

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne School District CDS Code: 19-64592

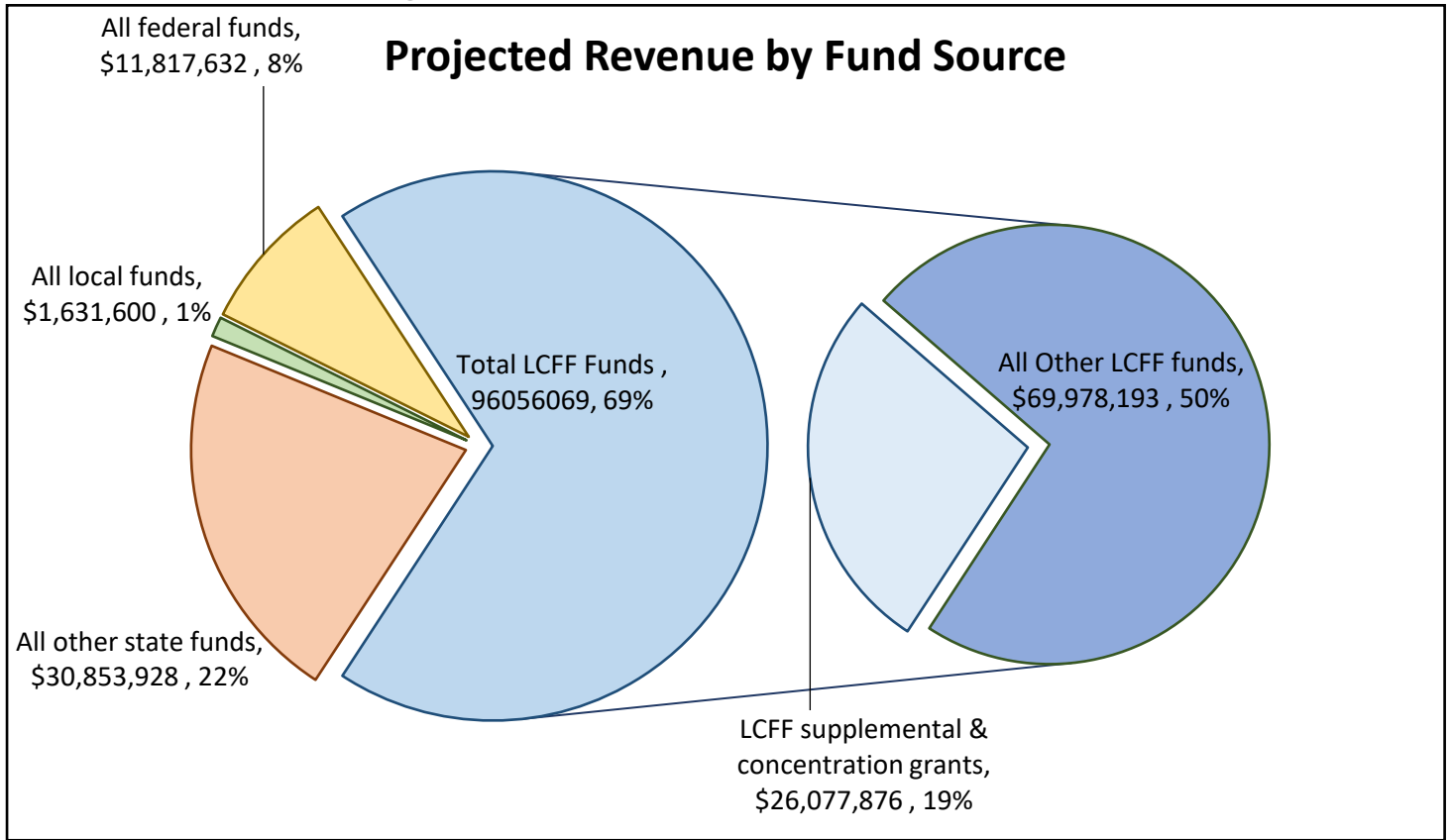
School Year: 2023-24

LEA contact information: Mara Pagniano, Associate Superintendent, Business Services

