

DRAFT

Hemet Unified School District



2017 – 2018 Local Control & Accountability Plan

Executive Summary

The LCAP is comprised of three District Goals:

100% Graduation

100% Achievement

100% Attendance



Goal 2: 100% Achievement

The **Achievement** goal supports efforts to improve student learning along with literacy and English Learner supports. Significant training and support for the implementation of the Next Generation Science Standards (NGSS), as well as training by UCLA on the new mathematical standards, will be a focus in this goal. Intervention strategies to improve reading will be offered via guided reading supports and Read 180. English Learners will continue to be supported via the English 3D and Imagine Learning programs along with support at every site through a Lead EL teacher. Such efforts have improved outcomes for our English Learners.



Goal 1: 100% Graduation

The **Graduation** goal is focused on ensuring our students are prepared to enter either college or a career. This will be accomplished by focusing on three areas: College and Career, STEAM (Science Technology Engineering, Arts) and Mathematics. Programs include Project Lead the Way (an engineering pathway), an award winning Music Program, and our Tech-Know Technology Integration Training for teachers. Supporting and expanding our CTE (Career & Technical Education) courses, along with an increase in credit recovery options for high schools students, are also key features in this goal. AVID will continue to expand to almost all elementary school sites to support the seven middle and high schools that are currently AVID schools.

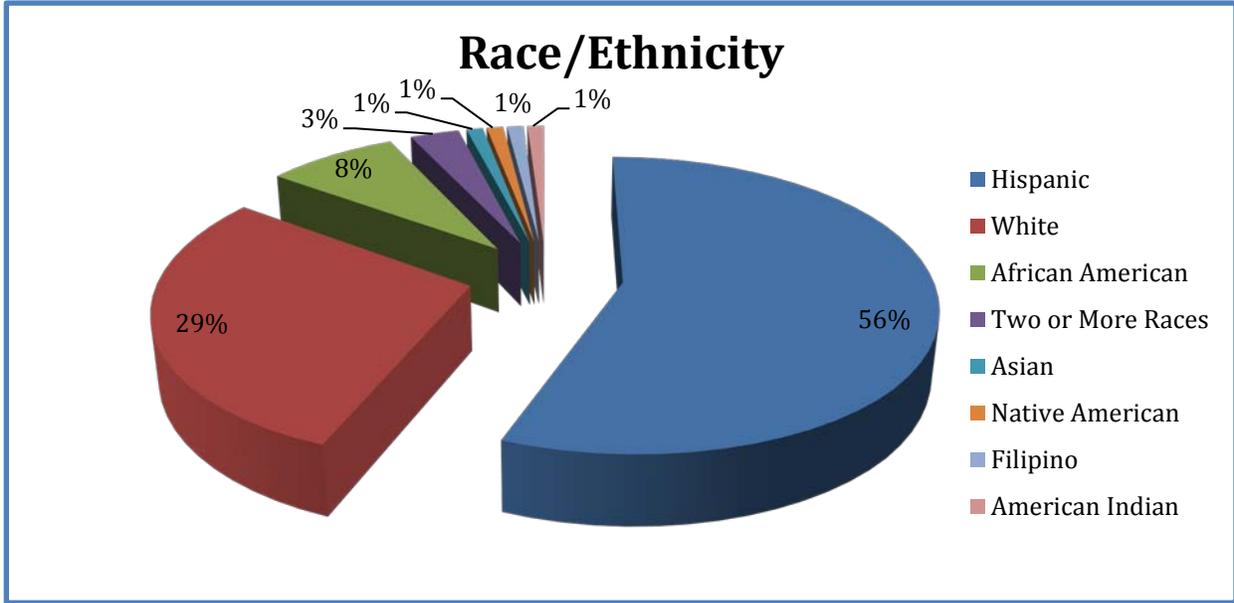


Goal 3: 100% Attendance

Finally, the **Attendance** goal supports increased engagement, MTSS (Multi Tiered Systems of Support), Parent Engagement and Basic Services. A significant portion of the budget has been allocated to decrease class sizes and add additional instructional and collaboration time to the schedule. After school athletics and expanded 0 and 7th period classes have also improve engagement. MTSS is continuing to be expanded district-wide via the involvement of counselors, the BARR (Building Assets, Reducing Risks) program, a new options program (ASPIRE), and the work of our School Climate Improvement Grant (PBIS) team. The District will be opening a new Parent/Community Center that will focus on providing parents in our community with access and support.

