, instructional coaching, classroom observation, and implementation supports aligned to standards-based instruction.

Professional Development to Support Instruction:

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Chronic Absenteeism	All Students – 41.2% Hispanic – 36.1% Homeless – 62.5% SED – 42.6% White – 40.9%	All Students – 41.2% Hispanic – 36.1% Homeless – 62.5% SED – 42.6% White – 40.9%N/A	All Students – 35.8% Hispanic – 32.7% Homeless – 60.4% SED – 37.4% White – 37.2%N/A	25% for all student groups	Will be determined in 2026-27 LCAP Document
9.2	Clear Credentials	76.5	New for 2026-27	76.5%	90%	23.5%
9.3	Suspension	Foster – 12.9%	New for 2026-27	Foster – 12.9%	1.5%	11.4%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 9 — Fruitvale Elementary School Equity Multiplier

Goal 9 actions/services were implemented as planned and focused on strengthening site leadership capacity, instructional coherence, and intervention systems through Assistant Principal support and instructional coaching. The Assistant Principal support reinforced operational stability, schoolwide routines, and follow-through on student needs, while instructional coaching supported teacher planning, lesson implementation, standards alignment, and use of assessment/student work evidence to guide instruction.

Implementation successes included the creation of more consistent improvement cycles across instruction, intervention, and schoolwide systems. Dashboard outcomes reflected improvement in chronic absenteeism, suspension, English Learner progress, and Mathematics. These outcomes indicate that the site’s leadership and coaching structures contributed to stronger learning conditions and targeted academic growth.

A substantive implementation refinement occurred in Fall 2025 when, in concert with educational partners, District leaders, and the School Site Council, Equity Multiplier funds were used to add classroom teaching staff so Fruitvale could avoid combination classes and sustain

single-grade learning environments. This adjustment was responsive to the school's needs profile and was designed to strengthen instructional coherence, increase grade-level focus, and improve timely intervention. Implementation challenges remained in accelerating ELA outcomes, which maintained rather than improved, and in continuing to reduce chronic absenteeism to the desired target. Overall, the actions were implemented with fidelity, with the added staffing refinement strengthening rather than reducing the planned service model.

9A — FES Assistant Principal Support

Assistant Principal support at Fruitvale Elementary was implemented as planned. The action strengthened site leadership capacity, operational stability, implementation of expectations and supports, and follow-through on student needs across classrooms and teams. Implementation successes included stronger schoolwide routines and more consistent coordination of academic, behavior, and attendance supports. No substantive differences reduced implementation. Challenges included continuing to accelerate ELA outcomes and reduce chronic absenteeism.

9B — FES Instructional Coaching

Instructional coaching at Fruitvale Elementary was implemented and strengthened during the year. Coaching supported teacher planning, lesson implementation, standards alignment, and the use of assessment and student work evidence to guide instruction. A substantive refinement occurred when Equity Multiplier funds were also used to add classroom teaching staff so Fruitvale could avoid combination classes and sustain single-grade learning environments. This adjustment strengthened the planned service model by improving grade-level coherence, reducing instructional complexity, and increasing opportunities for targeted intervention. The continuing challenge was accelerating ELA growth while sustaining gains in Mathematics, English Learner Progress, attendance, and climate.

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.

Goal 9 — Fruitvale Elementary School Equity Multiplier

Goal 9 Equity Multiplier actions were implemented as planned, with estimated actual expenditures exceeding the adopted budget. Planned expenditures totaled **\$199,585**, and estimated actual expenditures totaled **\$305,532**, a difference of **+\$105,947**, or approximately **153%** of planned spending. The increased spending reflects higher-than-budgeted implementation costs associated with Assistant Principal support and instructional coaching.

Action-level differences were as follows:

- **9A FES — Assistant Principal Support:** Budgeted **\$184,585**; estimated actual **\$208,234**; difference **+\$23,649**; **113% spent**.
- **9B FES — Instructional Coaching:** Budgeted **\$15,000**; estimated actual **\$97,298**; difference **+\$82,298**; **649% spent**.

In summary, the material difference in Goal 9 reflects increased costs to implement and sustain leadership and instructional coaching supports at Fruitvale Elementary School. Although the percentage variance is large for instructional coaching due to the small adopted budget, the additional expenditures strengthened rather than reduced the planned service model.

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

Goal 8 at Fruitvale Elementary was developed as an Equity Multiplier focus goal to address school climate, student engagement, and the conditions that affect academic access and student well-being. The associated action, **8A – FES Learning Improvement Specialist**, is designed to provide academic intervention, student-level support, instructional coaching, staff capacity-building, and engagement strategies that mitigate barriers to student learning and reduce exclusionary discipline. In this context, effectiveness should be evaluated through the relationship between the action and the site’s Dashboard outcomes, local Scorecard outcomes, and leading indicators connected to attendance, chronic absenteeism, suspension, and academic growth.

Based on the preponderance of available data, the District deems Goal 8, Action 8A to be **effective**, with continued need for refinement in academic achievement and subgroup-level behavior outcomes. The strongest evidence of effectiveness is seen in the 2025 Dashboard suspension and chronic absenteeism results. Fruitvale’s **Suspension Rate was Green**, with **1.5% of students suspended at least one day**, a decline of **1.1 percentage points** from the prior year. This improvement is joined to the current-year Scorecard data, which shows suspension remaining low at **1.5% through May 2025–26**, while the number of suspension events declined from **24 to 19** compared with the prior year. These outcomes suggest that the Learning Improvement Specialist, in combination with the site’s broader student support and engagement system, is contributing to a more stable school climate and fewer suspension events.

Chronic absenteeism also provides evidence of emerging effectiveness. On the 2025 Dashboard, Fruitvale improved to **Yellow** for Chronic Absenteeism, with **35.8% of students chronically absent**, a decline of **5.4 percentage points**. This improvement exceeded the statewide decline of 1.5 points and included reductions for several student groups: African American students declined **11.5 points**, English Learners declined **4.8 points**, Hispanic students declined **3.5 points**, socioeconomically disadvantaged students declined **5.1 points**, students with disabilities declined **8.5 points**, and White students declined **3.7 points**. The Scorecard shows this improvement continuing into 2025–26, with chronic absenteeism declining from **32.0% in May 2024–25 to 27.8% in May 2025–26**, while attendance improved from **90.6% to 91.7%**.

Academic outcomes show a more mixed pattern. Fruitvale remained **Orange** in both English Language Arts and Mathematics on the 2025 Dashboard. ELA was **45.7 points below standard** and maintained by **1.1 points**, while Mathematics was **76.7 points below standard** and maintained by **0.1 points**. These outcomes indicate that the action has not yet produced adequate academic acceleration at the schoolwide achievement level. However, growth data provide a stronger leading indicator: **78.9% of students improved their ELA score from the prior year**, placing Fruitvale in the **Accelerated** growth category, and **75.8% improved their Mathematics score**, placing the school in the **Average** growth category. This suggests that while overall distance from standard remains too large, the instructional and intervention supports are contributing to student growth and should continue to be monitored as part of the site’s improvement cycle.

Fruitvale’s English Learner Progress outcome also supports the effectiveness of the site’s instructional and intervention system. The 2025 Dashboard shows English Learner Progress at **Green**, with **47.4% of English Learners making progress**, an increase of **15.3 percentage points**. This is a meaningful outcome for an Equity Multiplier action because it demonstrates that one of the student groups connected to increased and improved services is making measurable progress in language development, even as ELA and mathematics achievement remain areas of continued need.

The primary caveat is that improvement is not uniform across all student groups. Foster Youth had a **Red** suspension indicator, with **12.9% suspended at least one day**, an increase of **7.2 percentage points**, and White students were **Orange** for suspension, with **4.9% suspended**, an increase of **1.8 percentage points**. Chronic absenteeism also remains elevated despite improvement, including **60.4% for Homeless students**, **49.2% for African American students**, **44.4% for Foster Youth**, and **37.4% for socioeconomically disadvantaged students**. These data do not negate the effectiveness of the action, but they do demonstrate that the action requires continued student-group monitoring and more targeted implementation for students furthest from opportunity.

Hemet USD Scorecard

School Year

(Multiple values)

Student Group Type

All

School Name

Fruitvale Elementary

Student Group

All

Hemet USD Scorecard

Grade

All

Current Color

No Goal Available

Exceeding 10% Off Track

On Track

Within 10% Off Track

Priority Area	School Name	Metric	Organizational Goal	Database Year	Student Group	Grade	August	Septem..	October	Novemb..	Decemb..	January	February	March	April	May	June
Champion Student Success	Fruitvale Elementary	Attendance Rate		2025 - 2026	All	All	94.7%	94.0%	93.2%	92.9%	92.6%	92.2%	91.9%	91.7%	91.7%	91.7%	
				2024 - 2025	All	All	94.6%	93.3%	92.8%	92.2%	91.4%	90.8%	90.7%	90.6%	90.7%	90.6%	90.6%
		Chronic Absenteeism Rate		2025 - 2026	All	All	21.9% (155.0)	25.6% (188.0)	22.7% (166.0)	24.7% (179.0)	26.5% (196.0)	29.8% (221.0)	30.3% (226.0)	28.6% (209.0)	27.8% (203.0)		
				2024 - 2025	All	All	21.5% (165.0)	24.6% (194.0)	29.0% (232.0)	29.7% (241.0)	32.4% (265.0)	34.6% (282.0)	32.2% (259.0)	32.1% (261.0)	32.0% (266.0)	34.6% (296.0)	
		Suspension Rate		2025 - 2026	All	All	0.1% (1.0)	0.3% (2.0)	0.3% (2.0)	0.6% (5.0)	0.9% (7.0)	0.9% (7.0)	1.1% (9.0)	1.4% (12.0)	1.4% (12.0)	1.5% (13.0)	
				2024 - 2025	All	All	0.1% (1.0)	0.5% (4.0)	0.8% (7.0)	0.9% (8.0)	1.0% (9.0)	1.1% (10.0)	1.2% (11.0)	1.4% (13.0)	1.4% (13.0)	1.5% (14.0)	1.5% (14.0)
		Suspension Events Count		2025 - 2026	All	All	1	2	2	6	9	9	14	18	17	19	
				2024 - 2025	All	All	1	5	9	11	12	13	15	18	22	24	24

The Fruitvale Elementary Scorecard shows generally positive year-to-date movement in attendance and chronic absenteeism when compared to the prior year. Through May 2025–26, Fruitvale’s attendance rate was **91.7%**, compared with **90.6%** at the same point in 2024–25. Chronic absenteeism declined from **32.0% in May 2024–25** to **27.8% in May 2025–26**, a reduction of **4.2 percentage points** and **63 fewer chronically absent students** at that point in the year. Suspension remained low and stable, with the rate at **1.5% in May 2025–26**, the same as May 2024–25; however, suspension events declined from **24 to 19**, suggesting a modest reduction in the total number of behavioral incidents resulting in suspension.

Overall, Goal 8 should be characterized as **effective in strengthening school climate, reducing chronic absenteeism, maintaining low suspension rates, and supporting student academic growth**, while remaining **partially effective in accelerating schoolwide ELA and mathematics achievement**.

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

Based on the 2025 California Dashboard, Goal 9 was revised to include an additional student-group metric for Foster Youth Suspension Rate. While Fruitvale Elementary’s overall Suspension Rate was Green, the Dashboard identified Foster Youth as Red for Suspension Rate, with 12.9% suspended at least one day, an increase of 7.2 percentage points from the prior year. This student-group result demonstrates that schoolwide suspension outcomes are not yet producing equitable outcomes for all students and that Foster Youth require more targeted monitoring, earlier intervention, and coordinated relationship-based supports. The addition of this metric strengthens the Goal 9 Measuring and Reporting Results table by ensuring that the Equity Multiplier goal monitors not only schoolwide attendance and academic outcomes, but also the student-group climate indicator that reflects the most urgent need for Foster Youth.

In response to this data, Action 9A – Assistant Principal Support was enhanced to more explicitly address suspension prevention and intervention for Foster Youth. The Assistant Principal will support regular review of Foster Youth attendance, behavior referral, suspension, intervention, and engagement data through the site’s MTSS and student-support processes. When data indicate early signs of disengagement or behavioral escalation, the Assistant Principal will coordinate timely supports such as check-in/check-out, restorative responses, behavior intervention, counseling referral, family/caregiver communication, case management coordination, and collaboration with District Foster Youth support staff, as appropriate. This refinement is designed to reduce exclusionary discipline, increase access to instructional time, and ensure that Foster Youth receive proactive support before behavior results in suspension.

In response to and with the support of our county based educational partners, action descriptions have been augmented to bring more clarity, metrics related to teacher assignments have been added, and updates provided to metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing

9A	FES - Asst. Principal Support	Assistant Principal (AP) support conforms to Equity Multiplier allowable uses when the role is strategically designed to implement evidence-based interventions that reduce chronic absenteeism and improve school climate—both priorities outlined in the Equity Multiplier program guidance under EC §42238. In this context, Assistant Principals work to support chronic absenteeism reduction by: • Leading site-level teams, analyzing data to identify at-risk students and coordinating Tier I and Tier II interventions; • Coordinating family engagement and outreach efforts to re-establish school-home connections for chronically absent students; • Supervising behavior intervention systems, such as Alternatives to Suspension (ATS), which is closely linked to improved attendance outcomes; • Supporting Multi-Tiered Systems of Support (MTSS) structures that connect chronic absenteeism with academic, behavioral, and wellness interventions. Action 9A will also be used to monitor and respond to the Foster Youth Suspension Rate metric identified for Goal 9. Although Fruitvale Elementary's overall Suspension Rate was Green on the 2025 California Dashboard, Foster Youth were Red for Suspension Rate, with 12.9% suspended at least one day, an increase of 7.2 percentage points from the prior year. This student-group result indicates a need for more targeted monitoring and earlier intervention for Foster Youth who demonstrate behavior, attendance, engagement, or school-connection concerns. The Assistant Principal will support this work by reviewing Foster Youth attendance, behavior, referral, suspension, and intervention data through the site's MTSS and student-support processes. When Foster Youth	\$221,602	No

		show early signs of disengagement or behavioral escalation, the Assistant Principal will coordinate timely supports, including check-in/check-out, restorative responses, behavior intervention, counseling referral, family/caregiver communication, case management coordination, and collaboration with district Foster Youth support staff as appropriate. The intent of this action is to reduce exclusionary discipline, increase access to instructional time, and ensure that Foster Youth receive consistent relationship-based and trauma-informed supports before behavior results in suspension. Progress will be monitored through the added Foster Youth Suspension Rate metric, along with attendance, chronic absenteeism, referral, and intervention participation data.		

9B	FES - Instructional Coaching	This action provides targeted instructional and leadership coaching focused on the implementation of Teacher Clarity practices as outlined in the HUSD Instructional Framework. The coaching will support both classroom educators and site leaders at Equity Multiplier schools in developing and refining instructional practices that emphasize clear learning intentions, success criteria, and student engagement strategies. Improved instruction is intended to improve outcomes related to ELA, math and ELPI outcomes. Coaching will be delivered through structured professional development sessions, embedded instructional walkthroughs, and PDSA cycles that promote feedback and continuous improvement. Teacher Clarity is a research-based strategy known to increase student engagement, academic confidence, and relevance of learning—factors shown to mitigate the negative impacts of chronic absenteeism. For students with inconsistent attendance, clearly communicated expectations and accessible instructional routines support re-entry into learning and reduce instructional fragmentation. At the leadership level, site administrators will be supported in observing and reinforcing Teacher Clarity practices across classrooms to ensure system-wide coherence and high-quality Tier I instruction. This action is aligned to Equity Multiplier allowable uses by strengthening evidence-based practices that improve student outcomes, especially for students furthest from opportunity and those most impacted by chronic absence. At Fruitvale Elementary, instructional coaching provided outside vendors (described above) will join work by site leadership and district Learning Improvement Support Specialists will focus on the implementation of Teacher Clarity as a core strategy to strengthen classroom instruction—particularly in classrooms led by out-of-field teachers. Coaching cycles will support teachers in clearly articulating learning intentions, success criteria, and aligned assessments, enabling all students to access rigorous, standards-aligned instruction. The instructional coaching in Action 9B will support teachers clearing credentials and teachers requiring additional support due to assignment	\$25,000	No

		or credential alignment issues by providing job-embedded coaching focused on standards-based planning, learning intentions, success criteria, academic vocabulary, checks for understanding, small-group instruction, and differentiated scaffolds. This support is particularly important given Fruitvale's continued ELA and mathematics needs and the need to accelerate outcomes for English Learners, Students with Disabilities, socioeconomically disadvantaged students, Homeless students, and other focal groups. Coaching will help newer or developing teachers translate the HUSD Instructional Framework into daily practice and will provide a structured support system to improve instructional consistency across classrooms. By pairing Assistant Principal systems leadership with instructional coaching, Fruitvale's actions/services are designed to improve both access to school and access to high-quality instruction.		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
10	Jacob Wiens Elementary - By the end of the 2024-27 LCAP Cycle, actions/services supported by equity Multiplier funding will decrease the Chronic Absenteeism rate by at least 5% per year. This goal will focus on the outcomes of the following student groups: “All Students”, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Homeless students. Focus Area based on 2024 Dashboard: Chronic Absenteeism In accordance with the 2024 California School Dashboard data, Jacob Wiens Elementary qualifies for Equity Multiplier support based on multiple student groups demonstrating the lowest performance level (Red) across key state indicators: “All Students” Student Group • <i>ELA</i>: 88.6 points below standard – Red • <i>Mathematics</i>: 102.9 points below standard – Red Hispanic Students • <i>English Language Arts (ELA)</i>: 90.2 points below standard – Red • <i>Chronic Absenteeism</i>: 42.2% (down 3.4% - not meeting 5% decrease goal) Socioeconomically Disadvantaged Students • <i>ELA</i>: 90.4 points below standard – Red • <i>Mathematics</i>: 105.1 points below standard – Red • <i>Chronic Absenteeism</i>: 42.8% (down 4.9% - not meeting 5% decrease goal) Students with Disabilities • <i>ELA</i>: 167.1 points below standard – Red • <i>Mathematics</i>: 166.7 points below standard – Red • <i>Chronic Absenteeism</i>: 50% (down 7.1% - meeting 5% decrease goal) Homeless Students	Equity Multiplier