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

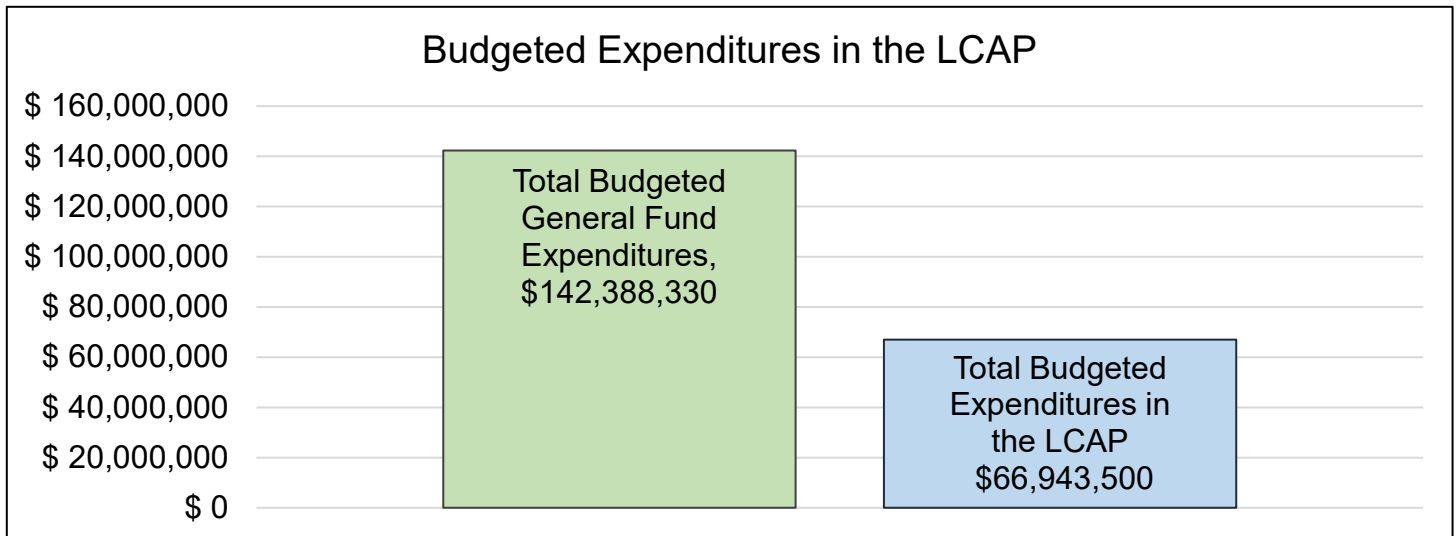


This chart shows the total general purpose revenue Hawthorne School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne School District is \$140,359,229.00, of which \$96,056,069.00 is Local Control Funding Formula (LCFF), \$30,853,928.00 is other state funds, \$1,631,600.00 is local funds, and \$11,817,632.00 is federal funds. Of the \$96,056,069.00 in LCFF Funds, \$26,077,876.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawthorne School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hawthorne School District plans to spend \$142,388,330.00 for the 2023-24 school year. Of that amount, \$66,943,500.00 is tied to actions/services in the LCAP and \$75,444,830.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

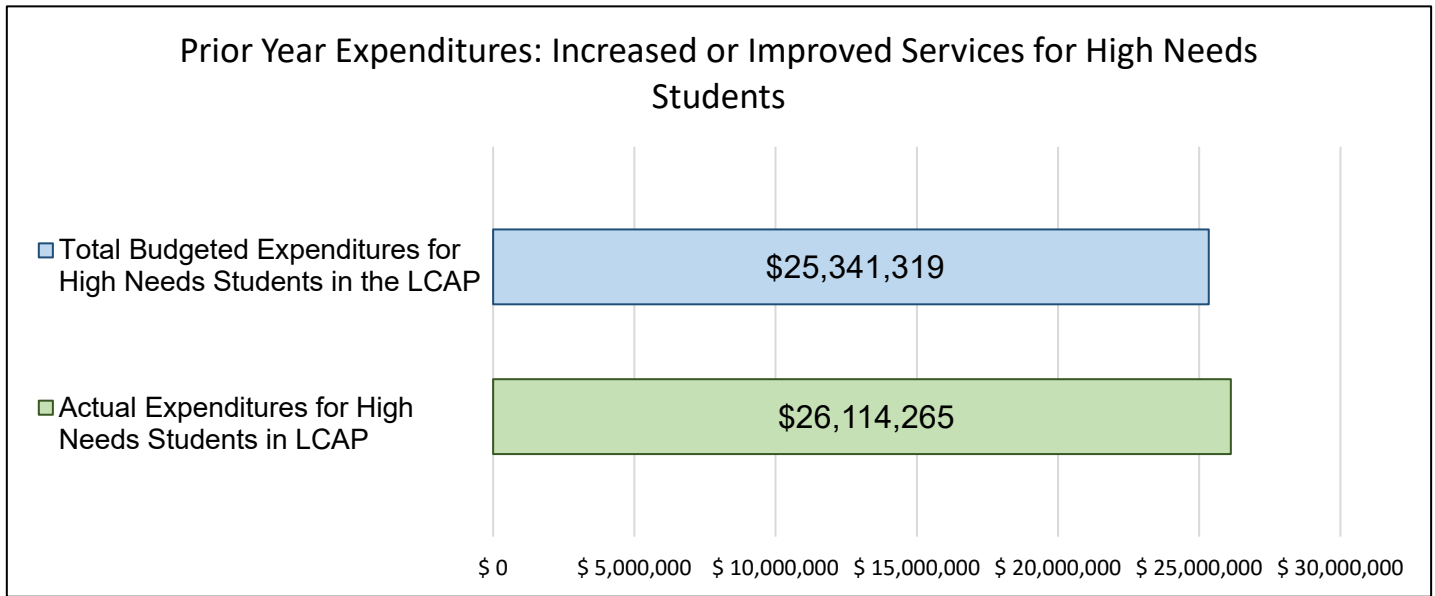
Expenditures related to the District's core educational program are among the expenditures not listed in the LCAP. Some of these expenditures include salaries and benefits related to administration, custodial, maintenance, business services, human resources, special education teachers, psychologists, educational services, pupil personnel, clerical, aides, and substitutes. Other expenditures would include utilities, legal fees, insurance, routine restricted maintenance, special education contracts/services, transportation, audit costs, general materials, supplies, special education preschool and debt service.