HUSD District Overview

21,918 students
Kindergarten - Grade 12



Enrollment by Program	
English Learners	14%
Socioeconomically Disadvantaged	83%
Students With Disabilities	15%
Foster Youth	1%



Facilities Information
▪ 13 Elementary Schools
▪ 4 Middle Schools
▪ 4 Comprehensive High Schools
▪ 3 K-8 Schools
▪ 3 Alternative Ed High Schools
▪ Headstart & State Preschool program



Budget

Total General Fund Budget **\$266,624,919**
Total Funds Budgeted for Planned Actions & Services in LCAP **\$44,597,092**

Goal #1: Graduation



Goal 1: Graduation

Budget
\$6,896,767

Focus Areas:

STEAM (Science/Technology/Engineering/Arts/Math)

Project Lead the Way (an engineering focused program for HS, MS and a pilot at elementary)

Tech Know Technology Integration Project

Music

STEAM (Science, Technology, Engineering, Arts and Math) Program

Outdoor Science Camp (support for our 5th grade students to attend an outdoor science camp)

College & Career

CTE (Career & Technical Education) such as automotive shop

High School Summer School (at each high school, focused on credit recovery opportunities)

Credit Recovery

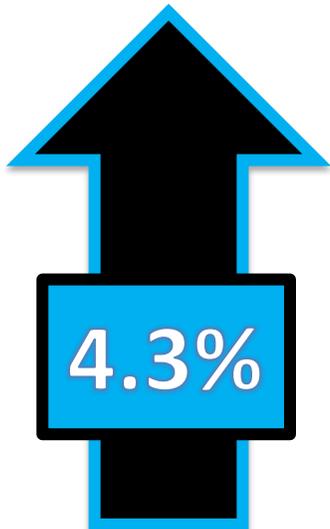
Foreign Language Teachers/Science Teachers

PSAT/SAT Testing (Grades 8 thru 12) – a cornerstone of the College Kick-Off initiative

CCGI (California College Guidance Initiative) - college and career planning for HS & MS students

AVID – Advancement Via Individual Determination (Elementary and Secondary)

2016-2017 Outcome Goal Overall Graduation Rate

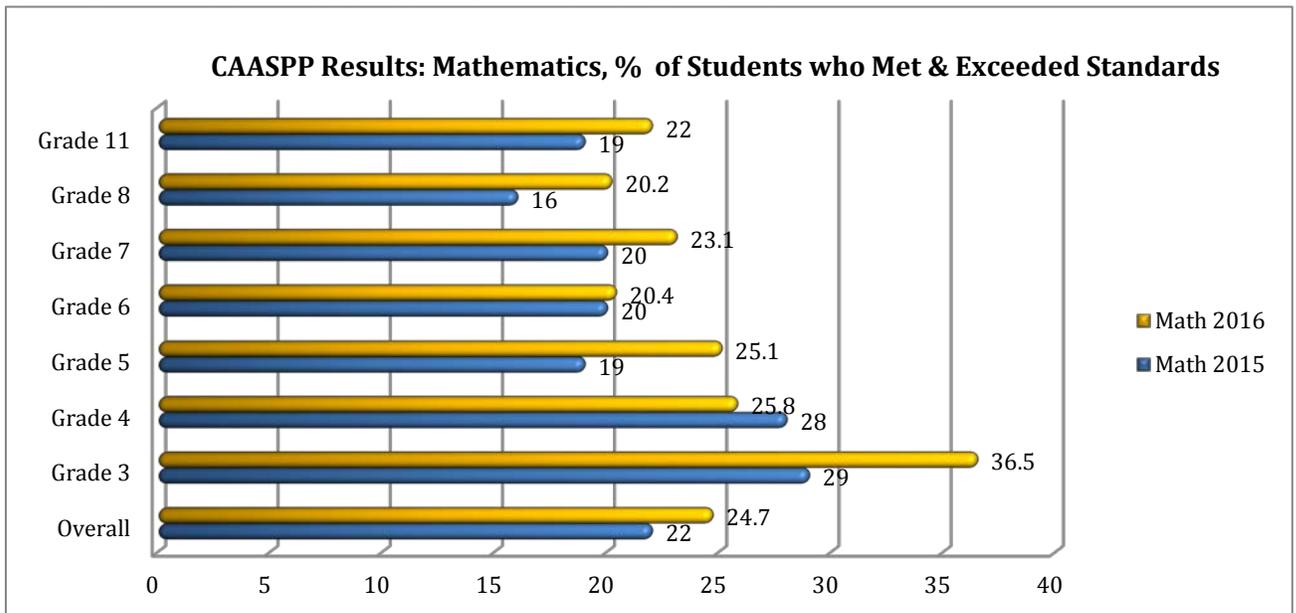


Our overall graduation rate increased from 81.4% in 2015 to 85.7% in 2016, resulting in a net increase of 4.3%. Source: DataQuest