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

2025 California Dashboard Update

Focus Area: Chronic Absenteeism, MTSS, instructional coherence, class-size conditions, and attendance intervention

- **Overall Dashboard performance**

- English Language Arts: Yellow
- Mathematics: Orange
- English Learner Progress: Yellow
- Chronic Absenteeism: Red
- Suspension Rate: Green

- **Chronic Absenteeism student group outcomes**

- All Students: Red, 45.7% chronically absent, increased 3.8 points
- English Learners: Red, 39.3% chronically absent, increased 8.5 points
- Foster Youth: No Performance Color, 65.5% chronically absent, declined 4.0 points
- Homeless students: Red, 81.1% chronically absent, increased 26.2 points
- Socioeconomically Disadvantaged students: Red, 46.7% chronically absent, increased 3.9 points
- Students with Disabilities: Red, 50.4% chronically absent, maintained 0.4 points
- African American students: Red, 61.7% chronically absent, increased 19.3 points
- Hispanic students: Red, 43.3% chronically absent, increased 1.2 points
- Two or More Races: No Performance Color, 42.3% chronically absent, increased 7.9 points
- White students: Orange, 41.5% chronically absent, declined 1.3 points

- **Additional Dashboard context**

- ELA: Yellow, indicating improvement and moderate progress in literacy with **English Learners receiving a RED INDICATOR (Lowest Performance)**

- Mathematics: Orange, indicating continued need for targeted math support
- English Learner Progress: Yellow
- Suspension Rate: Green, indicating school climate and behavior systems are a relative strength

The need for Goal 10 is supported by the 2025 California Dashboard, which identifies both Chronic Absenteeism and student-group academic performance as areas requiring targeted Equity Multiplier response at Jacob Wiens Elementary School. **Jacob Wiens received a Red performance level for Chronic Absenteeism, with 45.7% of All Students chronically absent, an increase of 3.8 percentage points from the prior year.** The lowest-performing student groups were concentrated in the Chronic Absenteeism indicator, including Homeless students at 81.1% chronically absent, an increase of 26.2 points; African American students at 61.7%, an increase of 19.3 points; Students with Disabilities at 50.4%, maintained from the prior year; socioeconomically disadvantaged students at 46.7%, an increase of 3.9 points; Hispanic students at 43.3%, a Red performance level with an increase of 1.2 points; and English Learners at 39.3%, an increase of 8.5 points. White students were Orange at 41.5% chronically absent, declining 1.3 points, while Foster Youth were reported at 65.5% chronically absent and Two or More Races students at 42.3%, though those groups did not receive a performance color due to reporting rules.

In addition to the schoolwide chronic absenteeism need, the Dashboard identifies a student-group academic need in English Language Arts. While Jacob Wiens' overall ELA indicator was Yellow, **English Learners received a Red performance level in ELA**, indicating that English Learners are not yet experiencing the same level of academic progress as the schoolwide group. This student-group Red outcome is significant because it shows that the school's Equity Multiplier response must address both access to school through improved attendance and access to instruction through stronger language development, literacy support, academic vocabulary, scaffolding, and progress monitoring.

These Dashboard results demonstrate that Goal 10 must address both schoolwide and student-group-specific barriers to student success. The concentration of Red performance among Homeless students, African American students, Students with Disabilities, socioeconomically disadvantaged students, Hispanic students, and English Learners in Chronic Absenteeism, along with Red ELA performance for English Learners, indicates that students furthest from opportunity are experiencing inconsistent access to instruction, school connection, and academic support. At the same time, the Dashboard shows strengths to build from, including Green performance in

Suspension Rate, Yellow schoolwide performance in English Language Arts, Orange performance in Mathematics, and Yellow performance in English Learner Progress. These results indicate that the school has evidence of academic and climate strengths, but those strengths must be more consistently translated into improved outcomes for the student groups with the lowest Dashboard performance. For this reason, Goal 10 is designed to address chronic absenteeism, instructional access, and student-group academic need through both schoolwide systems and classroom-level implementation. Action 10A – Assistant Principal Support will strengthen attendance monitoring, MTSS coordination, family outreach, Tier I and Tier II intervention, behavior systems, case management, and follow-up for students showing early signs of chronic absence or disengagement, with particular attention to student groups identified as Red on the Dashboard. Action 10B – Instructional Coaching will strengthen Teacher Clarity, learning intentions, success criteria, formative assessment, differentiated scaffolds, academic vocabulary, English Learner supports, and consistent access to grade-level instruction. Together, these actions/services are intended to improve attendance, reduce barriers to participation, strengthen student connection, and ensure that English Learners and other students in the lowest-performing groups receive coordinated academic and engagement supports. Teacher Credentialing Issues The need for Goal 10 is also informed by educator assignment data and the requirement to consider credentialing, subject matter preparation, and retention issues at the school. In the 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) data, Jacob Wiens Elementary reported 24.0 full-time equivalent teaching assignments, with 95.8% held by clear credentialed teachers, which was higher than the Hemet Unified rate of 77.7%, the Riverside County rate of 86.0%, and the statewide rate of 82.5%. The school also reported 0.0% out-of-field assignments, 0.0% intern assignments, and 0.0% incomplete, unknown, or N/A assignments, indicating that Jacob Wiens does not demonstrate a broad credentialing or subject-matter misalignment issue. Compared with 2022–23, the clear credential rate increased from 87.0% to 95.8%, out-of-field assignments improved from 4.3% to 0.0%, and intern assignments improved from 4.3% to 0.0%, showing meaningful improvement in credentialed and appropriately assigned staffing. The only educator assignment area requiring continued monitoring is the 4.2% ineffective assignment rate, which was nearly unchanged from 4.3% in 2022–23. While this rate is below the District and statewide rates, it remains above the Riverside County rate and indicates a continued need for targeted professional learning, classroom observation, coaching, and implementation	

support. This need is directly aligned to ****Action 10B – Instructional Coaching****, which will support teachers through job-embedded coaching, collaborative planning, student work analysis, formative assessment review, and implementation of the HUSD Instructional Framework. Coaching will emphasize lesson clarity, learning intentions, success criteria, academic vocabulary, checks for understanding, differentiated scaffolds, and consistent access to grade-level instruction. These supports are intended to sustain the school’s strong credentialed staffing profile, assist teachers who may need additional support related to assignment authorization or instructional implementation, and reduce variability in classroom practice.

The TAMO data also support the continued inclusion of Action 10A – Assistant Principal Support and Action 10B – Instructional Coaching as complementary levers within Goal 10. Because Jacob Wiens’ 2025 Dashboard needs are concentrated in Red Chronic Absenteeism and student-group academic access, the site must ensure that students receive both consistent attendance intervention and high-quality instruction when they are present. The Assistant Principal will support site systems for attendance monitoring, MTSS coordination, family outreach, and intervention follow-up, while instructional coaching will strengthen classroom-level implementation. Together, these actions address the adult implementation conditions necessary to improve outcomes for student groups with the lowest Dashboard performance while maintaining attention to credentialing and assignment data as part of the Equity Multiplier goal.

- **LCAP / Equity Multiplier connection**

- These data support continued implementation of Action 10A – Assistant Principal Support and Action 10B – Instructional Coaching, joined to site-level Equity Multiplier implementation that includes certificated staffing to reduce class sizes/avoid combination classes, Studer coaching, leadership mentoring, CICO/MTSS supports, and attendance incentives.
- Chronic absenteeism remains the central Equity Multiplier need because it is Red overall and Red for six student groups.
- The actions/services are aligned because they support attendance monitoring, family outreach, MTSS coordination, behavior supports, student incentives, instructional coaching, Teacher Clarity, formative assessment, and consistent access to grade-level instruction.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

2026-27 LCAP Update Related to 2025 California Dashboard Outcomes

Jacob Wiens Elementary’s Equity Multiplier goal is focused on reducing **Chronic Absenteeism** by at least **5% per year** and improving access to consistent, high-quality instruction. The **2025 California Dashboard** shows that chronic absenteeism remains the most significant area of need. **All Students were Red, with 45.7% chronically absent**, an increase of **3.8 percentage points**. **English Learners were Red at 39.3%**, an increase of **8.5 points**; **Homeless students were Red at 81.1%**, an increase of **26.2 points**; **socioeconomically disadvantaged students were Red at 46.7%**, an increase of **3.9 points**; **Students with Disabilities were Red at 50.4%**, maintaining performance; **African American students were Red at 61.7%**, an increase of **19.3 points**; and **Hispanic students were Red at 43.3%**, an increase of **1.2 points**. **White students were Orange at 41.5%**, declining **1.3 points**. These outcomes demonstrate that chronic absenteeism is not isolated to a single subgroup; rather, it is a schoolwide and student-group-specific barrier to access, engagement, and academic progress.

At the same time, Jacob Wiens showed important academic and climate strengths that can be leveraged through the Equity Multiplier actions. **English Language Arts was Yellow, with All Students 65.1 points below standard** and increasing **23.5 points**. **Mathematics was Orange, with All Students 96.9 points below standard** and increasing **6.0 points**. **English Learner Progress was Yellow, with 44.4% making progress**, an increase of **6.5 percentage points**. **Suspension Rate was Green at 2.6%**, declining **3.1 points**. These

outcomes indicate that the school has evidence of academic growth and improving school climate, but chronic absenteeism continues to undermine consistent access to instruction. **Action 10A – Assistant Principal Support** is aligned to the attendance need by strengthening site-level monitoring, MTSS coordination, family outreach, Tier I and Tier II interventions, behavior systems, and case management. **Action 10B – Instructional Coaching** is aligned to the academic need by strengthening Teacher Clarity, learning intentions, success criteria, formative checks for understanding, and instructional coherence. Site-level Equity Multiplier implementation, including certificated staffing to reduce class size and avoid combination classes, Studer coaching, leadership mentoring, MTSS supports, and attendance incentives, further supports the goal by improving consistency of instruction, engagement, and schoolwide systems for students furthest from opportunity.

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

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

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

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

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

2026-27 LCAP Update ([based on CDE DataQuest](#)):

Teaching Assignment Monitoring Outcomes (TAMO) Summary:

In the 2023–24 academic year, Jacob Wiens Elementary reported a total of 24.0 full-time equivalent (FTE) teaching assignments. Of those:

- 95.8% were held by clear credentialed teachers,
- 0.0% were designated as out-of-field,
- 0.0% were assigned to interns,
- 4.2% were identified as ineffective,
- 0.0% were classified as incomplete,
- 0.0% were identified as unknown, and
- 0.0% were marked as N/A.

Compared to district, county, and state averages, Jacob Wiens' clear credential rate of 95.8% was higher than Hemet Unified's districtwide rate of 77.7%, Riverside County's rate of 86.0%, and the statewide rate of 82.5%. Jacob Wiens also reported 0.0% out-of-field assignments,

which was lower than the district rate of 5.0%, the county rate of 3.8%, and the statewide rate of 4.3%. The school also reported 0.0% intern assignments and 0.0% incomplete, unknown, or N/A assignments. The only area requiring continued monitoring was the 4.2% ineffective assignment rate, which was below Hemet Unified's districtwide rate of 4.9% and the statewide rate of 6.0%, but above Riverside County's rate of 2.6%.

Compared with the 2022–23 TAMO data, Jacob Wiens demonstrated improvement across several important assignment categories. Total teaching FTE increased slightly from 23.0 to 24.0, while the clear credential rate increased from 87.0% to 95.8%, a gain of 8.8 percentage points. Out-of-field assignments improved from 4.3% to 0.0%, and intern assignments improved from 4.3% to 0.0%. Incomplete, unknown, and N/A assignments remained at 0.0% in both years. Ineffective assignments were essentially maintained, moving slightly from 4.3% to 4.2%. Overall, the year-over-year data show meaningful improvement in credentialed and appropriate assignment patterns, with continued need to monitor and address the small percentage of ineffective assignments through professional learning, instructional coaching, classroom observation, and implementation support.

Use of Professional Development to Support Instruction:

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Chronic Absenteeism	All Students – 41.9% Homeless – 54.9% African American – 42.4% English Learners – 30.8% Two or More Races – 34.4% SWD – 50.0% White – 42 NEW FOR 2026-27 Hispanic - 43.3%	All Students – 41.9% Homeless – 54.9% African American – 42.4% English Learners – 30.8% Two or More Races – 34.4% SWD – 50.0% White – 42.9% NEW FOR 2026-27 Hispanic	All Students – 45.7% Homeless – 81.1% African American – 61.7% English Learners – 39.3% Two or More Races – Not Reported SWD – 50.4% White – 41.5% NEW FOR 2026-27 Hispanic - 43.3%	25% for all student groups	All Students – 3.8% Homeless – 26.2% African American – 19.5% English Learners – 8.5% Two or More Races – Not Reported SWD – 0.4% White – 1.4% NEW FOR 2026-27 Hispanic – 18.3%
10.2	ELA New Metric for 2025-26 NEW FOR 2026-27 English Learners	Hispanic - -90.2 DFS SED - -90.4 DFS SWD - -167.1 DFS NEW FOR 2026-27 English Learners - -99.7 DFS	Hispanic - -90.2 DFS SED - -90.4 DFS SWD - -167.1 DFS NEW FOR 2026-27 English Learners	Hispanic - -69 DFS SED - -64.4 DFS SWD - -144.6 DFS NEW FOR 2026-27 English Learners - -99.7 DFS	-70.0 DF for all student groups	Hispanic - +1 DFS SED - +6.5 DFS SWD - -74.6 DFS NEW FOR 2026-27 English Learners - -99.7 DFS
10.3	Math New Metric for 2025-26	SED - -105.1 DFS SWD - -166.7 DFS	SED - -105.1 DFS SWD - -166.7 DFS	SED - -92.7 DFS SWD - -163.2 DFS	-70.0 DF for all student groups	SED - -22.7 DFS SWD - -93.2 DFS
10.4	Ineffective Credentials	4.2%	New for 2026-27	4.2%	0%	4.2%

Goal Analysis for 2025-26

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

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

Goal 10 — Jacob Wiens Elementary School Equity Multiplier

Goal 10 actions/services were implemented as planned and focused on strengthening site leadership capacity, instructional coherence, and continuous improvement through Assistant Principal support and instructional coaching. The Assistant Principal support reinforced consistent routines for student supports and sitewide implementation, while instructional coaching supported teachers in standards-aligned instruction, lesson design, evidence-based adjustment of instruction, and intervention planning.

Implementation successes included stronger alignment between classroom practice, intervention supports, and monitoring routines. Dashboard outcomes showed significant improvement in ELA, improved Mathematics, improved English Learner Progress, and reduced suspension, indicating that the site’s instructional and climate supports contributed to measurable improvement in several areas.

A substantive implementation refinement occurred through the use of Equity Multiplier resources to add classroom teaching staff to avoid combination classes and maintain single-grade classrooms. This refinement was intended to strengthen grade-level instructional focus, increase opportunities for differentiation, and reduce fragmentation in core instruction and intervention delivery. The primary implementation challenge remained chronic absenteeism, which increased and continued to represent a significant barrier to sustained academic improvement. Overall, planned actions were implemented, and the added staffing refinement strengthened the site’s capacity to respond to identified academic and engagement needs.

10A — JWES Assistant Principal Support

Assistant Principal support at Jacob Wiens Elementary was implemented substantially as planned. The action strengthened site leadership capacity, consistent routines for student support, sitewide implementation, and coordination of responses to academic and engagement needs. Implementation successes included stronger operational and support systems connected to schoolwide improvement. No substantive differences reduced implementation. The primary challenge remained chronic absenteeism, which continued to require targeted and coordinated attention.

10B — JWES Instructional Coaching

Instructional coaching at Jacob Wiens Elementary was implemented as planned and strengthened through the use of Equity Multiplier resources to support classroom conditions and instructional coherence. Coaching supported teachers in standards-aligned instruction,

lesson design, use of student evidence, and intervention planning. A substantive refinement occurred through added classroom teaching staff to avoid combination classes and maintain single-grade classrooms. This adjustment strengthened the action by increasing grade-level instructional focus, supporting differentiation, and reducing fragmentation in core instruction and intervention delivery. The primary challenge was sustaining academic growth while addressing persistent chronic absenteeism.

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.