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

In 2023-24, Hawthorne School District is projecting it will receive \$26,077,876.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne School District plans to spend \$27,808,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Hawthorne School District's LCAP budgeted \$25,341,319.00 for planned actions to increase or improve services for high needs students. Hawthorne School District actually spent \$26,114,265.00 for actions to increase or improve services for high needs students in 2022-23.

# 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
Hawthorne	Erika Ayala Assistant Superintendent, Educational Services	eayala@hawthorne.k12.ca.us 3106762276

## Plan Summary 2023-2024

### General Information

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

The Hawthorne School District (HSD) serves approximately 7,000 students in transitional kindergarten through 8th grade, with an additional 550 students enrolled in its dependent charter high school, Hawthorne Math and Science Academy (HMSA). The District also provides preschool instruction at a designated location. The student population in the HSD is 72% Hispanic/Latino, 21% Black/African American, 2% Asian, 1% Filipino, and 2% White, with 1% of students reporting mixed or no ethnic affiliation. Approximately 74% of students are eligible to receive free or reduced lunch and the District's overall unduplicated student percentage, which includes socioeconomically disadvantaged students, English learners, and foster youth, is 87%. Of the total student population served by the District, approximately 26% are designated as being English learners, with another 8% having been reclassified to fluent English proficient (RFEP).

The District offers a comprehensive and robust instructional program and a broad range of support services in preschool through high school. The HSD builds upon its strong foundational years with a full-day Transitional Kindergarten program for eligible students at the elementary schools. The instructional program in kindergarten through 5th grade provides a critical infrastructure in English language arts and mathematics, which is supplemented by numerous enrichment and exploratory programs. At the middle school level, students attend one of three focused academies, being immersed in experiences related to either fine arts, business, or science, technology, engineering, and mathematics (STEM). Students matriculating into the Hawthorne Mathematics and Science Academy (HMSA) high school participate in a rigorous academic program that has resulted in the school earning two National Blue Ribbon awards, California's only ACT College and California Distinguished in 2019, and ranked 13 in the state by U.S. News & World Report's 2022 rankings.

The District maintains a vital role in the broader Hawthorne community and its campuses and staff serve as critical resources to students and families. The HSD has a clear mission to maximize each student's potential to achieve educational excellence and the Board of Trustees has adopted a five-year strategic plan (2021-2026) with goals in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission.

### Reflections: Successes

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

In reviewing and examining our actions, services, outcomes, and input from our educational partners, we have identified numerous successes to be celebrated with all partners.

These include our students' academic growth from 2021 STAR assessments compared to the 2022 CAASPP results and the 2022 CAASPP results compared to the 2021-22 STAR reading and math administration results. The District utilized the STAR reading assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely continue to monitor academic progress at the end of each trimester and analyze the overall percentage of students Meeting or Exceeding Standards in the STAR results. With regard to the STAR reading results the percentage of all students scoring Meeting or Exceeding in the spring 2021 STAR reading administration was 33%. Furthermore, the spring 2022 CAASPP results indicated that the percentage of all students Meeting or Exceeding was 41%. This was an 8% increase.

Results are similar at all grade levels:

STAR Reading in 2021	2022 CAASPP ELA	+/- Change in the positive direction
Overall- 33% Met or Exceed ( M/E)	41% (M/E)	+8
Grade 3- 28% (M/E)	36% (M/E)	+8
Grade 4- 34% (M/E)	37% (M/E)	+3
Grade 5- 35% (M/E)	43% (M/E)	+8
Grade 6- 31% (M/E)	34% (M/E)	+3
Grade 7- 35% (M/E)	47% (M/E)	+12
Grade 8- 34% (M/E)	42% (M/E)	+8

The 2019 CAASPP was compared to the 2022 CAASPP results and demonstrated growth within our student groups. The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 12.31%. The percentage of ELs scoring the Meeting or Exceeding level in the 2022 ELA CAASPP was 15%. That is an increase of 2.69%.