Goal #2: Student Achievement

Goal 2: Student Achievement	Budget
Focus Areas:	\$7,898,181
Training & Support for Student Learning	
Implement the new Next Generation Science Standards (NGSS)	
Math Training for teachers (<i>Training from UCLA on new math standards</i>)	
Implement Math & English Language Arts (support for implementation)	
Keyboarding	
CTI (Teacher Professional Development) for new teachers	
NISL (National Institute for School Leadership) training for administrators	
Two Professional Development Days (two non-student days for staff training)	
Literacy Initiatives	
Elementary Reading Intervention program	
Read 180 & System 44 – Middle and High school reading intervention programs	
Learning Reading Dynamics	
English Learner Supports	
English 3D – writing program targeting long-term English Learners	
Imagine Learning – online program for English Learners	
EL Site Leads (supporting English Learners)	

CAASPP Math Results from 2015 & 2016

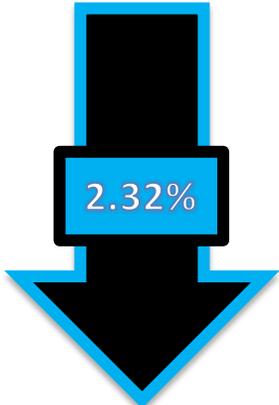


Goal #3: Attendance



Goal 3: Attendance	Budget
Focus Areas:	\$29,802,144
Increased Engagement	
Lower class sizes in K-12	
Additional instructional minutes and teacher collaboration time	
Additional funding for school sites	
High School & Middle School After-School Athletics	
Expanded 0 & 7th Period Classes	
Transportation: Hamilton HS & Cottonwood	
SAFE Program @ Harmony & Hemet Elementary	
MTSS (Multi-Tier Systems of Support)	
Counselors (includes COSA)	
Building Assets, Reducing Risks (BARR)	
High School & Middle School Tier II Behavior Supports	
Options Schools Improvement (ex. Aspire) and Short-Term Independent Study Expansion	
Pupil Services Intervention Team	
School Climate Transformation Grant (PBIS)	
Peer Leaders Uniting Students (PLUS)	
Adding additional time for Health Techs to cover 0 & 7 th period	
Basic Services	
IT support & computer upgrades	
LCAP Administration & Coordination	
Elementary Assistant Principal Support	
Preschool	
Parent Engagement	
Elementary Bilingual Parent Liaisons	
Parent Engagement (PTA SMARTS/PIQE/ATP) & new Parent Center	
Electronic Re-Registration Support	
Parent Link/Blackboard	

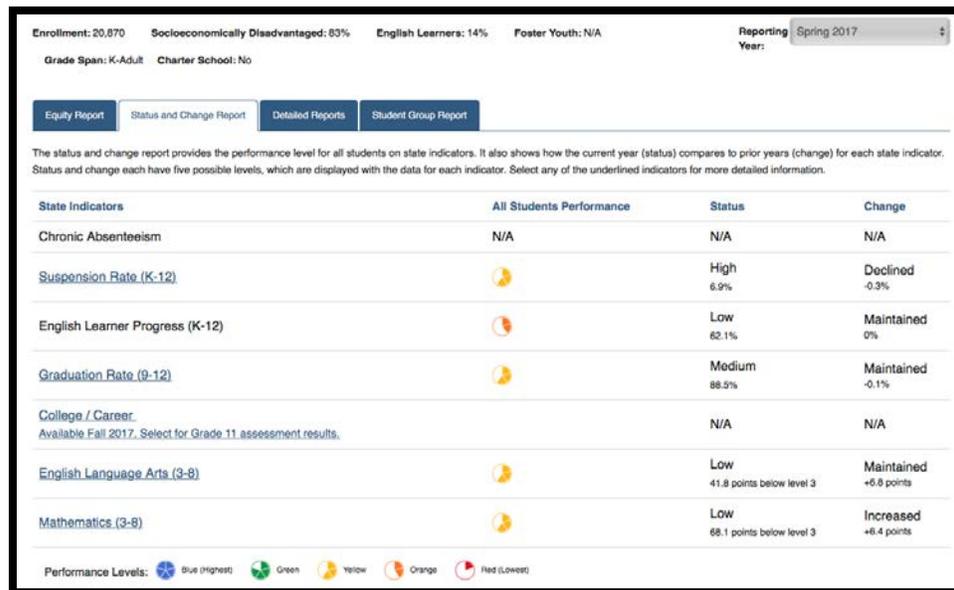
2016-2017 Outcome Goal Suspension Rate



The total number of students suspended decreased by 2.32%.