Goal 10 — Jacob Wiens Elementary School Equity Multiplier

Goal 10 Equity Multiplier actions were implemented as planned, with estimated actual expenditures exceeding the adopted budget overall. Planned expenditures totaled **\$199,417**, and estimated actual expenditures totaled **\$282,996**, a difference of **+\$83,579**, or approximately **142%** of planned spending.

Action-level differences were as follows:

- **10A JWES — Assistant Principal Support:** Budgeted **\$184,417**; estimated actual **\$181,081**; difference **-\$3,337**; **98% spent**. Spending was closely aligned to the adopted budget.
- **10B JWES — Instructional Coaching:** Budgeted **\$15,000**; estimated actual **\$101,915**; difference **+\$86,915**; **679% spent**.

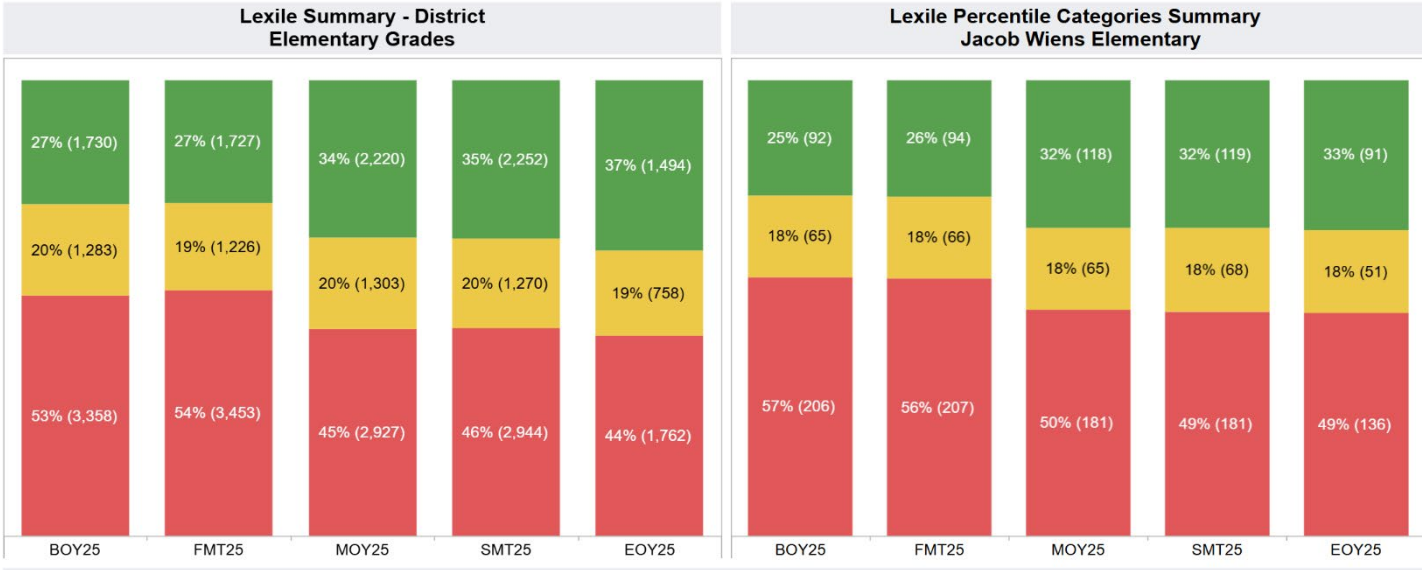
In summary, Goal 10's overall material difference was driven by instructional coaching expenditures that exceeded the adopted budget. As with Goal 9, the large percentage difference reflects the small adopted amount for coaching rather than a reduction in service. The increased estimated actual expenditures supported the site's planned instructional coaching and continuous improvement implementation.

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

Goal 10 at Jacob Wiens Elementary was developed as an Equity Multiplier focus goal to decrease chronic absenteeism by at least 5% per year by the end of the 2024–27 LCAP cycle. The goal focuses on All Students, Hispanic students, socioeconomically disadvantaged students, students with disabilities, English learners, and homeless students. The 2025–26 LCAP identifies chronic absenteeism as the central focus because the 2024 Dashboard showed persistently high absence rates, including 41.9% for All Students, 54.9% for Homeless

students, 42.4% for African American students, 30.8% for English learners, 50.0% for students with disabilities, and 42.9% for White students.

Goal 10 includes two actions. **Action 10A – JWES Assistant Principal Support** is designed to reduce chronic absenteeism and improve school climate by leading site teams, analyzing data to identify at-risk students, coordinating Tier I and Tier II interventions, strengthening family outreach, supervising behavior intervention systems such as ATS, and supporting MTSS structures that connect attendance, behavior, wellness, and academic interventions. **Action 10B – JWES Instructional Coaching** provides targeted instructional and leadership coaching focused on Teacher Clarity, embedded walkthroughs, PLCs, PDSA cycles, model lessons, co-teaching, and clearer learning intentions, success criteria, and formative checks for understanding.

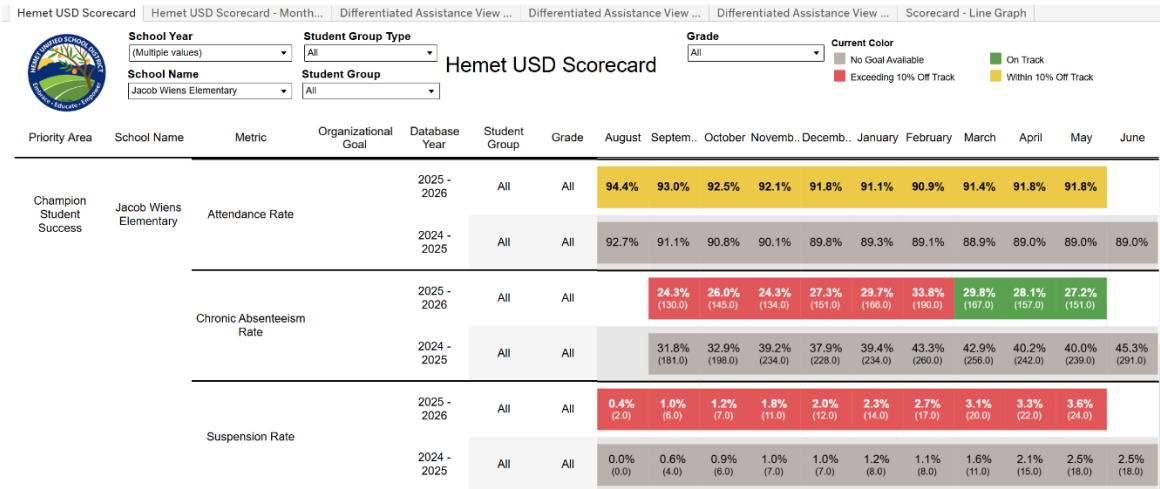


Based on the preponderance of available data, Goal 10 should be characterized as **partially effective, with strong emerging evidence of improvement in current-year attendance and chronic absenteeism, stronger effectiveness in ELA growth, and continued need in mathematics and suspension monitoring.**

The formal 2025 Dashboard outcome shows that chronic absenteeism remained an area of significant concern. Jacob Wiens was **Red** for

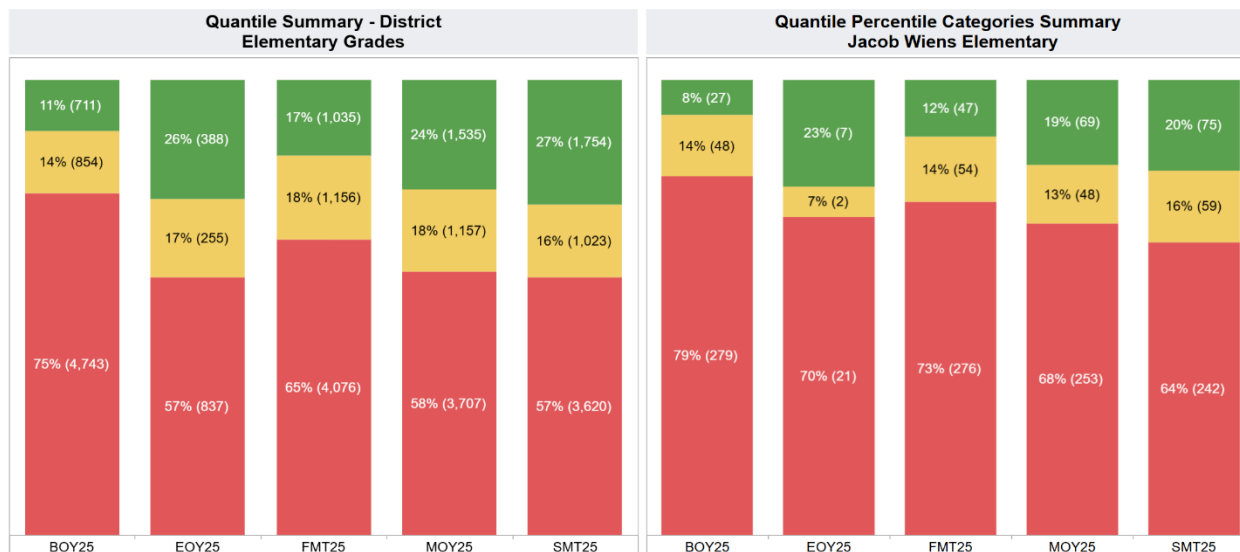
Chronic Absenteeism, with **45.7% of students chronically absent**, an increase of **3.8 percentage points** from the prior year. The student group data reinforce the need for continued action: African American students were at **61.7%**, English learners at **39.3%**, Hispanic students at **43.3%**, Homeless students at **81.1%**, socioeconomically disadvantaged students at **46.7%**, and students with disabilities at **50.4%**. This formal Dashboard outcome indicates that Goal 10 did not yet achieve the intended annual reduction in the accountability data.

However, the current local Scorecard data show a clear positive shift in 2025–26 implementation. Through May, chronic absenteeism declined from **40.0% to 27.2%** year over year, and the attendance rate increased from **89.0% to 91.8%**. This provides strong leading evidence that Action 10A is beginning to create a more effective attendance response system through more active monitoring, site-level coordination, family outreach, and MTSS-aligned intervention. The action should therefore be continued, but with explicit student-group monitoring to ensure the gains are realized for Homeless students, African American students, English learners, socioeconomically disadvantaged students, and students with disabilities.



This supports the effectiveness of the behavior and climate components embedded in Action 10A. At the same time, the current-year Scorecard shows suspension increasing to **3.6% through May**, with incidents increasing from **18 to 24**. This does not negate the prior-year improvement, but it does indicate that the ATS, MTSS, and behavior-intervention components of Action 10A should receive closer PDSA monitoring in the next cycle.

Academic data provide stronger evidence of effectiveness for Action 10B in literacy than in mathematics. On the 2025 Dashboard, Jacob Wiens improved to **Yellow in ELA**, with All Students **65.1 points below standard** and increasing **23.5 points**. ELA growth was especially strong, with **86.1% of students improving their score from the prior year**, placing the school in the **Accelerated** growth category. Student group growth was also broadly positive, including 86.9% of Hispanic students, 85.5% of socioeconomically disadvantaged students, 80.0% of English learners, 83.3% of African American students, and 74.3% of students with disabilities improving their ELA scores. The Lexile image reinforces this pattern, showing the lowest category declining from 57% to 49% and the highest category increasing from 25% to 33%.



Mathematics remains a continued area of need. The 2025 Dashboard shows Jacob Wiens was **Orange in Mathematics**, with All Students **96.9 points below standard**, though the school increased **6.0 points**. Mathematics growth was **Moderate**, with **77.0% of students improving** from the prior year. The Quantile image provides a similar signal: students in the lowest category declined from 79% to 64% by SMT25, and students in the highest category increased from 8% to 20%. These data suggest that instructional coaching is associated with growth, but mathematics outcomes are not yet improving at a level sufficient to close the gap with district

elementary results or move the school beyond Orange.

Overall, Goal 10 should be described as **emerging in effectiveness rather than fully effective**. Action 10A is showing strong current-year evidence of effectiveness in attendance and chronic absenteeism, but the 2025 Dashboard confirms that chronic absenteeism remains a significant accountability concern.

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

Based on the 2025 California Dashboard, Goal 10 was revised for 2026–27 to more explicitly monitor the student-group outcomes with the lowest Dashboard performance and to strengthen alignment between the identified needs, metrics, and action/service descriptions. The Measuring and Reporting Results table was updated to include Red student-group outcomes in Chronic Absenteeism, including All Students at 45.7% chronically absent, an increase of 3.8 percentage points; English Learners at 39.3%, an increase of 8.5 points; Homeless students at 81.1%, an increase of 26.2 points; socioeconomically disadvantaged students at 46.7%, an increase of 3.9 points; Students with Disabilities at 50.4%, maintained from the prior year; African American students at 61.7%, an increase of 19.3 points; and Hispanic students at 43.3%, an increase of 1.2 points. The goal was also revised to recognize the Red English Language Arts outcome for English Learners, which indicates that English Learners require more targeted literacy, language-development, and instructional access supports even though the schoolwide ELA indicator was Yellow.

As a result of this analysis, the action/service descriptions were refined to better describe how Goal 10 will respond to both attendance-related and instructional needs. Action 10A – Assistant Principal Support was strengthened to clarify the role of site leadership in monitoring chronic absenteeism by student group, coordinating MTSS and SST processes, supporting family outreach, reviewing attendance and

engagement data, and ensuring timely Tier I and Tier II intervention for students demonstrating early signs of chronic absence or disengagement. This includes more explicit attention to the student groups identified with Red chronic absenteeism outcomes, including Homeless students, African American students, Students with Disabilities, socioeconomically disadvantaged students, Hispanic students, and English Learners.

Action 10B – Instructional Coaching was also refined to address the Red ELA outcome for English Learners and the need to ensure that students who have experienced inconsistent attendance receive clear, scaffolded, and standards-aligned instruction when they are present. Instructional coaching will focus on implementation of the HUSD Instructional Framework, including Teacher Clarity, learning intentions, success criteria, formative assessment, academic vocabulary, differentiated scaffolds, English Learner supports, structured student engagement, and use of student work and assessment data to adjust instruction. These revisions improve the alignment of Goal 10 by ensuring that the goal monitors the lowest-performing Dashboard student groups and that the actions/services are designed to address both the access barrier of chronic absenteeism and the instructional barrier reflected in English Learner ELA performance.

In response to and with the support of our county based educational partners, action descriptions have been augmented to bring more clarity, metrics related to teacher assignments have been added, and updates provided to metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing

10A	JWES - Asst. Principal Support	Assistant Principal (AP) support conforms to Equity Multiplier allowable uses when the role is strategically designed to implement evidence-based interventions that reduce chronic absenteeism and improve school climate—both priorities outlined in the Equity Multiplier program guidance under EC §42238. In this context, Assistant Principals work to support chronic absenteeism reduction by: • Leading site-level teams, analyzing data to identify at-risk students and coordinating Tier I and Tier II interventions; • Coordinating family engagement and outreach efforts to re-establish school-home connections for chronically absent students; • Supervising behavior intervention systems, such as Alternatives to Suspension (ATS), which is closely linked to improved attendance outcomes; • Supporting Multi-Tiered Systems of Support (MTSS) structures that connect chronic absenteeism with academic, behavioral, and wellness interventions. Action 10A is refined to more explicitly address the Red Chronic Absenteeism outcomes identified on the 2025 California Dashboard for Jacob Wiens Elementary. The Assistant Principal will support site-level monitoring and response systems for student groups with the lowest attendance outcomes, including All Students at 45.7% chronically absent, Homeless students at 81.1%, African American students at 61.7%, Students with Disabilities at 50.4%, socioeconomically disadvantaged students at 46.7%, Hispanic students at 43.3%, and English Learners at 39.3%. This support will include regular review of attendance, chronic absenteeism, engagement, behavior, and intervention data through the site's MTSS and SST processes. The Assistant Principal will help coordinate Tier I and Tier II attendance interventions, family outreach, case management, student check-ins, re-engagement supports, attendance incentives, and follow-	\$373,194	No

		up for students showing early indicators of chronic absence or disengagement. The purpose of this refinement is to ensure that attendance intervention is not limited to schoolwide messaging, but is intentionally directed toward the student groups with the lowest Dashboard performance. The Assistant Principal will support staff in identifying barriers to attendance, coordinating timely intervention, monitoring the effectiveness of supports, and adjusting strategies when students are not responding. This action is designed to increase access to instructional time, strengthen student connection to school, improve coordination among teachers and support staff, and reduce chronic absenteeism for the student groups furthest from opportunity.		