The percentage of English learners achieving at the Meeting or Exceeding level on the 2019 mathematics CAASPP assessments was 11%. The percentage of ELs achieving the Meeting or Exceeding level in the 2022 CAASPP was 12%. That is an increase of 1%.

In STAR reading students are also experiencing growth in the percentage of all students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessments from fall 2022 to fall 2023, in the following grades:

1 % increase from 32% to 33% in fourth grade  
and 1% increase and a 1% increase in fourth grade from 32%-33%.

Growth in the percentage of grade-level academic performance student results from 2022-23 fall to winter. Students in these grade levels are increasing in academic achievement in reading:

1% increase in sixth grade from 25%-26%  
4% increase in seventh grade from 25%-29%  
1% increase in eighth grade from 27%-28%

The percentage of all students scoring Meeting or Exceeding in the spring 2021 STAR mathematics administration was 23%. Furthermore, the spring 2022 CAASPP mathematics results indicated that the percentage of all students Meeting or Exceeding was 29%. This was a 6% increase.

Results are similar at all grade levels:

STAR Mathematics in 2021	2022 CAASPP Math	+/- Change in the positive direction
Overall- 23% Met or Exceed ( M/E)	29% (M/E)	+6
Grade 3- 27% (M/E)	36% (M/E)	+12
Grade 4- 21% (M/E)	27% (M/E)	+6
Grade 5- 15% (M/E)	26% (M/E)	+11
Grade 6- 19% (M/E)	27% (M/E)	+8

As we continue to monitor academic progress utilizing the STAR assessments we also noticed the following growth in the percentage of all students achieving at the Standard Met or Standard Exceeded level on the STAR math assessments from fall 2022 to fall 2023, from 27% to 27% and 0% increase in mathematics.

- 1% increase in third grade from 37%- 38%
- 2% increase in fourth grade from 30%-32%
- 2% increase in fifth grade from 22%-24%
- 5% increase in sixth grade from 20%-25%

- Growth in the percentage of all students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessments from winter 2022 to winter 2023, from 23% to 24%, and a 1% increase in mathematics.

-Growth in the percentage of students in all grade levels achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment from the winter of 2022 to the winter of 2023:

- 3% increase in third grade from 28%- 31%
- 5% increase in fourth grade from 22%-27%
- 1% increase in fifth grade from 21%-22%
- 3% increase in sixth grade from 20%-23%
- 1% increase in eighth grade from 21%-22%

In STAR reading students are also experiencing growth in the percentage of all students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessments from fall 2022 to fall 2023, in the following grades:

- 1 % increase from 32% to 33% in fourth grade
- and 1% increase and a 1% increase in fourth grade from 32%-33%.

Growth in the percentage of grade-level academic performance student results from 2022-23 fall to winter. Students in these grade levels are increasing in academic achievement in reading:

- 1% increase in sixth grade from 25%-26%
- 4% increase in seventh grade from 25%-29%
- 1% increase in eighth grade from 27%-28%

Student group academic performance data from winter 2022- 2023 STAR administration window to identify areas of strengths and areas of identified needs including significant disparities in performance among student groups.

The percentage of African American students' achievement at the Standard Met or Standard Exceed on the STAR reading compared to overall results in the most recent STAR reading assessment demonstrated the following growth:

- 3% increase in third-grade STAR reading assessment from 25% of all students achieving Standard Met or Standard Exceeded to 28% of African Americans achieving Met of Standard Exceeded
- 8% increase in fifth grade STAR reading from 29% of all students achieving Standard Met or Standard Exceeded to 37% of African Americans achieving Met or Standard Exceeded

The percentage of African American students' achievement at the Standard Met or Standard Exceed on the STAR mathematics compared to overall results in the most recent STAR mathematics assessment demonstrated the following growth:

-In the following grade level, the following growth was evident:

- 1% increase in fifth grade from 22% of all students achieving Standard Met or Standard Exceeded to 23% of African Americans achieving Met or Standard Exceeded
- 4% increase in seventh grade from 20% of all students achieving Standard Met or Standard Exceeded to 24% of African Americans achieving Met or Standard Exceeded.

Growth in the percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment winter 2023 STAR administration compared to overall results. An overall 17% increase from 28% of all students achieving Standard Met or Standard Exceeded to 45% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded.

-32% increase in third grade from 26% of all students achieving Standard Met or Standard Exceeded to 58% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-21% increase in fourth grade from 28% of all students achieving Standard Met or Standard Exceeded to 49% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-20% increase in fifth grade from 29% of all students achieving Standard Met or Standard Exceeded to 49% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded.