A New Accountability System

California has implemented a new accountability system to support the work of the LCAP. At the heart of the new system is the California School Dashboard. Instead of a single number, like the former API districts had in place for the past decade, the new system is a dashboard that measures the “health” of a school or district across multiple measures. The new system not only reports out on the State Indicators (Chronic Absenteeism, Graduation Rate, Suspension Rates, English Learner Progress, College & Career Indicator, the SBAC scores in both ELA and Math) but also how the different groups of students are doing within each of those indicators. The major groups are Hispanic, African-American, White, Low Income, English Learner, and Foster Youth/Homeless students.



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	<u>Met</u>
Implementation of Academic Standards	<u>Met</u>
Parent Engagement	<u>Met</u>
Local Climate Survey	<u>Met</u>

As part of the new LCAP process, the California School Dashboard is utilized to identify performance gaps. The California School Dashboard has identified two student groups at Hemet Unified School District that are two or more performance levels below the “all student” performance:

1. Special Education (in all current indicators-Suspension, Graduation Rate, Math SBAC and ELA SBAC results)
2. African-American (on the Suspension state indicator)

The District is planning to address these performance gaps in the following manner:

Special Education: For the past two years, the District has been working on a goal to implement a Multi-Tiered System of Support. As part of this process, each school site creates an action plan around MTSS. A monthly progress monitoring system is then used to ensure all sites have implemented MTSS and continue to work on expanding Tier 2 and 3 supports available to teachers and students. Additionally, District Leadership will be working with sites to identify universal screeners for both academic and behavior, as well as an Early Warning System within our student information systems (Aeries) that will be used to identify students in need of intervention. Furthermore, a College and Career Coordinator will be put in place next year (Title I funding) to ensure the systems and programs are aligned across the district and that they all work towards improving student outcomes for all students.

African-American: One of our objectives is to develop a method to increase the involvement of our African American families in Hemet. District Leadership is working with one of our middle school principals to implement a District African American Advisory Committee. In preparation for this work, several of our administrators have been working with a team at the county office, RCOE. They have also partnered with the African-American Achievement Initiative (RCAAAI), the Blueprint for Action, as well as RCOE’s Equity Team Institute. We have also implemented a training program at our schools on Restorative Practices and have fully integrated a Positive Behavior Intervention program (PBIS). Early data suggests these activities have succeeded in decreasing suspension rates.

Stakeholder Input

Our district held a variety of meetings for stakeholders (parents, students, community members, and staff members) across the district during the 2017-18 school year. We continued our LCAP Advisory Committee that met throughout the school year. This committee included parents representing our diverse community, PTA president, high school students, AVID students, site administrators, CSEA board, HTA board, counselors, Governing Board members, DLAC parents, Riverside County Social Services Liaison, RCOE staff member, special education staff, and district administrators. Superintendent Christi Barrett also conducted a Start/Stop Activity/Meeting at every school across the district and at the District Office. During these meetings she collected significant feedback from both teachers and classified staff across the district. The feedback from these meetings not only impacted the LCAP, but was also the foundation for three new site goals that our principals will be working on for the 2017-2018 school year.

Additionally, school site councils and other school level meetings were held to discuss the LCAP and seek input from our stakeholders. A survey was conducted in March and April to seek input from staff members, parents and the community. We received over 1,200 responses and ideas. The results of this survey were shared and reviewed and influenced the creation of the LCAP.



Specific Actions & Services added as a result of this stakeholder feedback engagement process include:

- The District will create a Community Parent Center located in the middle of Hemet (as well as a plan to provide services at the outlying schools) this year (Goal 3 – Parent Engagement).
- Parents also requested more opportunities for classes on such items as the LCAP, Internet Safety (Digital Citizenship) to help them know how to monitor their children’s use of internet, ESL classes (with childcare). This coming year the Community Parent Center will offer and facilitate classes such as this across the district (Goal 3).
- A curriculum adoption for K-5 ELA/ELD will take place next year. Feedback from the teachers during the Start/Stop activity was very strong for an English Language Arts adoption. Although this is not an LCAP-funded expense, there will be a need to support the implementation of the new adoptions for ELA, Math and Science (Next Generation Science Standards).
- A curriculum adoption for 6-12 Math will also take place next year, due to feedback from the teachers during the Start/Stop activity.
- Dual Immersion. A number of parents at all stakeholder meetings requested the district start a Dual Immersion program. Hemet Elementary will open next year (2017-18) with a Dual Immersion program and it is open to all students in the district. Although not directly funded through S&C, the pilot of Project Lead the Way will be available at Hemet El through S&C funds.

This LCAP is a result of our engaged and involved community, the expertise of our educators, finance experts, specialized staff, and the guidance. For questions or comments, please contact:

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