10B	JWES - Instructional Coaching	This action provides targeted instructional and leadership coaching focused on the implementation of Teacher Clarity practices as outlined in the HUSD Instructional Framework. The coaching will support both classroom educators and site leaders at Equity Multiplier schools in developing and refining instructional practices that emphasize clear learning intentions, success criteria, and student engagement strategies. Coaching will be delivered through structured professional development sessions, embedded instructional walkthroughs, and PDSA cycles that promote feedback and continuous improvement. This work will address the ELA and math instruction and combine with chronic absenteeism focus to attenuate concerning academic outcomes. Teacher Clarity is a research-based strategy known to increase student engagement, academic confidence, and relevance of learning—factors shown to mitigate the negative impacts of chronic absenteeism. For students with inconsistent attendance, clearly communicated expectations and accessible instructional routines support re-entry into learning and reduce instructional fragmentation. At the leadership level, site administrators will be supported in observing and reinforcing Teacher Clarity practices across classrooms to ensure system-wide coherence and high-quality Tier I instruction. This action is aligned to Equity Multiplier allowable uses by strengthening evidence-based practices that improve student outcomes, especially for students furthest from opportunity and those most impacted by chronic absence. The outside instructional coaching will join and a structured instructional coaching model led by site administration and supported by district Learning Improvement Support Specialists. Coaching will emphasize the implementation of Teacher Clarity as a research-based strategy to strengthen instructional delivery and student learning—particularly for intern, out-of-field, and ineffective-designated teachers. Scope of Support: • Provide individualized coaching cycles for out-of-field and intern teachers focused on designing lessons with clear learning	\$326,340	No

		intentions, success criteria, and aligned formative checks for understanding. - Facilitate PLCs and staff-wide PD sessions centered on instructional routines that promote clarity, purpose, and accessibility of grade-level content. - Model effective lesson delivery and co-teach lessons in identified classrooms, ensuring clarity of objectives and alignment to the HUSD Instructional Framework. The instructional coaching and training connected to Action 10B will support teachers who are clearing credentials, new to the site, or needing additional support due to credential or assignment misalignment. Coaching will focus on the HUSD Instructional Framework elements most critical to student access: clearly stated learning intentions, success criteria, appropriate use of core curriculum, connection to prior knowledge, academic vocabulary, language scaffolds, gradual release, structured practice, collaborative practice, and frequent checks for understanding. This support is especially important at Jacob Wiens because chronic absenteeism reduces instructional continuity; when students return to class, instruction must be clear, well-scaffolded, and responsive to unfinished learning. Instructional coaching, joined to reduced class size/avoidance of combination classes, MTSS supports, attendance incentives, and site leadership structures, is designed to improve both teacher implementation and student access to consistent, high-quality instruction.		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27 School Year

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$92,112,097	\$11,613,541

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
37.883%	0.345%	\$809,602.39	38.228%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

		Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would maintain a minimal counseling structure where multiple elementary schools would share a counselor and secondary schools would have counseling staff serving more than 900 students per counselor. Additionally, Career Technical coursework would only exist in course offerings that also served as core graduation requirements or could be provided by staff who were credentialed to teach in additional core graduation requirement areas. Additionally, support for AP and IB coursework would be minimized significantly. All other elements of the action/service would likely not be offered as a part of base services. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: Increase in graduation rate – - All Students: 82.8% in 2017 to 89.6% in 2023. - Low Income: 80.8% in 2017 to 89.0% in 2023. - English Learner: 60.3% in 2017 to 78.3% in 2023. - Foster Youth: 53.3% in 2017 to 74.1% in 2023.	

1B Formerly 1E	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: Early acclimation to instruction that facilitates foundational instruction ultimately leading to early literacy	These actions will address the disproportionate outcomes by delivering the following increased services: - E1 - Preschool - Provide additional financial support to the District’s Preschool program. - E2 - Extended Day Kindergarten - Leveraging the established benefit of preschool (as demonstrated by a cohort analysis), the instructional day for Kindergarten will be extended from a “half” day model. This will provide increased instructional time and increased services with the objective of improving the outcomes for all students but especially for the Unduplicated Count Pupils who face barriers to success. This action is being provide on an LEA wide basis based on the following: - All student groups in the HUSD systems underperform expectations around early literacy. To this extent, this service will be provided to all students with special focus on unduplicated pupils. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. How this action will address the unique needs of UPP students: This action directly supports the needs of English Learners (EL), Foster Youth, and Low-Income (LI) students in Hemet Unified by providing expanded early learning opportunities that address foundational literacy gaps documented in the 2023 California School Dashboard. With only 4.3% of English Learners and 26.8% of Low-Income students meeting or exceeding standards in ELA compared to 29.7% of all students, the action delivers increased services through both Preschool and Extended Day Kindergarten, creating conditions for early academic success. Foster Youth—who often experience interrupted schooling—benefit from the stability, routine, and foundational instruction provided in these early educational settings, enhancing school readiness and long-term engagement. Expected Outcome:	Metrics to monitor: - Desired Results Development Profile (DRDP) results (preschool) - Early Literacy assessment results (Kindergarten) - Staff & Leadership Feedback - Parent Feedback

		Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, this additional support for both preschool and expanded day kindergarten would likely be greatly attenuated or discontinued entirely. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Increased assessment and improved assessment practices will help better identify individual student growth and needs as well as better define program effectiveness in the preschool setting - Improved implementation of literacy curriculum, modified and standardized elementary master schedules, and continued teacher training will support improved outcomes for the extended day kindergarten aspect of this action.	

1C Formerly 2B	Literacy & Reading Intervention Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Additionally, internal data indicates that 24.4% of students in Grades 2-12 were at the 50th percentile Lexile (as defined by the CDE Lexile Hub) as measured by a Lexile assessment. Though this is up from 17% in Fall of 2021, this corroborates overall SBAC performance in ELA and underscores the need for support in this area. Notably, for the same time period, gaps for UPP student groups maintained significant gaps vs the Districtwide for the same Lexile metric: Foster: 14% EL: 2% Low Income: 23%	These actions will address the disproportionate outcomes by delivering the following increased services: - Elementary reading intervention services will be provided by a Reading Intervention Teacher instructional aid. The intervention structure will leverage the 95% Curriculum and be driven by Acadience assessments. - Literacy Specialists will utilize several curricular platforms to target secondary students who are demonstrating distress in ELA SBAC or inhouse Lexile assessment performance. - Professional development centered in the science of reading is at the core of this work. Ongoing professional development is at the core of this work for elementary and secondary intervention staff. In addition, LTRS training is provided for all certificated staff based on interest. As of 2024, approximately 60% of certificated staff have completed LTRS training. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - In that all students are assessed and provide instruction in a common setting, this service will be provided to unduplicated and non-unduplicated pupils in a seamless fashion. - In that unduplicated pupils (low income, foster youth, English learners) are at risk of having lagging outcomes as compared to other peers, all students will be individually assessed and their unique instructional needs will drive the instruction plan for students. Site level and classroom level planning will first specifically connect assessment results of these student groups to instructional plans and similarly, student outcomes of unduplicated pupil groups will be analyzed at the district level to further refine and deliver professional development. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome:	Metrics to monitor: - Leading Lexile assessment data (reading comprehension) - Leading foundational reading skills (e.g. Acadience) data - SBAC ELA outcomes - Professional Development quantity, frequency, formative PD feedback information from participants driving improvement practices The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	Were in the 50th percentile or better. Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Literacy instruction and assessment in grades K-12 - ELA related outcomes	Basis of Increased/Improved Service: in the absence of the supplemental/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these services would likely be greatly attenuated or not provided at various grade levels. Absent LCFF Supplemental and Concentration funding, any grade level focus on literacy would occur via the use of core instructional materials. There would likely not be additional teachers to provide targeted support to struggling readers, nor additional training for staff to address the unique needs of students who are unable to read by the end of 2nd grade. Reading intervention in the secondary setting would be significantly minimized and triaged to the most in need students. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Since the Fall of 2021, Gr. 2-12 achievement in the inhouse Lexile assessment has improved from 17% to 24% with the greatest gains in the targeted implementation of grades K-2. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Staff feedback is gathered from all professional development activities. This feedback has led to an increased focus on providing model lessons and coaching. Additionally, increased PD is being arranged for Instructional Aides to support intervention services by the teacher. - In addition, the district is pivoting to implement Corrective Reading at various grade levels based on evidence of localized improved outcomes in piloted trials of the practice. Evidence & research basis to support expectations: The Science of Reading (SoR) literacy interventions have shown significant promise in improving English Language Arts (ELA) outcomes on the Smarter	

		Balanced Assessment Consortium (SBAC) tests. Here is a summary of the evidence and the basis for these improvements: Foundational Skills Emphasis: The Science of Reading emphasizes explicit, systematic instruction in foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Research indicates that early and consistent instruction in these areas can lead to significant improvements in reading proficiency, which translates into better performance on standardized tests like the SBAC. Source: National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. <i>National Institute of Child Health and Human Development</i>. Evidence from State Initiatives: Mississippi's Literacy-Based Promotion Act: Implemented in 2013, this act incorporates SoR principles, including intensive reading instruction and professional development for teachers. Since its implementation, Mississippi has seen substantial gains in ELA outcomes, as reflected in the National Assessment of Educational Progress (NAEP) scores, which are consistent with improvements seen in SBAC outcomes in other states with similar interventions. Source: Weyer, M. (2020). Mississippi's Literacy-Based Promotion Act: Effects on Reading Achievement and Retention. <i>Educational Evaluation and Policy Analysis</i>, 42(2), 249-269. Structured Literacy Approaches: Structured literacy, a key component of the Science of Reading, has been shown to be effective for all students, particularly those with reading difficulties such as dyslexia. Studies have found that structured literacy approaches lead	

		to significant improvements in reading accuracy, fluency, and comprehension, which are critical for performing well on assessments like the SBAC. Source: Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. <i>Journal of Educational Psychology</i>, 90(1), 37-55. Longitudinal Studies and Meta-Analyses: Longitudinal Studies: Longitudinal data from districts implementing SoR-aligned curricula show sustained improvements in reading scores over multiple years. For instance, districts that adopted SoR practices demonstrated higher growth rates in ELA SBAC scores compared to those that did not. Source: Petscher, Y., & Kim, Y. S. (2011). The Longitudinal Relationship Between Reading and Writing in Academically At-Risk First Grade Children. <i>Journal of Educational Psychology</i>, 103(3), 662-676. Meta-Analyses: Meta-analyses of reading interventions grounded in the Science of Reading principles consistently show large effect sizes for improving reading outcomes. These interventions not only improve basic reading skills but also enhance higher-order comprehension abilities critical for success on standardized tests. Source: Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i>, 36(3), 250-287. Impact on SBAC Outcomes: Direct Impact on SBAC: Schools and districts that have implemented Science of Reading-based interventions report significant improvements in SBAC ELA scores. This is attributed to the comprehensive, evidence-based approach of SoR that addresses all critical components of reading.	

		Source: California Department of Education. (2020). Analysis of SBAC ELA Scores in Relation to Reading Interventions. <i>California Department of Education Reports</i> .	

1D Formerly 2A	Relevant Data: The District views student suspension and chronic absenteeism as key indicators of student dis-engagement. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: Suspension: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) DA Groups: Native American: 13.8% (increased 5.5.% from prior year) African American: 13.0% (increased 1.8% from prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Students with Disabilities: 10.2% (increased 0.7% from prior year) Chronic Absenteeism: All students: 6.3% (increased 0.6% from prior year)	These actions will address the disproportionate outcomes by delivering the following increased services: - Alternative to Suspension - The Alternative to Suspension program is designed to provide intensive counseling while continuing instruction in an alternate setting, all of which is in lieu of a suspension. Integral in the work is the framework of restorative justice. The program will be implemented at comprehensive middle and high schools within the district. - Tiered Supports - Hemet Unified School District will continue providing Tier II Behavior Intervention Specialists (classified staff) at the middle and high school level. These specialists will assist sites with implementing and monitoring Tier II interventions. - Multi-Tiered System of Supports & Student Study Team Support: A comprehensive Multi-tiered Systems of Support (MTSS) process was developed during the 2023-24 school year. This MTSS system reflects current best practices as well as strategic changes for the 2024-25 school year. - Student Services Support: The Student Services Division maintains a statutory focus on the performance and outcomes for Students with Disabilities, Foster Youth, Low Income students, and all students (regardless of student group designation) who show signs of social/emotional and behavioral distress as measured by leading and lagging indicators. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action/service is being provide on an LEA wide basis based on the following: - The District maintains that all students are general education students first. To this extent, the continuum of MTSS articulated services is designed to abrogate negative student outcomes regardless of instructional setting. Additionally, the District will employ a District and School Scorecard system joined to a student level early warning system recently developed. This integrated system will alert school staff to seminal changes in student momentum. The system is designed to serve	Metrics to monitor: - Suspension Rate - Chronic Absenteeism - Dropout Rate The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% from prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) DA Groups: Native American: 13.8% (increased 5.5.% from prior year) African American: 13.0% (increased 1.8% from prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Students with Disabilities: 10.2% (increased 0.7% from prior year) Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Monitoring and intervening on behalf of students who demonstrate behavioral issues - Providing alternative to suspension to promote student re-engagement Providing a continuum of academic and social/emotional support services to prevent escalation of restrictive services and potentially negative student outcomes	all students yet the unduplicated and differentiated assistance student groups will be the focal point of monitoring and intervention. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: - The actions proposed will intentionally surveil the risk factors as well as the endpoints for suspension and chronic absenteeism for these two student groups. As a result of the higher attentiveness to foster and socioeconomically disadvantaged youth, services will be directed to these groups and tailored to the individual needs of these students. Accordingly, we expect outcomes for these groups to improve at an accelerated rate as measured by adverse behavioral events, suspension rate, attendance rate as well the chronic absenteeism end point. Absent LCFF Supplemental and Concentration funding, the additional support structure provided by both district and site-based intervention staff would be significantly minimized. Additional resources to train staff on the unique issues surrounding student distress in socioeconomically disadvantaged and foster youth and how this manifest in adverse behavior subject to suspension or withdrawal leading to chronic absenteeism would be minimized or eliminated. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the district would not likely provide mental health services to augment the counseling services already offered. Additionally, in the absence of supplemental/concentration funding, the district would not provide the increase service of the BARR program and the continuum of interventions in the MTSS structure was be greatly attenuated. In prior years, the district has found this action/service was found to have marginal effectiveness. Notably all student groups in the district had improved Chronic Absenteeism rates. Though formative program evaluation, parent input, and staff input highlighted the positive outcomes associated with these	

		actions, the measurable outcome of suspension rate witness increases for many student groups. Changes to Improve Effectiveness: The district has pivoted the deployment of staff and plans to increase professional development for classroom teachers to address the negative student behaviors in class. Additionally, the District is deepening the use of improvement science tools to better understand the root causes of negative outcomes. Evidence & research basis to support expectations: Impact on Chronic Absenteeism: Henderson, Petrosino, Guckenburg, and Hamilton (2011) conducted a study on the impact of MTSS on school attendance and found that MTSS interventions, including positive behavior interventions and supports (PBIS), significantly reduced chronic absenteeism. Schools that implemented these interventions saw improved attendance rates as they provided targeted support to students at different levels of need. Source: Henderson, S., Petrosino, A., Guckenburg, S., & Hamilton, S. (2011). What are the effects of different policy and practice interventions on student outcomes in elementary and secondary schools? <i>Campbell Systematic Reviews</i>. Freeman et al. (2015) explored the relationship between MTSS and student attendance in schools implementing PBIS. The study demonstrated that schools using PBIS experienced a decrease in chronic absenteeism by creating a positive school climate and providing tiered supports to address attendance issues. Source: Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2015). Relationship between school-wide positive behavior interventions and supports and academic, attendance, and behavior outcomes in high schools. <i>Journal of Positive Behavior Interventions</i>, 17(4), 209-219. Impact on Suspension Rates:	

		Bradshaw, Mitchell, and Leaf (2010) found that implementing school-wide positive behavioral interventions and supports (SWPBIS), a component of MTSS, resulted in significant reductions in suspension rates. The study highlighted that schools with SWPBIS had fewer disciplinary incidents and suspensions due to the proactive and preventive nature of the support systems. Source: Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. <i>Journal of Positive Behavior Interventions</i>, 12(3), 133-148. Childs, Kincaid, George, and Gage (2016) conducted a longitudinal study on the effects of MTSS/PBIS on suspension rates and found that sustained implementation of these supports led to a significant decrease in suspension rates over time. The study emphasized the importance of fidelity in implementation for achieving these outcomes. Source: Childs, K. E., Kincaid, D., George, H. P., & Gage, N. A. (2016). The relationship between school-wide implementation of positive behavior intervention and supports and student discipline outcomes. <i>Journal of Positive Behavior Interventions</i>, 18(2), 89-99. Comprehensive Reviews and Meta-Analyses: Horner et al. (2009) conducted a comprehensive review of PBIS implementation and its outcomes, finding consistent evidence that these interventions reduce both absenteeism and suspension rates. The review highlighted that schools with well-implemented PBIS frameworks saw improvements in overall school climate, leading to better attendance and lower suspension rates. Source: Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. <i>Focus on Exceptional Children</i>, 42(8). McIntosh, Girvan, Horner, and Smolkowski (2014) provided a meta-analysis of PBIS studies, showing that schools implementing PBIS had lower rates of	

		office discipline referrals and suspensions. This reduction in disciplinary actions was associated with more positive student behaviors and improved academic outcomes. Source: McIntosh, K., Girvan, E. J., Horner, R. H., & Smolkowski, K. (2014). Education not incarceration: A conceptual model for reducing racial and ethnic disproportionality in school discipline. <i>Journal of Applied Research on Children: Informing Policy for Children at Risk</i>, 5(2), 4. These studies and reviews consistently demonstrate that MTSS, particularly when incorporating PBIS, can effectively reduce chronic absenteeism and suspension rates by fostering a supportive and proactive school environment.	