-15% increase in sixth grade from 15% of all students achieving Standard Met or Standard Exceeded to 41% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-16% increase in seventh grade from 29% of all students achieving Standard Met or Standard Exceeded to 45% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-20% increase in eighth grade from 28% of all students achieving Standard Met or Standard Exceeded To 48% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

Growth in the percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level compared to the overall results on the STAR mathematics assessment from winter 2023:

An overall 13% increase from 24% of all students achieving Standard Met or Standard Exceeded to 37% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded.

-38% increase in third grade from 31% of all students achieving Standard Met or Standard Exceeded to 68% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-27% increase in fourth grade from 28% of all students achieving Standard Met or Standard Exceeded to 55% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-14% increase in fifth grade from 23% of all students achieving Standard Met or Standard Exceeded to 37% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-18% increase in sixth grade from 22% of all students achieving Standard Met or Standard Exceeded to 40% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-8% increase in seventh grade from 20% of all students achieving Standard Met or Standard Exceeded to 28% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded

-13% increase in eighth grade from 22% of all students achieving Standard Met or Standard Exceeded to 35% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded.

The District's RFEP rate increase 2% from 5% to 7%

Student group academic performance data from the Fall 2021 STAR administration window was compared to the Winter 2022 administration window to identify areas of strength. The areas of identified strengths include:

The percentage of English learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics increased by 2% from 9% to 11% when comparing fall 2021 and winter 2022.

The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading increased by 1% from 45% to 46%

-the continued support and building of internal instructional leadership capacity through the maintenance of Instructional Leadership Teams (ILTs) in ELA and mathematics, and the formation of similar teams in the areas of science, history, and art

- the provision of the common core state standards-aligned instructional materials and resources to all students

- continued focus and professional development in the areas of increasing collaborative student groups, academic discourse to solve problems, using mathematical reasoning to justify and explain their thinking as confirmed by numerous classroom observations and data collection tools
- continued to provide virtual tutors in both English Language Arts (ELA) and mathematics
- the utilization of a social-emotional learning curriculum (a combination of MindUP and Second Step) with all students
- expansion of counselors:17
- two social workers
- Two District BCBAs and 3 agency BCBAs
- the continued implementation of the District's early literacy initiative, the Literacy Launch, which is inclusive of the entire Hawthorne community, and the ST Math online mathematics program at the elementary level
- continuous upgrades to the District's technology and infrastructure
- continue to support and provide professional development of Ed Tech tools and technology strategies to enhance instruction
- implementation of Learning Loss Mitigation teachers and program staff focused on reconnecting and recovering learning
- implementation of extended research-based programming during the spring intersession and summer school
- continued school events virtually and to the best of our ability. Internal data collection of parent participation attendance reports demonstrated an increase in family event participation from 15,210 in 2022. This was an increase of 13,336 for a total of 28,546 as of March 14, 2023.
- continued to increase participation in parent surveys and feedback. This year we utilized ThoughtExchange to obtain responses and ratings on the individual experiences of all educational partners.

of 1,106 parents surveyed,  
 91% percent indicated that feel that their child's school provides a high-quality education,  
 71% indicated that they feel that their child receives extra help and support when necessary,  
 57 % indicated that their child participates in enrichment opportunities either within or beyond the school day,  
 86% indicated that social and emotional support are available to their child/ren,  
 49% indicated that have visited their child's progress in PowerSchool

- of 3,107 students surveyed in grades 4-8,  
 91% indicated that they feel that their schoolwork is appropriately challenging,  
 64% indicated that they receive academic support either within or beyond the regular school day,  
 63 % indicated that they participate in enrichment opportunities either within or beyond the school day,  
 76% indicated that they have been provided with social and emotional learning opportunities  
 69% indicated they feel they are treated fairly and with respect,  
 77% indicated that they feel there are caring adults that they can talk to at school

Per the 2023 California Healthy Kids Survey  
 65% of fifth grades indicated they feel safe  
 62% of seventh graders perceive their school as safe

- of 567 staff surveyed,  
 92% indicated that extended learning opportunities have had a positive impact on student outcomes  
 95% indicated that increased hands-on activities and project-based learning have a positive impact on student outcomes,  
 85% indicated that counselors are providing small group and individual counseling,  
 81% indicated that counselors provide social skills instruction for students  
 87% indicated that the dean of students provides proactive and effective behavior support for students and staff  
 93% indicated that students benefit from additional resources and support from social workers, counselors, and mental health community providers.  
 96% indicated that there are caring adults they can talk to on campus  
 Above 90% indicated that students are treated with respect and dignity.