1E Formerly 2C	Relevant Data: As of the 2023 CA Dashboard release: - A-G Completion: 39.1% (LI), 16.1% (FY), and 20.3% (EL) of these respective student groups completed A-G coursework as opposed to 41.3% completion rate for the “All Student” student group. - CTE Completion: 20.0% (LI), 22.6% (FY), 19.4% (EL) of these respective student groups completed a CTE pathway as compared to 29.7% of the “All Student” student group. - Graduation Rate: 88.8% (LI), 77.4% (FY), and 78% (EL) of these respective student groups graduated as compared to the 89.3% of students in the “All Student” student group. Student Need: - There is a need to provide increased support related to ensuring all students meet core graduation requirements, and completed A-G and CTE requirements in an equitable manner These disproportionate outcomes highlight a need for targeted	These actions will address the disproportionate outcomes by delivering the following increased services: - <i>0/7th Period Classes</i> - 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. - <i>Summer School</i> - 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. - <i>Credit Recovery</i> - 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). - <i>Additional Instructional Time</i> – In recent years, the District added 12 instructional minutes to the typical school day across all grade levels in order to provide increased services to students as well as allow for weekly collaboration time for teachers as a method to improve services. The District plans to continue this service as it supports the Policies & Systems element of the Local Indicators. - - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. - counselors will use specific monitoring systems to intentionally direct academic counseling services for foster youth in addition to specific support systems centered in the Student Services Division monitoring and intervening at the earliest signs of distress associated with a threat to graduation - English Learners are subject to quarterly academic progress monitoring. To this extent, this additional monitoring will involve graduation progress monitoring to ensure this action/service is initiated as soon as possible. This higher frequency of integrated support exceed that which is otherwise delivered to all students absent for concern about student group status.	Metrics to monitor: - Graduation Rate - A-G Completion - CTE Completion The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	monitoring, increased access and interventions related to: - Core graduation required coursework - A-G Coursework - CTE Coursework	- Socioeconomically disadvantaged youth are currently indicating profound disengagement compared to youth who do not come from a socioeconomically disadvantaged background in the context of the COVID-19 pandemic. The shortfalls in course completion are prompting unprecedented expansion of extended learning opportunities to collectively improve the graduation rate. In that 82% of our students come from a socioeconomically disadvantaged background, this represents a preponderance of the student body. Counselors will be additionally monitoring graduation progress for socioeconomically disadvantaged students with a higher frequency and directing this resource accordingly. This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. - Though this service is provided to all students, these student groups – as a function of increased monitoring will likely be directed to these resources more expeditiously to mitigate the negative impact on their respective Graduation Rate. Expected Outcome: Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Though the four-year cohort graduation rate for all students witness slight losses in the 2019-20 school year – likely associated with COVID-19	

		pandemic, the graduation rate has improved from 2017 to present in the following manner: ○ Foster Youth: 64.3% to 74.1% ○ English Learners: 64.9% to 77.5% ○ Low Income: 77.1% to 89.0% - The more significant gains associated with expanded course access was in the area of A-G completion. The following outlines gains in A-G completion from 2017 to present: ○ English Learners: 15.5% to 26.7% ○ Homeless Youth: 26.4% to 34.7% ○ Low Income: 37.9% to 46.8% Evidence & research basis to support expectations: Impact of Summer Programs: Cooper et al. (2000) conducted a meta-analysis of summer school programs and found that they have positive effects on student achievement, particularly in reading and math. Summer programs help prevent learning loss and provide opportunities for credit recovery, which are critical for staying on track for graduation. Source: Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000). Making the Most of Summer School: A Meta-Analytic and Narrative Review. <i>Monographs of the Society for Research in Child Development</i>, 65(1), 1-118. Increased Instructional Time: Kidron and Lindsay (2014) reviewed various studies and found that increased instructional time, including extended school days and years, leads to higher academic achievement and improved graduation rates. This additional time allows for more personalized instruction and helps address learning gaps. Source: Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes. <i>Institute of Education Sciences</i>.	

		School Environment and Academic Performance: Uline and Tschannen-Moran (2008) found that the physical condition of school facilities is directly related to student performance. Clean, well-maintained facilities create a positive learning environment that supports student engagement and achievement, which are crucial for graduation and A-G completion. Source: Uline, C., & Tschannen-Moran, M. (2008). The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement. <i>Journal of Educational Administration</i>, 46(1), 55-73. Impact of School Maintenance: Earthman (2002) highlighted the importance of the physical environment in schools, stating that clean and well-maintained facilities lead to better student outcomes, including higher test scores and graduation rates. Proper maintenance ensures a safe and conducive learning environment. Source: Earthman, G. I. (2002). School Facility Conditions and Student Academic Achievement. <i>UCLA's Institute for Democracy, Education, and Access</i>. Comprehensive School Reform: Borman et al. (2003) reviewed comprehensive school reform models that integrate extended learning time, summer programs, and facility improvements. These reforms have shown significant positive effects on student achievement and graduation rates, demonstrating the importance of a holistic approach. Source: Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive School Reform and Student Achievement: A Meta-Analysis. <i>Review of Educational Research</i>, 73(2), 125-230.	

1G Formerly 3C	Relevant Data: Educational partner feedback (Parent survey) show a high degree of connectedness and confidence in both Aol and HDLA – 90%+ (schools supported by this action/service) As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Below is the research that provides a nexus between improved academic outcomes as it relates to use of educational options programs by English Learners and Socioeconomically Disadvantaged youth: - School Choice and Academic Outcomes: Research conducted by Betts and Tang	These actions will address the disproportionate outcomes by delivering the following increased services: - Dual Language Academy – the District recently started a dual language program at Hemet Elementary School in the fall of 2017. As students’ progress through the grade levels, the District recognizes a need to provide a high-quality venue to progress through the middle school years. This action/service supports the evolving needs of this unique educational option. - Online Instruction – in response to the COVID-19 pandemic, the District introduced a fully online educational option for parents and students. As of the Spring of 2021, there is sizable parent interest in continuing their children in an online setting past the physical return to school. This action supports the continued implementation of this program offering as well as supporting additional support services. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Both schools are open to all students in the district and instruction occurs in a seamless interaction with mixed groups of unduplicated pupils and students not include din the unduplicated pupil count. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these specialized academic settings would likely be greatly attenuated or not present altogether. The intention of this action/service is to provide students and families a fundamentally different setting that matches the overall instructional needs of the students that select to go these schools.	Metrics to monitor: Numbers of unduplicated pupils participating in programs supported by this action ELA SBAC Math SBAC Educational Partner Feedback regarding school confidence The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard (if possible)

	(2019) in the <i>Journal of School Choice</i> found that school choice programs, such as charter schools and voucher programs, lead to improved academic outcomes for students from disadvantaged backgrounds. The study showed that students participating in school choice programs had higher ELA and Math scores compared to their peers in traditional public schools. These programs often provide specialized curricula and teaching methods that better address the needs of English learners and socioeconomically disadvantaged students. - Bilingual Education Programs: A study by Slavin et al. (2011) in <i>Educational Researcher</i> examined the impact of bilingual education programs on English learners. The researchers found that bilingual programs, which offer instruction in both the student's native language and English, significantly improved ELA and Math scores. These programs also promoted greater student engagement by making the curriculum	Absent LCFF Supplemental and Concentration funding, all students – regardless of how the needs associated with coming from a socioeconomically disadvantaged background are supported in these environments – would attend a single, far less flexible traditional school configuration. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Both schools are introducing the position of the Learning Improvement Specialist to their campus. The staff in these positions will focus on ELA & math instruction, issues around Chronic Absenteeism, as well as support improvement processes in the area of the suspension indicator. Bases on the role of this person, findings of root cause analysis activities and other improvement processes will inform the pivots that these schools can take to improve these outcomes. Evidence & research basis to support expectations: With respect to Dual Language Immersion: Improved Academic Outcomes Thomas and Collier (2012): Thomas and Collier's research indicates that students in dual language programs outperform their peers in monolingual programs in both reading and math by middle school. Their longitudinal studies found that English learners (ELs) in dual language programs scored significantly higher on standardized tests compared to ELs in English-only programs. Source: Thomas, W. P., & Collier, V. P. (2012). <i>Dual Language Education for a Transformed World</i>. Dual Language Education of New Mexico/Fuente Press. Umansky and Reardon (2014): This study analyzed the performance of English learners in dual language immersion programs in comparison to those in English immersion programs. It found that dual language students had	

	more accessible and relevant to English learners. Student Need: Socioeconomically disadvantaged students have an ongoing need for learning environments that are flexible to the hardships this student groups experience. This action specifically considers the need for flexibility in the delivery model to match the needs of socioeconomically disadvantaged 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.	higher SBAC scores in both ELA and math by the time they reached high school. Source: Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. <i>American Educational Research Journal</i>, 51(5), 879-912. Valentino and Reardon (2015): Valentino and Reardon's research on the effects of dual language immersion programs showed that students in these programs had higher academic achievement in ELA and math by the end of elementary school. The study emphasized the long-term academic benefits of dual language immersion. Source: Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. <i>Educational Evaluation and Policy Analysis</i>, 37(4), 612-637. Mechanisms for Improvement Enhanced Cognitive Skills: Dual language immersion programs enhance cognitive skills such as problem-solving, multitasking, and attention control. These cognitive benefits contribute to improved performance in both ELA and math. Source: Bialystok, E., & Barac, R. (2012). Cognitive effects of bilingual education: Evidence from the United States. <i>Language Teaching</i>, 45(1), 4-12. Bilingual Proficiency: Students in dual language programs develop proficiency in two languages, which strengthens their overall language skills and positively impacts their performance in ELA. Bilingualism also supports better understanding and application of math concepts. Source: Lindholm-Leary, K. J., & Genesee, F. (2014). Dual language education in the United States. <i>Journal of Immersion and Content-Based Language Education</i>, 2(2), 153-181.	

	These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: The nature of these gaps often varies and require a greater degree of individual attention and is the basis of supporting continued implementation of the Academy of Innovation (online instruction and independent study setting that supports greater 1:1 access). Additionally, for some students who speak more than English or who have a personal or familiar guidance to be bilingual, this motivating factor is the basis to support the continued implementation of a Dual Immersion program described by this action.	Cultural Competence and Engagement: Dual language programs foster cultural competence and student engagement, creating a more inclusive and motivating learning environment. This increased engagement leads to higher academic performance. Source: Steele, J. L., Slater, R., Li, J., Zamarro, G., & Miller, T. (2015). The effect of dual-language immersion on student achievement: Evidence from lottery data. <i>American Educational Research Journal</i>, 52(4), 701-726. Empirical Evidence from SBAC Scores California Department of Education (CDE) Reports: Data from the California Department of Education show that students in dual language immersion programs consistently perform better on SBAC tests in both ELA and math compared to their peers in traditional programs. Source: California Department of Education. (2018). <i>California Assessment of Student Performance and Progress (CAASPP) System Results</i>. District-Level Studies: Localized studies, such as those conducted in the San Francisco Unified School District, have shown that students in dual language immersion programs achieve higher SBAC scores in ELA and math compared to those in English-only programs. Source: San Francisco Unified School District. (2019). <i>Evaluation of Dual Language Programs</i>. Evidence with respect improving student outcomes as a function of engaging online education as an educational option: Flexible Learning and Accessibility: Means et al. (2010) found that students in online learning conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction. The flexibility of online education can cater to different learning styles and paces, potentially leading to better academic outcomes.	

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

1H Formerly 3D	Relevant Data: Local data indicates socioeconomically disadvantaged youth who participate in extracurricular activity have a 30% plus higher total GPA as compared to similar students who do not engage outside the school day. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% The research below outlines the nexus between arts/music education & extracurricular athletics with improved student outcomes: <i>Arts and Music Education</i> <i>Increased Academic Achievement:</i> A study published in the <i>Journal of Educational Psychology</i> found that	These actions will address the disproportionate outcomes by delivering the following increased services: - H1 - Afterschool Athletics – this action supports middle school and high school athletics. This is a supplement to program elements funded out of base funding. With an evolving focus on the whole child, emotional engagement of athletics can be leveraged into increased engagement of academic activities. - H2 - K-12 Music – this action supports a portion of personnel, band instrument purchase and repair, as well as some ongoing uniform costs. The music program that provides both instrumental and vocal music instruction to all interested 3rd through 12th-grade students will continue to expand. Schools will target Low Income (LI) and Foster Youth (FY) students to participate in this arts program. Instruments are provided for students who are unable to afford one for use during the school year. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. - This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: Parents of socioeconomically disadvantaged youth repeatedly cited the importance and beneficial effects of extracurricular activities in promoting their children’s engagement in school in both the LCAP parent survey as well as in the online parent advisory group meetings. A student survey cited strong support by socioeconomically disadvantaged students for extracurricular activities including band, music, and after-school athletics in the secondary setting. Fredericks & Eccles (2006) demonstrated demonstrably positive impact extracurricular activity participation had on academic and	Metrics to monitor: - Cohort associated outcomes in graduation rate, ELA, Math - Cohort associated Educational partner feedback on the impact/effectiveness of these services The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard (where possible).

students who participated in music education programs had higher academic achievement, particularly in mathematics and reading. The research suggests that the cognitive skills developed through music education, such as spatial-temporal skills, are transferable to other academic subjects (Schellenberg, 2006). <i>Enhanced Cognitive Development:</i> A comprehensive study by the <i>National Endowment for the Arts</i> (NEA) highlighted that arts education, including music, visual arts, and theater, positively impacts cognitive development, critical thinking, and verbal skills. The study found that students involved in arts education performed better on standardized tests and had higher GPAs (Catterall, Dumais, & Hampden-Thompson, 2012). <i>Improved Engagement and Motivation:</i> Research by the <i>Arts Education Partnership</i> (2013) demonstrated that arts education improves student engagement and motivation, leading to better attendance and reduced dropout rates. The report emphasized that students who participate in arts programs are more likely to be engaged in school and pursue higher education.	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. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, these services would be greatly attenuated or eliminated as they are above base services. Absent LCFF Supplemental and Concentration funding, extracurricular activities would be significantly minimized or totally unfounded. High school athletics would be significantly minimized with the likely elimination of all freshmen sports and some mid-level sports. Additionally, music instruction would be curtailed and minimized to courses in high school that support graduation requirements. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: Local data indicates socioeconomically disadvantaged youth who participate in extracurricular activity have a 30% plus higher total GPA as compared to similar students who do not engage outside the school day. Evidence & research basis to support expectations: After-School Sports	

<i>Extracurricular Athletics</i> <i>Higher Academic Performance:</i> A study published in the <i>Journal of School Health</i> found a positive correlation between participation in school sports and academic performance. The research indicated that student-athletes had higher GPAs, better attendance records, and lower dropout rates compared to non-athletes (Fox, Barr-Anderson, Neumark-Sztainer, & Wall, 2010). <i>Development of Life Skills:</i> The <i>Aspen Institute's Project Play</i> reported that participation in youth sports helps develop essential life skills such as teamwork, discipline, and time management, which are associated with improved academic outcomes. The report highlighted that these skills contribute to better performance in school and future career success (Aspen Institute, 2015). <i>Positive Behavioral Outcomes:</i> Research by the <i>Centers for Disease Control and Prevention</i> (CDC) found that students who participate in extracurricular athletics exhibit fewer behavioral problems and higher levels of school connectedness. These positive behavioral outcomes are linked to improved academic	Increased Academic Performance and Graduation Rates: Stearns and Glennie (2010) found that participation in high school sports is associated with higher graduation rates. Students engaged in sports develop time management skills, discipline, and a sense of belonging, all of which contribute to academic success. Source: Stearns, E., & Glennie, E. J. (2010). Opportunities to Participate: Extracurricular Activities' Distribution Across and Academic Correlates in North Carolina High Schools. <i>Sociology of Education</i>, 83(1), 11-39. Improved Test Scores: Fox, Barr-Anderson, Neumark-Sztainer, and Wall (2010) reported that students who participate in physical activities, including sports, tend to have better grades and higher scores on standardized tests such as the SBAC. Source: Fox, C. K., Barr-Anderson, D., Neumark-Sztainer, D., & Wall, M. (2010). Physical activity and sports team participation: Associations with academic outcomes in middle school and high school students. <i>Journal of School Health</i>, 80(1), 31-37. Music Education Enhanced Cognitive and Academic Skills: Schellenberg (2004) found that music lessons can enhance IQ and academic performance. Music education improves skills such as memory, attention, and language abilities, which are critical for academic success. Source: Schellenberg, E. G. (2004). Music Lessons Enhance IQ. <i>Psychological Science</i>, 15(8), 511-514. Higher Academic Achievement: Johnson and Memmott (2006) demonstrated that students involved in high-quality music programs scored higher on standardized tests, including math and reading assessments, compared to those who were not involved in music. Source: Johnson, C. M., & Memmott, J. E. (2006). Examination of relationships between participation in school music programs of differing quality and	

performance and overall well-being (CDC, 2010). Citations <i>Schellenberg, E. G. (2006). Music and cognitive abilities. Journal of Educational Psychology, 98(2), 457-468.</i> <i>Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. National Endowment for the Arts.</i> <i>Arts Education Partnership. (2013). Preparing students for the next America: The benefits of an arts education.</i> <i>Fox, C. K., Barr-Anderson, D., Neumark-Sztainer, D., & Wall, M. (2010). Physical activity and sports team participation: Associations with academic outcomes in middle school and high school students. Journal of School Health, 80(1), 31-37.</i> <i>Aspen Institute. (2015). Project Play: Reimagining youth sports in America.</i> <i>Centers for Disease Control and Prevention. (2010). The association between school-based physical activity, including physical</i>	standardized test results. <i>Journal of Research in Music Education, 54(4), 293-307.</i> Extracurricular Engagement Improved Academic Outcomes and Graduation Rates: Eccles and Barber (1999) found that participation in extracurricular activities is positively associated with higher grades, increased school engagement, and higher graduation rates. These activities provide students with opportunities to develop social skills, leadership qualities, and a sense of commitment. Source: Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters?. <i>Journal of Adolescent Research, 14(1), 10-43.</i> Positive Impact on Standardized Test Scores: Lamborn, Brown, Mounts, and Steinberg (1992) showed that students who participate in extracurricular activities tend to perform better on standardized tests, including ELA and math assessments. Extracurricular engagement promotes a well-rounded education and helps students apply academic concepts in practical settings. Source: Lamborn, S. D., Brown, B. B., Mounts, N. S., & Steinberg, L. (1992). Putting School in Perspective: The Influence of Family, Peers, Extracurricular Participation, and Part-time Work on Academic Engagement. <i>Advances in Motivation and Achievement, 7, 199-226.</i> Comprehensive Benefits Holistic Development: Extracurricular activities, including sports and music, support holistic development by fostering physical, cognitive, emotional, and social growth. This holistic development is linked to better academic performance and higher engagement in school, which contributes to improved SBAC scores and graduation rates. Source: Mahoney, J. L., Larson, R. W., Eccles, J. S. (2005). <i>Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs.</i> Psychology Press.	

	<i>education, and academic performance.</i> Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Provide high interest activities for students to promote attendance with an expected improvement in academic outcomes		

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

		services in the LCAP, these services would be greatly attenuated and be the site staff would assume a greater degree of responsibility to work with non-attending youth. Absent LCFF Supplemental and Concentration funding, the additional support structure provided by both district and site-based intervention staff would be significantly minimized. Additional resources to train staff on the unique issues surrounding student distress in socioeconomically disadvantaged and foster youth and how this manifest in non-attendance leading to chronic absenteeism would be minimized or eliminated. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - 2023 Dashboard: Improvement in Chronic Absenteeism from 50.5% to 37.4% Evidence & research basis to support expectations: Enhanced Student Performance Early Warning Systems: Balfanz, Herzog, and Mac Iver (2007) found that early warning systems (EWS) using data analysis to track indicators such as attendance, behavior, and course performance can identify at-risk students early. Interventions based on these indicators significantly improved student retention and academic performance. Source: Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. <i>Educational Psychologist</i>, 42(4), 223-235. Improved Graduation Rates Data Systems in Dropout Prevention: Rumberger and Lim (2008) reviewed dropout prevention strategies and found that effective data analysis systems are crucial for identifying students at risk of dropping out. Schools that	

	implemented comprehensive data systems and targeted interventions saw significant improvements in graduation rates. Source: Rumberger, R. W., & Lim, S. A. (2008). Why Students Drop Out of School: A Review of 25 Years of Research. <i>California Dropout Research Project Report</i>. Comprehensive Data Systems: Faria et al. (2017) examined the impact of comprehensive data systems in the Houston Independent School District. The study found that the use of data to inform instructional practices and interventions led to improved student performance and higher graduation rates. Source: Faria, A. M., Heppen, J. B., Li, Y., Stachel, S., Jones, W., Sawyer, K., & Francis, B. (2017). Getting Students on Track for Graduation: Impacts of the Early Warning Intervention and Monitoring System After One Year. <i>American Institutes for Research</i>. Informed Decision-Making Principal Data Use: Wayman, Midgley, and Stringfield (2006) explored how principals use data to make instructional decisions. Their study found that schools with principals who effectively used data analysis to guide decisions had better student outcomes, as these leaders could identify and address instructional weaknesses promptly. Source: Wayman, J. C., Midgley, S., & Stringfield, S. (2006). Leadership for Data-Based Decision-Making: Collaborative Educator Teams. <i>Journal of School Leadership</i>, 16(5), 453-473. Data-Driven School Leadership: Knapp, Copland, and Swinnerton (2007) emphasized that data-driven school leadership involves using data to set goals, monitor progress, and make informed decisions. Schools led by data-savvy administrators demonstrated higher student achievement and more effective interventions.	

		Source: Knapp, M. S., Copland, M. A., & Swinnerton, J. A. (2007). Understanding the Promise and Dynamics of Data-Informed Leadership. <i>Yearbook of the National Society for the Study of Education</i>, 106(1), 74-104. Practical Implementation Professional Development and Support: Hamilton et al. (2009) discussed the importance of professional development and support for teachers in using data effectively. Schools that invested in training educators to analyze and apply data saw improvements in teaching practices and student outcomes. Source: Hamilton, L. S., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data to Support Instructional Decision Making. <i>Institute of Education Sciences</i>. Data-Driven Culture: Datnow, Park, and Wohlstetter (2007) highlighted the need for creating a data-driven culture within schools. They found that schools with a culture that values data use for continuous improvement had better academic outcomes and more effective interventions. Source: Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving With Data: How High-2APerforming School Systems Use Data to Improve Instruction for Elementary Students. <i>Center on Educational Governance</i>.	

2A Formerly 1B	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: These disproportionate outcomes highlight a need for improved instruction related to: - Delivering core ELA instruction at a rigorous level connected to California State Standards in ELA and math - Implement/strengthen systems that decrease the variation in instruction and student outcomes across student groups, classrooms at a grade level, across sites at related grade levels across the district.	These actions will address the disproportionate outcomes by delivering the following increased services: - Strengthening a system of instructional leadership where the district identified Lead Teachers in ELA/math at the secondary and grade level at the elementary level - Continued focus on stalling best instructional practices across the district - Introduction of a system to measure the frequency of use and quality of use of associated instructional practices - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Though this is focused on English Learners and Low Income students, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: This action is being provided on a District wide basis and we expect that all students will benefit. Conversely, we expect student performance as measured by SBAC ELA and math performance indicators to improve at an increased rate compared to that of the students who are not socioeconomically disadvantaged. We expected these accelerated outcomes as the professional development for teachers and administrators is designed specifically to identify the instructional needs of our socioeconomically disadvantaged youth and design, monitor, and evaluate learning experiences with the objective of improving student outcomes. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, this additional professional develop structure would be significantly attenuated.	Metrics to monitor: - Classroom walkthrough tool measuring quality and frequency of use of instructional practices - ELA and math benchmark assessments connected to use of instructional practices - ELA/math SBAC outcomes - Local Indicator: Standards Implementation The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

		Absent LCFF Supplemental and Concentration funding, training for textbook adoptions would be made optional and would be absent coaching on implementation, improvement and differentiation based on the needs of English Learners as well as other instructional needs. Additionally, additional materials outside the physical textbook – used to support and enhance instruction – would not likely be purchased to support student learning. Lastly, administrative training would not likely be funded by the District outside that which is required by any legislation in place. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will be implemented to improve implementation with the expectation of improved outcomes: - Implementation of classroom based PDSA cycles connected to newly implemented systems of internal benchmark assessments - Validation of student progress (as measured by internal benchmark assessments) by external benchmark assessments - Implementation of system to monitor quality and frequency of instructional practices that will direct changes to professional development activities Evidence & research basis to support expectations: Impact of Teacher Leadership on Student Learning: York-Barr and Duke (2004) conducted a comprehensive review of literature and found that teacher leadership can positively influence student learning by fostering a collaborative school culture, promoting effective instructional practices, and encouraging a focus on student achievement. The study highlights that teacher leaders often serve as instructional coaches, mentors, and curriculum specialists, roles that directly support classroom teachers in improving their practice. Source: York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. <i>Review of Educational Research</i>, 74(3), 255-316.	

		Distributed Leadership and Student Outcomes: Harris and Spillane (2008) discuss the concept of distributed leadership, where leadership responsibilities are shared among multiple staff members, including teacher leaders. Their research indicates that this approach can lead to improved teaching practices and better student outcomes because it leverages the skills and expertise of a broader group of educators. Source: Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. <i>Management in Education</i>, 22(1), 31-34. Teacher Leadership and School Improvement: Sebastian, Huang, and Allensworth (2016) found that schools with strong teacher leadership structures tend to have better instructional quality and student achievement. Their study emphasizes the importance of teacher leaders in implementing school improvement initiatives and supporting professional development. Source: Sebastian, J., Huang, H., & Allensworth, E. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. <i>American Journal of Education</i>, 123(1), 69-108. Professional Learning Communities (PLCs) and Teacher Leadership: Vescio, Ross, and Adams (2008) reviewed studies on Professional Learning Communities and found that teacher leaders play a critical role in PLCs by guiding collaborative discussions, sharing best practices, and supporting continuous improvement efforts. This collaborative approach has been linked to positive student outcomes. Source: Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i>, 24(1), 80-91. Teacher Leadership and Educational Equity:	

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

2B New 2025	Relevant Data: The academic performance data from the 2024 California School Dashboard provides clear evidence that Hemet USD must address disproportionate student outcomes—particularly in ELA and mathematics—for historically underserved student groups. According to the Dashboard: • ELA results showed a <i>districtwide score of 55.7 points below standard</i>, despite a 6.6-point gain. Student groups such as <i>Homeless (Red), African American, Foster Youth, English Learners</i>, and <i>Students with Disabilities</i> scored in the Orange or Red levels. • Mathematics results were even more severe, with a <i>districtwide score of 103.8 points below standard</i>. The following student groups remained in Red: <i>African American, American Indian, Long-Term English Learners, Two or More Races</i>, and <i>Socioeconomically Disadvantaged</i>. English Learners, Foster Youth, and Students with	These actions will address the disproportionate outcomes by delivering the following increased services: This action is being provide on an LEA wide basis based on the following: Expected Outcome: These actions are bring provided on a District wide basis and we expect that all students will benefit. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, fewer counselors would be available to provide services to students. Absent the LCFF Supplemental and Concentration funding associated with this action/service, this action would not be possible and widened achievement gaps and increased inequity of outcomes would likely occur. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: student achievement. Students in schools led by principals with greater access to professional development experienced gains equivalent to approximately 29 additional days of learning in ELA and nearly three months in mathematics. These effects were especially pronounced among historically underserved students and novice principals. Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2Learning Policy Institute+2 Citation: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). <i>Principal learning opportunities and school outcomes: Evidence from California</i>. Learning Policy Institute. https://learningpolicyinstitute.org/product/principal-learning-opportunities-school-outcomes-brief The Effects of a Principal Professional Development Program on Student Achievement	Metrics to monitor: - Classroom walkthrough tool measuring quality and frequency of use of instructional practices - ELA and math leading indicators (e.g. Lexile and Quantile outcomes) - ELA/math SBAC outcomes - Local Indicator: Standards Implementation - Professional Development feedback The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

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

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

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

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

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

2D Formerly 3A	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to ELA and math outcomes that, joined to other actions and services in this document, will improve outcomes.	These actions will address the disproportionate outcomes by delivering the following increased services: - This action/service is designed to investigate, identify and direct interventions to address gaps in student outcomes at both the program level or perspective of race/ethnicity. - This action will support the professional development of administrators and teacher leaders and provide strategic support to both site and district teams as they focus on developing interventions to address inequitable student outcomes. Specifically, this action supports the implementation of the Continuous Improvement framework through professional development and monitoring of associated strategies. This work will support all district level divisions as well as support sites in similar improvement work. - New for 2025-26: This action/service now supports various assessment systems (and associated costs) as well as support for data visualization. - Deeper use of continuous improvement practices to direct changes to implementation of action/service in order to increase the effective as measured by the identified metrics. This action is being provide on an LEA wide basis based on the following: - Delivery of counseling services is provide to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: These actions are bring provided on a District wide basis and we expect that all students will benefit. Conversely, we expect the graduation rate and the metrics associated with, and collectively form, the College and Career Indicator to improve at an increased rate for SED, EL, and foster youth as compared to students not considered to be an unduplicated pupil count student group. We expect this to occur as will intentionally monitor outcomes associated with these groups more frequently and direct services to these at-risk groups accordingly. We expect these accelerated improved outcomes for SED, EL and foster youth as the adults implementing the actions	Metrics to monitor: - Use of student group level data monitoring tools - Educational Partner feedback on the use of data analysis tools to improve systemic outcomes

		and services will implement systems to actively monitor and intervene as needed for these student groups recognizing the thresholds and indicators for student distress may be different and the strategies to engage are different due to student life experiences. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, fewer counselors would be available to provide services to students. The following is research evidence that defines the connection between using student level data and improving ELA and Math outcomes for English Learners and Socioeconomically Disadvantaged youth: Targeted Interventions and Personalized Instruction 1. Response to Intervention (RTI): Research by Fuchs and Fuchs (2006) demonstrates that Response to Intervention (RTI) frameworks, which involve regular monitoring of student progress in ELA and math, help identify and support struggling learners early. This approach is particularly beneficial for English learners and socioeconomically disadvantaged students as it provides timely and targeted interventions that address specific learning gaps (Fuchs, D., & Fuchs, L. S., 2006). 2. Progress Monitoring and Academic Achievement: A study published in the <i>Journal of Educational Psychology</i> found that regular progress monitoring in ELA and math leads to significant improvements in academic achievement for disadvantaged students. The study emphasized that progress monitoring allows teachers to adjust instruction based on individual student needs, resulting in better outcomes for English learners and low-income students (Stecker, P. M., Fuchs, L. S., & Fuchs, D., 2008). Data-Driven Instruction 1. Data Utilization in Schools: Hamilton et al. (2009) reported that schools using data-driven instruction to monitor student performance in ELA and math are better equipped to meet the needs of English learners and socioeconomically disadvantaged youth. The study found that	

		teachers who regularly analyze student performance data can tailor their teaching strategies to address the unique challenges faced by these student groups (Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J., 2009). 2. Formative Assessment: Black and Wiliam (1998) in their seminal work on formative assessment highlighted the positive impact of continuous assessment on student learning. Formative assessment practices, which include regular monitoring of student progress, are shown to enhance learning outcomes for all students, especially those from disadvantaged backgrounds. The study found that formative assessments help teachers identify learning gaps and provide immediate feedback, which is crucial for English learners and low-income students (Black, P., & Wiliam, D., 1998). Educational Equity and Accountability 1. Every Student Succeeds Act (ESSA): The Every Student Succeeds Act emphasizes the importance of monitoring academic progress for all student groups, including English learners and socioeconomically disadvantaged students. The legislation mandates that schools regularly assess student performance in ELA and math and use this data to improve instructional practices and ensure educational equity (U.S. Department of Education, 2015). 2. National Center for Education Statistics (NCES): Reports from the NCES highlight that student-level monitoring helps identify achievement gaps and allows for the implementation of targeted support programs. Regular assessment and progress monitoring are crucial in addressing the academic needs of English learners and disadvantaged students, leading to improved educational outcomes (NCES, 2019). References 1. Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? <i>Reading Research Quarterly</i>, 41(1), 93-99. 2. Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2008). Progress monitoring as essential practice within response to intervention. <i>Journal of Educational Psychology</i>, 100(1), 15-29.	

		3. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making. <i>U.S. Department of Education</i>. 4. Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 80(2), 139-148. 5. U.S. Department of Education. (2015). Every Student Succeeds Act (ESSA). 6. National Center for Education Statistics. (2019). The condition of education 2019.	