We plan to maintain the success by continuing to implement the following services, programs, and supports:

- literacy and math coaches at all school sites
- English learner special projects teachers
- site telecommunication technicians
- STEM Teacher on Special Assignment
- standards-aligned instructional materials
- extended learning and enrichment opportunities
- professional development sessions
- Footsteps2Brilliance early literacy program
- AVID college and career program at all middle schools
- ST Math elementary math program
- increase technology and Ed Tech tools
- sustain 1:1 ratio between students and devices with devices
- Learning Loss Mitigation Team – consists of the assistant principal and learning loss intervention teachers
- maintain tutoring services
- implementation of a common anti-bullying program
- social worker interns
- deans of students
- increased the number of counselors from 10 to 17 increased the SEL supports and adopted and implemented Second Step as a tier-one program
- security officers
- hired BCBA's to support students and staff with research-based strategies on how to improve student behaviors
- Family Outreach Teacher on Special Assignment- district parent workshops and training by the -Family Outreach Teacher on Special Assignment.

We also plan to increase but not limit to the following services:

- extended year program offerings (summer, spring, and, winter breaks)
- continue and increase extended learning and enrichment opportunities
- continue implementation of an anti-bullying program
- data-driven unit planning, collaborations, and instructional rounds
- increase social and emotional professional development sessions for school site staff
- expansion of Project Lead the Way (PLTW) STEM program
- increase the number of Learning Loss mitigation staff focused on closing learning gaps through research-based instructional programs
- support-implementation of a reading intervention program in the middle schools
- expansion of Newline Interactive boards to assist teachers with the integration of Ed-tech tools in their classroom
- continue and increase support and sustainability of school spaces for technology infrastructure to allow for the utilization of technology at school and at home.

## Reflections: Identified Need

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

In reviewing and examining our actions, services, outcomes, and educational partners' input, we have identified numerous areas that need significant improvement based on a review of the Dashboard, and local data, including areas of low performance and significant performance gaps among student groups, and any steps taken to address those areas.

Although the District identified success in academic growth in all testing grades when comparing the District 2021 STAR reading results to the 2022 ELA CAASPP results, indicated there were significant declines in academic progress when monitoring and analyzing local STAR assessment results. The overall percentage of students achieving at the Exceeding or Meeting level in the STAR reading results from fall 2021 to fall 2022 was from 31% to 28%. This data represents an area of need

because it highlights that a lower percentage of students are entering school this fall at the Exceeding or Meeting level.

When reviewing the STAR reading results from fall 2021 to fall 2022 results per grade levels the following grades were identified as the most in need of improvement:

- 1% decrease in third grade from 28% to 27%
- 1% decrease in fifth grade from 33% to 32%
- 3% decrease in sixth grade from 29% to 26%
- 9% decrease in seventh grade from 34%-25%
- 5% decrease in eighth grade from 32% to 27%

When comparing the overall percentage of students achieving the Exceeding or Meeting level from the winter 2022 STAR reading administration to the overall percentage of students achieving the Exceeding or Meeting level from the winter 2023 administration there was a 3% decrease from 31% to 28%.

When comparing winter 2022 STAR reading results to winter 2023 STAR reading results per grade level the following grade experienced a decrease:

- 2% decrease in third grade from 28% to 26%
- 2% decrease in fourth grade from 30% to 28%
- 3% decrease in fifth grade from 34% to 31%
- 1% decrease in sixth grade from 28%-27%
- 5% decrease in seventh grade from 34% to 29%
- 4% decrease in eighth grade from 32% to 28%

When comparing the overall academic progress from trimester one to trimester two we reviewed the overall percentage of students achieving the Meeting or Exceeding level from the fall 2022 STAR reading administration to the overall percentage of students achieving the Meeting or Exceeding level in the winter 2023 STAR reading administration there was a 0% increase or decrease.

When monitoring grade level STAR reading results from trimester one to trimester two (fall 2022 to winter 2023) the following grade levels were identified for additional support:

- 1% decrease in third grade from 27% to 26%
- 5% decrease in fourth grade from 33% to 28%
- 1% decrease in fifth grade from 32% to 31%

A decrease in the percentage of students in specific grade levels achieving at the Exceeded or Meeting level on the 2021 STAR math assessment compared to the 2022 CAASPP mathematics.

In various grade levels, there was also a decrease in the percentage of students Exceeding or Meeting Standards on the STAR math assessment this fall of 2023 compared to the percentage of students Exceeding or Meeting Standards in the fall of 2022.

- 1% decrease in seventh grade from 26%-25%
- 8% decrease in eighth grade from 28%-20%

A decrease in the percentage of students in seventh grade was also identified when comparing STAR mathematics assessment results from winter 2022 to winter 2023 (a 5% decrease in seventh grade from 25% Meeting and Exceeding to 20% Meeting and Exceeding).

Student group academic performance data from winter 2022- 2023 STAR administration window to identify areas of strengths and areas of identified needs including significant disparities in performance among student groups.