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

	engagement, which includes behavioral, emotional, and cognitive components, enhances students' academic success and adjustment to school environments (<u>MDPI</u>). - - Brookings Institution Report: The Brookings Institution published a report highlighting the importance of family-school partnerships. The report emphasizes that students who feel connected to their school are more likely to exhibit positive behaviors and achieve higher academic performance. This sense of connectedness is significantly enhanced by active parental involvement in school activities and open communication between parents and school staff (<u>Brookings</u>). - Sustainability Journal Article: An article in the journal <i>Sustainability</i> discusses the relationship between parental involvement and student engagement. The study indicates that effective parental involvement strategies, such as regular communication with teachers and participation in school	provide a venue assist parents in supporting their student's academic and social/emotional development. - Parent Resource Center - This action is intended to improve the measurable outcomes by increasing parent access, engagement, and overall sense of being welcomed in the school setting as measured by the Parent Engagement Local Indicator on the California Dashboard. There is a historic pattern in Hemet USD where in students with poor academic and social/emotional outcomes have a higher correlation of having parents who feel disenfranchised and/or disconnected with the District, this action service is designed to improve communication with schools as well as provide a venue assist parents in supporting their student's academic and social/emotional development. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the District would likely provide this services are significantly attenuated manner, or in some fiscal scenarios, not at all. In this sense, this services acts to provide an increased service above the base services of the district. Absent LCFF Supplemental and Concentration funding, the additional support to sites in the form of Parent Liaisons would be significantly minimized. Additionally, staffing from the Parent Resource Center would be redirected to support classroom instruction to the greatest extent possible. Additionally, these actions and services have historically shown to be effective in improving student outcomes in Hemet USD as evidenced by: - Qualitative Feedback from Parents: Parent survey data indicates the Parent Engagement services – at both the site and District level – are highly effective in providing support to parents and improving the sense of connectedness. - Services Delivered: The District maintains records of services delivered to students and families via the Parent Engagement and support structure. - Local Indicator: All self-identified metrics are either “Full Implementation” or “Full Implementation and Sustainability”	

events, foster a supportive environment that promotes a strong sense of school connectedness among students. This connectedness is crucial for their overall academic and social development (MDPI). - Meta-Analysis on Family Involvement: A meta-analysis by Wilder (2014) in the <i>Review of Educational Research</i> found that family involvement is a key predictor of student academic achievement. The analysis showed that students with involved parents were more likely to feel connected to their school, which in turn led to better academic outcomes and lower dropout rates. The study emphasized the need for schools to engage parents actively in their children's education to foster this sense of connectedness (MDPI). The following are school connectedness metrics associated with student need of unduplicated pupil groups: English Learners:		Evidence & research basis to support expectations: Academic Outcomes Henderson and Mapp (2002): Their comprehensive review found that students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programs, pass their classes, earn credits, attend school regularly, have better social skills, and adapt well to school. Source: Henderson, A. T., & Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>. Southwest Educational Development Laboratory. Fan and Chen (2001): A meta-analysis of 25 studies found a positive and significant relationship between parental involvement and students' academic achievement. The involvement includes various activities, such as helping with homework, attending school events, and engaging in educational discussions at home. Source: Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. <i>Educational Psychology Review</i>, 13(1), 1-22. Graduation Rates Jeynes (2007): A meta-analysis by Jeynes reviewed various studies and found that parental involvement is associated with higher graduation rates. This involvement includes monitoring school activities, helping with homework, and attending school meetings. Source: Jeynes, W. H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. <i>Urban Education</i>, 42(1), 82-110. Barnard (2004): Barnard's longitudinal study found that children whose parents were highly involved in their education were more likely to complete	

Grade 7: 68% vs. 52% of non-EL students Grade 9: 53% vs 49% of non-EL students Grade 11: 48% vs 49% of non-EL students Socioeconomically Disadvantage Students: As the CHKS is anonymous but does ask about parent education level (PEL), the parent education level of “Less than high school” and “High School Graduation” is used as a proxy indicator for Socioeconomically Disadvantage status. The points below Less than high school PEL Grade 7: 46% Grade 9: 40% Grade 11: 39% High School Diploma PEL Grade 7: 52% Grade 9: 50% Grade 11: 48% From the student perspective, parent engagement accelerates learning in a variety of ways. In the younger years, parent support of learning at home – including support of homework and reading	high school. The study tracked students from kindergarten through 12th grade and highlighted the long-term benefits of early parental involvement. Source: Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. <i>Children and Youth Services Review</i>, 26(1), 39-62. College-Going Rates Catsambis (2001): Research by Catsambis found that parental involvement significantly influences students' aspirations to attend college. Parents who discuss the importance of education and college, help with college preparation, and maintain high expectations see their children more likely to pursue higher education. Source: Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. <i>Social Psychology of Education</i>, 5(2), 149-177. Hill and Tyson (2009): Hill and Tyson's meta-analytic review found that parental involvement, particularly in the form of academic socialization (communicating expectations, fostering educational aspirations, and discussing learning strategies), positively affects adolescents' academic achievement and their likelihood of enrolling in college. Source: Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. <i>Developmental Psychology</i>, 45(3), 740-763.	

	to their children – is a known accelerant of learning. As students get older, students whose parents continue to prioritize learning, model continued learning, and are able to share & support in their child's learning experiences are more likely to have high levels of learning and experience positive academic outcomes. The above concept is the basis of this action and this action seeks to remove barriers to parent engagement for parents who historically are the most removed from the school setting. These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - providing services to mitigate factors outside of school that impede attendance - Providing increased access for parents to communicate with schools and advocate as needed		

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

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

4B Formerly 1F	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - Low Income: 26.8% - English Learner: 4.3% Math: All Students: 16.4% of students meeting or exceeding standard vs. - Low Income: 14.0% - English Learner: 3.1% Student Need: There exists an achievement gap as describe by the above student data for ELA and math outcomes for both unduplicated pupil groups (EL, LI) as well as other student groups (of which the unduplicated pupil groups have dual membership). These disproportionate outcomes highlight a need for targeted monitoring and interventions related to:	These actions will address the disproportionate outcomes by delivering the following increased services: - Increase 1:1 student-teacher instructional opportunities to facilitate learning leading to closing achievement gaps. This action is being provide on an LEA wide basis based on the following: - All students, unduplicated pupils and non-unduplicated pupils, receive this action/service simultaneously as they are in classes together. Expected Outcome: This action is intended to improve measurable student outcomes, including SBAC ELA and Mathematic performance (ultimately connected to and associated with A-G qualification and CTE pathway completion) by specifically increase student access to teachers in a targeted manner. In so far, a teacher is more likely to build effective professional interactions supporting student performance in a class of 33 as opposed to 40+ students, this action is designed to intentionally provide greater agency on the part of the teacher to provide instructional support to targeted students as opposed to the class as a whole. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, the district would see increased class sizes due to there being fewer teachers. Absent LCFF Supplemental and Concentration funding, class sizes would be both significantly larger as well as being staffed by credentialled teachers who otherwise currently provide direct support to students that is tailored to the needs of students who come from low income backgrounds, are learning to speak English, or who are Foster Youth. In prior years, the district has found this action/service to have varied effectiveness based on grade level performance. The following changes will	Metrics to monitor: - Parent feedback vis interviews and surveys - Outcomes of classrooms where absent the funds, mixed grade levels would be taught in the same room (elementary) The above metrics will be monitoring in this action/service at the level of student groups identified by the California Dashboard.

	For grade high quality grade level instruction that is differentiated for a single grade level of curriculum. This will in turn, effectively increase the instructional contact time needed to address the specific needs of the grade level of students in the classroom as it relates to ELA and math outcomes in addition to content literacy in all subject matter.	be implemented to improve implementation with the expectation of improved outcomes: - The District will intentionally use this funding to minimize the number of “combo” or combination - multi grade level classrooms in the elementary setting. - The District will continue work to ensure parity of high impact course work in the secondary setting regardless of course requests (e.g. Ensure comparable offerings at smaller schools). Evidence & research basis to support expectations: As evidenced by a meta-analysis of studies related to the association of class size and learning outcomes, David Zyngier (Zyngier, D., 2020) aggregated findings that suggested there was a positive relationship between lower class size in grades K-4 and improved academic outcomes. Complementing this finding, McLoyd (1998, <i>Am Psychologist</i>) highlights the importance of tailored instruction – as is being proposed by this LCAP action service – for socioeconomically disadvantaged youth. In addition to lower class size, the supplemental staff allows for increased surveillance and interventions first targeted to socioeconomically disadvantaged students. Meta-Analyses: Hattie (2005) conducted a meta-analysis of various educational interventions and found that reducing class size has a positive impact on student achievement, though the effect size can vary. Smaller class sizes were particularly beneficial in the early grades and for students from disadvantaged backgrounds. Source: Hattie, J. (2005). The paradox of reducing class size and improving learning outcomes. <i>International Journal of Educational Research</i>, 43(6), 387-425. California Class Size Reduction (CSR) Initiative: California implemented a large-scale class size reduction initiative in the late 1990s, reducing class sizes in K-3 to 20 students. Studies showed mixed	

		results initially, but further analysis revealed that sustained smaller class sizes led to significant improvements in reading and math scores, particularly for low-income and minority students. Source: Bohrnstedt, G. W., & Stecher, B. M. (2002). What We Have Learned About Class Size Reduction in California. <i>California Department of Education</i>. International Evidence: Research from the Organisation for Economic Co-operation and Development (OECD) has shown that smaller class sizes are associated with higher academic achievement across various countries. The benefits are often more pronounced in schools with a high proportion of disadvantaged students. Source: OECD. (2012). <i>Education at a Glance 2012: OECD Indicators</i>. OECD Publishing.	

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

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

		A decade of U.S. public school construction. <i>21st Century School Fund</i> . https://files.eric.ed.gov/fulltext/ED524309.pdf	

4D Formerly 2F	Relevant Data: - Suspension Rate: - Chronic Absenteeism The District views student suspension and chronic absenteeism as key indicators of student dis-engagement. As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: Suspension: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year) Chronic Absenteeism: All students: 6.3% (increased 0.6% from prior year) Low Income: 6.7% (Increased 0.7% from prior year) English Learners: 5.5% (Increased 0.6% form prior year) Foster Youth: 11.9% (Increased 1.7% from prior year)	These actions will address the disproportionate outcomes by delivering the following increased services: - 4D1: Assistant Principal Support: Though schools must minimally maintain a Principal as the administrator overseeing a campus, the provision of Assistant Principals is essential to the efficient functioning of schools. This action item provides for the additional administrative support to achieve the overall goals of the LCAP. Specifically, the increase support is intended to provide more direct services to students including consultation regarding behavioral outcomes, attendance intervention, and monitoring/direction of intervention based on academic outcomes. - 4D2: Site Directed Support: LCFF funds are allocated directly to school sites to support their efforts in providing increased or improved services to their Low Income (LI) Youth. Schools will use resources to directly support goals written into the Single Plan for Student Achievement (SPSA) and aligned to the intention of closing achievement gaps and student outcomes for low income youth. Typical services include expanding instructional opportunities beyond the school day, providing supplemental instruction in various formats as well as providing additional counseling services. This action is being provide on an LEA wide basis based on the following: - Though this is focused on all unduplicated pupil groups, all student groups demonstrate lower than expected outcomes. Delivery of services is provided to all students in HUSD. In the context of this action/service, the increase/improved service will be provided at the time of interaction with unduplicated students. - Additionally, active monitoring processes will first identify outcomes of unduplicated pupil groups, differentiated assistance student groups, and ATSI identified groups at the site level. Expected Outcome: This action is intended to improve the measurable student outcomes in the area of SBAC ELA and Math results (Goal 2 metrics), as well as fostering improved outcomes with student perception data in Goal 3, where in the increased prevalence of site administration allows for	Metrics to monitor: - Alternative to Suspension usage (number of referrals and change over time for students with multiple referrals), Other Means of Correction implementation - Educational Partner Feedback (teacher and administrator feedback) and formative program evaluation - Feedback form School Site Council in context of SPSA development & evaluation

	These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: - Student behavior & support - Intervention related to attendance trends (eventually manifested by the Chronic Absenteeism metric) - More flexible support of Title I directed actions/services focused on academic outcomes, suspension, chronic absenteeism.	increased instructional supervision that specifically results in increased teacher facility and capacity to address shortcomings in academic or behavioral outcomes. Specifically, site administrators can specifically support identification and provision of intervention and/or credit recovery classes, provide “just in time” support and professional development to teachers, in addition to reducing variance in instructional practices across courses/grade levels where by tangibly decreasing gaps in measurable student outcomes across some student groups. Additionally, this action is intended to improve the measurable student outcomes by providing site leaders access to increased resources to support SBAC ELA and Mathematics outcomes at the site. In that Hemet USD requires site allocated supplemental and concentration resources to be included in the site Single Plan for Student Achievement (with all the attendance monitoring and outcome analysis provided in context of the School Site Council). Additionally, Hemet USD requires all schools to have ELA and Mathematics goals, actions, and services in their plans where in these resources are directly connected. Ultimately, these resources – through the disseminated site based Single Plan for Student Achievement structure – are connected to services designed to improve ELA and math student outcomes. Basis of Increased/Improved Service: in the absence of the supplement/concentration funding that forms a basis of the goals, actions, and services in the LCAP, there would be a significant attenuation, or in some cases, an absence of additional administrative support at the site level to address student discipline and introduce interventions to address chronic absenteeism. Additionally, in the context of the site directed supplemental/concentration funds to augment Title I funding, the reduction of these funds would translate to the reduced impact of Title I funded services as these unrestricted funds provide resources and supplies not allowable by Title I funding. Additionally, these actions and services have historically shown to be effective in Hemet USD as evidenced by:	

		- Educational Partner feedback, specifically qualitative feedback conferred through the analysis of current year actions in the process of SPSA development process. - In the context of Assistant Principal support, association feedback indicates this action/service provides a desired level of service compared to not having this level of support. Evidence & research basis to support expectations: Reducing Suspension Rates Leadership and School Climate: Gregory, Skiba, and Noguera (2010) found that effective school leadership is associated with a positive school climate, which in turn reduces suspension rates. Administrators who foster supportive relationships, set high expectations, and use restorative practices rather than punitive measures see lower suspension rates. Source: Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?. <i>Educational Researcher</i>, 39(1), 59-68. Restorative Practices: Dupper (2010) reported that schools where administrators support and implement restorative practices experience significant reductions in suspensions. These practices involve addressing conflicts through dialogue and reconciliation rather than punishment. Source: Dupper, D. R. (2010). <i>A New Model of School Discipline: Engaging Students and Preventing Behavior Problems</i>. Oxford University Press. Professional Development: Mitchell and Bradshaw (2013) highlighted that administrators who invest in professional development for teachers on classroom management and positive	

	behavior interventions see a decrease in suspension rates. Training staff to manage behavior effectively without resorting to suspensions is crucial. Source: Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. <i>Journal of School Psychology</i>, 51(5), 599-610. Reducing Chronic Absenteeism Supportive Leadership: Allensworth and Easton (2007) demonstrated that schools with supportive leaders who engage with students and families to address attendance barriers see reduced rates of chronic absenteeism. Supportive leadership includes providing resources and creating a welcoming environment. Source: Allensworth, E. M., & Easton, J. Q. (2007). <i>What Matters for Staying On-Track and Graduating in Chicago Public Schools</i>. Consortium on Chicago School Research. Data-Driven Interventions: Balfanz and Byrnes (2012) found that when administrators use data to identify and support students at risk of chronic absenteeism, they can implement targeted interventions that significantly reduce absenteeism. This includes regular monitoring and outreach to families. Source: Balfanz, R., & Byrnes, V. (2012). <i>The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools</i>. Johns Hopkins University Center for Social Organization of Schools. Building Relationships: Sheldon and Epstein (2004) reported that strong relationships between school administrators, teachers, students, and parents are key to reducing chronic	

		absenteeism. Administrators who prioritize relationship-building create a sense of community that encourages attendance. Source: Sheldon, S. B., & Epstein, J. L. (2004). Getting students to school: Using family and community involvement to reduce chronic absenteeism. <i>The School Community Journal</i>, 14(2), 39-56. Comprehensive Interventions Whole-School Approaches: Cheney, Flower, and Templeton (2008) emphasized the effectiveness of whole-school interventions led by administrators. These interventions often include multi-tiered systems of support (MTSS) that address both behavior and attendance issues comprehensively. Source: Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. <i>Journal of Special Education</i>, 42(2), 108-126. Policy Implementation: Osher et al. (2010) highlighted that administrators who implement supportive policies and practices, such as positive behavior interventions and supports (PBIS), see lower suspension rates and improved attendance. These policies create a more inclusive and supportive school environment. Source: Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How can we improve school discipline?. <i>Educational Researcher</i>, 39(1), 48-58.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1F Formerly 2D	Relevant Data: As evidenced by the 2023 California Dashboard, the following is a breakdown of achievement gaps between the “All” student group and the English Learner and Low Income student groups: ELA: All Students: 29.7% of students meeting or exceeding standard vs. - English Learner: 4.3% Student Need: These disproportionate outcomes highlight a need for targeted monitoring and interventions related to: ELA instruction and specific, intentional and effective designated ELD instruction as well as support for EL students in other areas of instruction	This action/service is designed to improve English Learner outcomes. Specifically, the elements of this service are: - English Learner Support: The English 3D program is a powerful English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills needed to reclassify. The target group for this program is our long-term English Learners. This program will complement newly adopted ELA/ELD instructional materials in an appropriate manner. - English Language Lead Support: Additionally, every school will have one teacher that will be their English Learner Site Lead. This EL Lead will assist other teachers and administrators with organizing efforts for English Learners, monitoring students for reclassification purposes, and developing an action plan to address the needs of English Learners. - Additional specific support and monitoring will be provided to Long Term English learners in a specific attempt to decrease the number of Long Term ELs as well as promote reclassification prior to year 4 of EL support.	Metrics to monitor: - Reclassification rate - ELPI performance - Feedback from EL Site Leads

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

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

For the 2024-25, 2025-26, and 2026-27 LCAP cycle, the expenditure pattern described above will stay in place.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent		
Staff-to-student ratio of classified staff providing direct services to students	No Schools Under 55%	Students CL Elementary 9462 763 High School 6631 328 Middle School 4826 186		Ratio Per Adult CL Ratio
		Students CL Ratio Elementary 9462 12.4 High School 6631 20.2 Middle School 4826 25.9		Ratio Per Adult CE Ratio
Staff-to-student ratio of certificated staff providing direct services to students	No Schools Under 55%	Students CE Elementary 9462 670 High School 6631 399 Middle School 4826 225		Ratio Per Adult CE Ratio
		Students CE Ratio Elementary 9462 14.1 High School 6631 16.6 Middle School 4826 21.4		Ratio Per Adult CE Ratio

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 243,148,815	\$ 92,112,097	37.883%	0.345%	38.228%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 96,251,711	\$ 8,527,457	\$ -	\$ 7,367,441	\$ 112,146,609.36	\$ 91,866,524	\$ 20,280,085

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1A1	Career Technical Education Pathway Support	All	Yes	LEA-wide	All	High Schools	Ongoing	\$ 2,600,285	\$ 1,004,084	\$ 3,604,369	\$ -	\$ -	\$ -	\$ 3,604,369	0.000%
1	1A2	College and Career Transition Support	Socioeconomically Disadvantaged	Yes	LEA-wide	All	High Schools	Ongoing	\$ 240,275	\$ 323,316	\$ 329,280	\$ -	\$ -	\$ 234,311	\$ 563,591	0.000%
1	1A3	Expanded Counseling Services	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	\$ 5,949,522	\$ 904,740	\$ 6,326,909	\$ -	\$ -	\$ 527,353	\$ 6,854,262	0.000%
1	1A4	Access to College Preparatory Coursework	Socioeconomically Disadvantaged	Yes	LEA-wide	All	High Schools	Ongoing	\$ 784,777	\$ 201,377	\$ 986,154	\$ -	\$ -	\$ -	\$ 986,154	0.000%
1	1B	Early Intervention	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	\$ 1,164,950	\$ 93,010	\$ 37,883	\$ 892,314	\$ -	\$ 327,763	\$ 1,257,960	0.000%
1	1C	Literacy & Reading Intervention	All	Yes	LEA-wide	All	All	Ongoing	\$ 11,177,991	\$ 1,324,930	\$ 10,630,003	\$ 1,872,918	\$ -	\$ -	\$ 12,502,921	0.000%
1	1D	Student Re-engagement	All	Yes	LEA-wide	All	All	Ongoing	\$ 6,632,830	\$ 904,992	\$ 5,076,512	\$ 2,461,310	\$ -	\$ -	\$ 7,537,822	0.000%
1	1E	Extended Learning Opportunities	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,126,715	\$ 448,640	\$ 1,575,917	\$ 999,438	\$ -	\$ -	\$ 2,575,355	0.000%
1	1F1	English Learner Support	English Learner	Yes	Limited	English Learners	All	Ongoing	\$ 3,133,916	\$ 530,572	\$ 2,997,711	\$ -	\$ -	\$ 666,777	\$ 3,664,488	0.000%
1	1F2	Long Term English Learner Support	English Learner	No	Limited	English Learners	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	1G	Specialized Educational Options	Socioeconomically Disadvantaged	Yes	LEA-wide	All	Academy of Innovation & Hemet Dual Language Academy	Ongoing	\$ 9,339,260	\$ 795,705	\$ 10,134,965	\$ -	\$ -	\$ -	\$ 10,134,965	0.000%
1	1H	High Interest Student Engagement Opportunities	All	Yes	LEA-wide	All	All	Ongoing	\$ 3,535,994	\$ 2,000,493	\$ 5,453,461	\$ -	\$ -	\$ 83,026	\$ 5,536,487	0.000%
1	1I	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	\$ 255,160	\$ 186,660	\$ 441,820	\$ -	\$ -		\$ 441,820	0.000%
2	2A	Instructional Professional Development	All	Yes	LEA-wide	All	All	Ongoing	\$ 9,032,479	\$ 242,641	\$ 4,423,804	\$ -	\$ -	\$ 4,851,316	\$ 9,275,120	0.000%
2	2B	Leadership & New Teacher Professional Development	All	Yes	LEA-wide	All	All	Ongoing	\$ 1,368,349	\$ 811,558	\$ 2,179,907	\$ -	\$ -	\$ -	\$ 2,179,907	0.000%
2	2C	Expanded Learning Opportunities	All	Yes	LEA-wide	All	All	Ongoing	\$ 6,002,613	\$ -	\$ 6,002,613	\$ -	\$ -	\$ -	\$ 6,002,613	0.000%

2	2D	Student Outcome Monitoring & Continuous Improvement	All	Yes	LEA-wide	All	All	Ongoing	\$ 445,412	\$ 1,329,487	\$ 1,774,899	\$ -	\$ -	\$ -	\$ 1,774,899	0.000%
3	3A	Parent Engagement & Support	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	\$ 2,214,202	\$ 199,846	\$ 1,737,153	\$ -	\$ -	\$ 676,895	\$ 2,414,048	0.000%
4	4A	Instructional Technology Integration and Support	Socioeconomically Disadvantaged	Yes	LEA-wide	All	All	Ongoing	\$ 1,134,738	\$ 5,625,234	\$ 6,759,972	\$ -	\$ -	\$ -	\$ 6,759,972	0.000%
4	4B	Lower Class Size	All	Yes	LEA-wide	All	All	Ongoing	\$ 11,730,304	\$ -	\$ 11,730,304	\$ -	\$ -	\$ -	\$ 11,730,304	0.000%
4	4C	Facility Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,204,993	\$ 187,865	\$ 2,392,858	\$ -	\$ -	\$ -	\$ 2,392,858	0.000%
4	4D	Site Based Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 9,033,507	\$ 2,621,710	\$ 11,655,217	\$ -	\$ -	\$ -	\$ 11,655,217	0.000%
5	5A	ELA Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5B	Math Performance Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5C	Suspension Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5D	Chronic Absenteeism Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5E	Graduation Rate Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5F	College/Career Indicator Improvement	All Groups with Red Indicators on CA Dashboard	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
6	6A	AHS - Increased Counseling Support	All	No	Schoolwide	All	Alessandro HS	Ongoing	\$ 182,458	\$ 21,619	\$ -	\$ 204,077	\$ -	\$ -	\$ 204,077	0.000%
6	6B	AHS - Intervention TOSA	All	No	Schoolwide	All	Alessandro HS	Ongoing	\$ 161,845	\$ 19,177	\$ -	\$ 181,022	\$ -	\$ -	\$ 181,022	0.000%
6	6C	AHS - Learning Improvement Specialist	All	No	Schoolwide	All	Alessandro HS	Ongoing	\$ 161,845	\$ 19,177	\$ -	\$ 181,022	\$ -	\$ -	\$ 181,022	0.000%
6	6D	AHS - Lowered Class Size Supplement	All	No	Schoolwide	All	Alessandro HS	Ongoing	\$ 161,845	\$ 19,177	\$ -	\$ 181,022	\$ -	\$ -	\$ 181,022	0.000%
7	7A	Aol - Increased Counseling Support	All	No	Schoolwide	All	Academy of Innovation	Ongoing	\$ 150,664	\$ 18,498	\$ -	\$ 169,162	\$ -	\$ -	\$ 169,162	0.000%
7	7C	Aol - Learning Improvement Specialist	All	No	Schoolwide	All	Academy of Innovation	Ongoing	\$ 211,468	\$ -	\$ -	\$ 211,468	\$ -	\$ -	\$ 211,468	0.000%
8	8A	WES - Learning Improvement Specialist	All	No	Schoolwide	All	Whittier ES	Ongoing	\$ 209,701	\$ 17,867	\$ -	\$ 227,568	\$ -	\$ -	\$ 227,568	0.000%
9	9A	FES - Asst. Principal Support	All	No	Schoolwide	All	Fruitvale Elementary	Ongoing	\$ 204,204	\$ 17,398	\$ -	\$ 221,602	\$ -	\$ -	\$ 221,602	0.000%
9	9B	FES - Instrucional Coaching	All	No	Schoolwide	All	Fruitvale Elementary	Ongoing	\$ -	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	0.000%
10	10A	JWES - Asst. Principal Support	All	No	Schoolwide	All	Jacob Wiens Elementary	Ongoing	\$ 180,538	\$ 192,656	\$ -	\$ 373,194	\$ -	\$ -	\$ 373,194	0.000%
10	10B	JWES - Instrucional Coaching	All	No	Schoolwide	All	Jacob Wiens Elementary	Ongoing	\$ 133,684	\$ 192,656	\$ -	\$ 326,340	\$ -	\$ -	\$ 326,340	0.000%

2026-27 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
\$ 243,148,815	\$ 92,112,097	37.883%	0.345%	38.228%	\$ 96,251,711	0.000%	39.586%	Total:	\$ 96,251,711
								LEA-wide Total:	\$ 93,254,000
								Limited Total:	\$ 2,997,711
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1A1	Career Technical Education Pathway Support	Yes	LEA-wide	All	High Schools	\$ 3,604,369	0.000%
1	1A2	College and Career Transition Support	Yes	LEA-wide	All	High Schools	\$ 329,280	0.000%
1	1A3	Expanded Counseling Services	Yes	LEA-wide	All	All	\$ 6,326,909	0.000%
1	1A4	Access to College Preparatory Coursework	Yes	LEA-wide	All	High Schools	\$ 986,154	0.000%
1	1B	Early Intervention	Yes	LEA-wide	All	All	\$ 37,883	0.000%
1	1C	Literacy & Reading Intervention	Yes	LEA-wide	All	All	\$ 10,630,003	0.000%
1	1D	Student Re-engagement	Yes	LEA-wide	All	All	\$ 5,076,512	0.000%
1	1E	Extended Learning Opportunities	Yes	LEA-wide	All	All	\$ 1,575,917	0.000%
1	1F1	English Learner Support	Yes	Limited	English Learners	All	\$ 2,997,711	0.000%
1	1G	Specialized Educational Options	Yes	LEA-wide	All	Academy of Innovation & Hemet Dual Language Academy	\$ 10,134,965	0.000%
1	1H	High Interest Student Engagement Opportunities	Yes	LEA-wide	All	All	\$ 5,453,461	0.000%

1	1I	Chronic Absenteeism	Yes	LEA-wide	All	All	\$ 441,820	0.000%
2	2A	Instructional Professional Development	Yes	LEA-wide	All	All	\$ 4,423,804	0.000%
2	2B	Leadership & New Teacher Professional Development	Yes	LEA-wide	All	All	\$ 2,179,907	0.000%
2	2C	Expanded Learning Opportunities	Yes	LEA-wide	All	All	\$ 6,002,613	0.000%
2	2D	Student Outcome Monitoring & Continuous Improvement	Yes	LEA-wide	All	All	\$ 1,774,899	0.000%
3	3A	Parent Engagement & Support	Yes	LEA-wide	All	All	\$ 1,737,153	0.000%
4	4A	Instructional Technology Integration and Support	Yes	LEA-wide	All	All	\$ 6,759,972	0.000%
4	4B	Lower Class Size	Yes	LEA-wide	All	All	\$ 11,730,304	0.000%
4	4C	Facility Support	Yes	LEA-wide	All	All	\$ 2,392,858	0.000%
4	4D	Site Based Support	Yes	LEA-wide	All	All	\$ 11,655,217	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 113,466,444.00	\$ 100,548,475.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1A1	Career Technical Education Pathway Support	Yes	\$ 3,913,817	\$ 3,413,389
1	1A2	College and Career Transition Support	Yes	\$ 510,197	\$ 422,501
1	1A3	Expanded Counseling Services	Yes	\$ 6,763,582	\$ 5,790,952
1	1A4	Access to College Preparatory Coursework	Yes	\$ 1,455,623	\$ 1,067,896
1	1B	Early Intervention	Yes	\$ 1,416,947	\$ 352,491
1	1C	Literacy & Reading Intervention	Yes	\$ 13,738,179	\$ 11,645,325
1	1D	Student Re-engagement	Yes	\$ 9,605,162	\$ 6,737,869
1	1E	Extended Learning Opportunities	Yes	\$ 3,899,615	\$ 1,567,658
1	1F1	English Learner Support	Yes	\$ 3,867,832	\$ 3,820,173
1	1F2	Long Term English Learner Support	No	\$ -	\$ -

1	1G	Specialized Educational Options	Yes	\$ 10,135,620	\$ 10,043,178
1	1H	High Interest Student Engagement Opportunities	Yes	\$ 4,960,638	\$ 4,833,900
1	1I	Chronic Absenteeism	Yes	\$ 557,871	\$ 559,838
2	2A	Instructional Professional Development	Yes	\$ 7,435,830	\$ 6,398,592
2	2B	Leadership & New Teacher Professional Development	Yes	\$ 2,906,531	\$ 2,453,205
2	2C	Expanded Learning Opportunities	Yes	\$ 5,856,848	\$ 5,856,848
2	2D	Student Outcome Monitoring & Continuous Improvement	Yes	\$ 1,743,680	\$ 1,419,698
3	3A	Parent Engagement & Support	Yes	\$ 2,748,044	\$ 2,977,794
4	4A	Instructional Technology Integration and Support	Yes	\$ 8,058,025	\$ 8,049,337
4	4B	Lower Class Size	Yes	\$ 8,881,435	\$ 8,881,435
4	4C	Facility Support	Yes	\$ 2,204,144	\$ 2,133,088
4	4D	Site Based Support	Yes	\$ 11,414,641	\$ 9,864,306
5	5A	ELA Performance Indicator Improvement	No	\$ -	\$ -
5	5B	Math Performance Indicator Improvement	No	\$ -	\$ -
5	5C	Suspension Indicator Improvement	No	\$ -	\$ -
5	5D	Chronic Absenteeism Indicator Improvement	No	\$ -	\$ -

5	5E	Graduation Rate Indicator Improvement	No	\$ -	\$ -
5	5F	College/Career Indicator Improvement	No	\$ -	\$ -
6	6A	AHS - Increased Counseling Support	No	\$ 169,667	\$ 235,766
6	6B	AHS - Intervention TOSA	No	\$ 157,150	\$ 188,857
6	6C	AHS - Learning Improvement Specialist	No	\$ 159,926	\$ 252,087
7	7A	Aol - Increased Counseling Support	No	\$ 139,962	\$ 237,603
7	7C	Aol - Learning Improvement Specialist	No	\$ 182,017	\$ 489,937
8	8A	WES - Learning Improvement Specialist	No	\$ 184,459	\$ 266,225
9	9A	FES - Asst. Principal Support	No	\$ 184,585	\$ 208,234
9	9B	FES - Instrucional Coaching	No	\$ 15,000	\$ 97,298
10	10A	JWES - Asst. Principal Support	No	\$ 184,417	\$ 181,081
10	10B	JWES - Instrucional Coaching	No	\$ 15,000	\$ 101,914

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
- Actions may be grouped together for purposes of these explanations.
- The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier school sites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier school must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier school sites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the school sites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

2025-26 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)
\$ 89,280,301	\$ 98,408,073	\$ 91,039,078	\$ 7,368,995	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1A1	Career Technical Education Pathway Support	Yes	\$ 3,913,817	\$ 3,413,389.00	0.000%	0.000%
1	1A2	College and Career Transition Support	Yes	\$ 278,145	\$ 312,171.00	0.000%	0.000%
1	1A3	Expanded Counseling Services	Yes	\$ 6,009,610	\$ 5,790,952.00	0.000%	0.000%
1	1A4	Access to College Preparatory Coursework	Yes	\$ 1,455,623	\$ 1,067,896.00	0.000%	0.000%
1	1B	Early Intervention	Yes	\$ 154,781	\$ 68,281.00	0.000%	0.000%
1	1C	Literacy & Reading Intervention	Yes	\$ 12,545,982	\$ 11,645,325.00	0.000%	0.000%
1	1D	Student Re-engagement	Yes	\$ 7,341,414	\$ 6,737,869.00	0.000%	0.000%
1	1E	Extended Learning Opportunities	Yes	\$ 2,182,234	\$ 1,567,658.00	0.000%	0.000%
1	1F1	English Learner Support	Yes	\$ 3,165,985	\$ 2,825,577.00	0.000%	0.000%
1	1G	Specialized Educational Options	Yes	\$ 10,135,620	\$ 10,043,178.00	0.000%	0.000%
1	1H	High Interest Student Engagement Opportunities	Yes	\$ 4,960,638	\$ 4,833,900.00	0.000%	0.000%
1	1I	Chronic Absenteeism	Yes	\$ 557,871	\$ 559,838.00	0.000%	0.000%
2	2A	Instructional Professional Development	Yes	\$ 2,889,059	\$ 1,903,763.00	0.000%	0.000%
2	2B	Leadership & New Teacher Professional Development	Yes	\$ 2,906,531	\$ 2,453,205.00	0.000%	0.000%
2	2C	Expanded Learning Opportunities	Yes	\$ 5,856,848	\$ 5,856,848.00	0.000%	0.000%
2	2D	Student Outcome Monitoring & Continuous Improvement	Yes	\$ 1,743,680	\$ 1,419,698.00	0.000%	0.000%

3	3A	Parent Engagement & Support	Yes	\$	1,751,990	\$	1,611,364.00	0.000%	0.000%
4	4A	Instructional Technology Integration and Support	Yes	\$	8,058,025	\$	8,049,337.00	0.000%	0.000%
4	4B	Lower Class Size	Yes	\$	8,881,435	\$	8,881,435.00	0.000%	0.000%
4	4C	Facility Support	Yes	\$	2,204,144	\$	2,133,088.00	0.000%	0.000%
4	4D	Site Based Support	Yes	\$	11,414,641	\$	9,864,306.00	0.000%	0.000%

2025-26 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)
\$ 234,984,391	\$ 89,280,301	1.093%	39.087%	\$ 91,039,078	0.000%	38.743%	\$ 809,602.39	0.345%