The percentage of African American students' achievement at the Standard Met or Standard Exceed on the STAR reading compared to overall results in the most recent STAR reading assessment demonstrated the following areas of need:

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment winter of 2023 compared to

the overall percentage of students achieving at the Standard Met or Standard Exceeded level was:

- An overall 0% decrease from 28% of all students achieving Standard Met or Standard Exceeded to 28% of African American achieving Met or Standard Exceeded
- 1% decrease in sixth grade from 26% of all students achieving Standard Met or Standard Exceeded to 25% of African American achieving Met of Standard Exceeded
- 3% decrease in seventh grade from 29% of all students achieving Standard Met or Standard Exceeded to 26% of African American achieving Met of Standard Exceeded
- 5% decrease in eighth grade from 28% of all students achieving Standard Met or Standard Exceeded to 25% of African American achieving Met of Standard Exceeded

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter of 2023 compared to the overall percentage of students achieving at the Standard Met or Standard Exceeded level was:

- an overall 0% decrease from 24% of all students achieving Standard Met or Standard Exceeded to 24% of African American achieving Met or Standard Exceeded
- 1% decrease in third grade from 31% of all students achieving Standard Met or Standard Exceeded to 30% of African American achieving Met of Standard Exceeded
- 2% decrease in fourth grade from 28% of all students achieving Standard Met or Standard Exceeded to 26% of African American achieving Met of Standard Exceeded
- 3% decrease in sixth grade from 22% of all students achieving Standard Met or Standard Exceeded to 19% of African American achieving Met of Standard Exceeded

The decrease in the percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment winter of 2023 compared to overall percentage of students achieving at the Standard Met or Standard Exceeded level was:

- an overall 23% decrease from 27% of all students achieving Standard Met or Standard Exceeded for the outcome of 4% of English Learner students achieving Met of Standard Exceeded
- 19% decrease in third grade from 25% of all students achieving Standard Met or Standard Exceeded for the outcome 6% of English Learner students achieving Met of Standard Exceeded
- 24% decrease in fourth grade from 27% of all students achieving Standard Met or Standard Exceeded for the outcome 3% of English Learner students achieving Met of Standard Exceeded
- 23% decrease in fifth grade from 29% of all students achieving Standard Met or Standard Exceeded for the outcome 6% of English Learner students achieving Met of Standard Exceeded
- 24% decrease in sixth grade from 26% of all students achieving Standard Met or Standard Exceeded for the outcome 2% of English Learner students achieving Met of Standard Exceeded
- 26% decrease in seventh grade from 29% of all students achieving Standard Met or Standard Exceeded for the outcome 3% of English Learner students achieving Met of Standard Exceeded
- 27% decrease in eighth grade from 28% of all students achieving Standard Met or Standard Exceeded to 1% of English Learner students achieving Met of Standard Exceeded

The decrease in the percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment in winter of 2023 compared to overall percentage of students achieving at the Standard Met or Standard Exceeded level was:

- An overall 15% decrease from 24% of all students achieving Standard Met or Standard Exceeded to 9% of English Learner students achieving Met or Standard Exceeded
- 16% decrease in third grade from 31% of all students achieving Standard Met or Standard Exceeded for the outcome of 15% of English Learner students achieving Met of Standard Exceeded
- 13% decrease in fourth grade from 28% of all students achieving Standard Met or Standard Exceeded for the outcome of 15% of English Learner students achieving Met of Standard Exceeded
- 13% decrease in fifth grade from 23% of all students achieving Standard Met or Standard Exceeded for the outcome of 10% of English Learner students achieving Met of Standard Exceeded
- 18% decrease in sixth grade from 22% of all students achieving Standard Met or Standard Exceeded for the outcome of 4% of English Learner students achieving Met of Standard Exceeded
- 18% decrease in seventh grade from 20% of all students achieving Standard Met or Standard Exceeded for the outcome of 2% of English Learner students achieving Met of Standard Exceeded
- 18% decrease in eighth grade from 22% of all students achieving Standard Met or Standard Exceeded for the outcome of 4% of English Learner students achieving Met of Standard Exceeded

of Standard Exceeded

Amid the pandemic, we are also experiencing low enrollment and a high number of teacher and student absences. After two years of the pandemic, we are also experiencing staff fatigue, exhaustion, and strain from not just teaching but also from having to provide additional supports in the area of academics, social and emotional learning, and behavior.

The inconsistency in coverage from substitutes, support staff, and other staff have also hindered the implementation of intentional and data-driven planning meetings and instruction. Furthermore, because of the inconsistencies and the ever-changing climate in education caused by the pandemic, more time is needed in order to properly evaluate the effectiveness of the implemented support, targeted professional development and implementation of LLM intervention teachers, evidence-based strategies, and multi-tiered system of support utilizing data to drive practices.

However, based on the review of a local evaluation rubric in the form of LCAP surveys collected from parents, students, and staff, an identified need was mentioned in the area of motivating students to re-engage, reconnect and recover learn. This is in correlates with what is being seen state and nationwide per this article below from Education Week,

[https://www.edweek.org/leadership/most-students-dont-have-strong-connections-to-their-teachers-survey-finds/2023/05?\\_cldee=4jQWrSGiSchKoEsNUFY0H05WWysUyNYgzbK27BJpSOETBQTcFZ3RsTqABYiUUxtv8tPqCBx-LxV-OVLPEwscEg&recipid=contact-1490a788e9e4e41180e2005056b02a09-de1642f6afb24d859e8dc06760a54802&esid=6f84fdd7-42ef-ed11-8158-005056b02a09](https://www.edweek.org/leadership/most-students-dont-have-strong-connections-to-their-teachers-survey-finds/2023/05?_cldee=4jQWrSGiSchKoEsNUFY0H05WWysUyNYgzbK27BJpSOETBQTcFZ3RsTqABYiUUxtv8tPqCBx-LxV-OVLPEwscEg&recipid=contact-1490a788e9e4e41180e2005056b02a09-de1642f6afb24d859e8dc06760a54802&esid=6f84fdd7-42ef-ed11-8158-005056b02a09)

All school staff have a significant role in ensuring a positive school climate is implemented and maintained. School climate plays a significant role in shaping the quality of school life, teaching, learning, and support. However, school and classroom climate are temporal and somewhat fluid, perceived qualities of the immediate setting which emerge from the complex transaction of many factors.

School climate reflects the influence of the underlying institutionalized values and belief systems, norms, ideologies, rituals, and traditions that constitute the school culture. School's climate and culture are also shaped by the surrounding political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, and country).

As a district, we are committed to providing support and training to benefit students and staff and not a barrier to learning. We continue to focus on developing a positive school climate by addressing: (1) Relationships- developing personal relationships in the school and classroom environment to support and help learning, attendance, and behavior. (2) Personal development- and growth with self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (3) System maintenance and change- maintain an orderly school environment that provides clear and consistent expectations for behavior and is responsive to the student's needs or change.

The District will continue to work with the school sites to implement more student engagement activities, continue the tiers of re-engagement protocols developed during distance learning, as well as explore options of enhancing student engagement opportunities with our new innovative technology tool and strategies. With regard to reconnecting students, the District will increase access to school site social workers, counselors, and SEL support by increasing staff and professional development to increase student and teacher connectedness. To recover learning the District will continue access to content coaches in math and literacy at each school site to continue site-based instructional planning, classroom observations, data analysis meetings, staff developments to ensure standard-based instruction, the common core shifts, and universal access are implemented in classrooms daily instruction. The Learning Loss Mitigation Teachers and program staff will continue to focus on closing the learning gaps through additive-focused and prescriptive evidence-based interventions depicted by the LLM assistant principal.

Overall - the District exhibited a very high level of chronic absenteeism rates as demonstrated in the fall 2022 CA Dashboard and an increase in suspension rate from the pre-pandemic suspension rates.

As a district, we are reconstructing our school-to-home communications on attendance. At the micro level, school-home communication is about sharing information. At the macro level, we are building relationships.

When school leaders and teachers keep families informed on a consistent basis, it leads to improved student achievement, attendance, behavioral outcomes, and social and emotional functioning. The more home adults trust the school adults, the more they support their child's learning. When families feel informed and involved, they actively support their children learning and academic success. When families feel like they are part of a team working towards a common goal, they are more likely to

collaborate with the district and school staff.

Regular communication helps to ensure transparency and trust between families and the district. Positive messaging helps families feel supported and connected to the school community. Parents and caregivers do not understand the role that attendance has in their child's success in life and they change their behavior when they are informed. Well-informed parents make better decisions for their children and help their children make good choices on attendance.

The District is committed to fully supporting all students and providing them with intentional and appropriate academic, social and emotional, and behavioral support.

There is a strong implementation of Positive Behavioral Interventions and Supports (PBIS) and the Olweus Bullying Prevention Program (OBPP) throughout all schools in the District. Every elementary and middle school maintains a dean of students with the purpose of reducing bullying behaviors and improving peer relations. These individuals' responsibilities are to ensure that positive student behaviors are encouraged and that inappropriate student behavior is addressed in an appropriate manner in which minimal loss of instructional time is affected. Deans of students will continue to receive and deliver professional development designed to equip all staff members with the knowledge and skills necessary to support students who are experiencing behavioral challenges. Together they will work on implementing systems, programs, and practices to prevent bullying, cyberbullying, and harassment.

In addition to having Deans of students promote positive behaviors and address inappropriate behaviors. The District also implemented support in the form of Social worker interns in schools to provide brief interventions, ongoing individual and group therapy, social-emotional lessons, professional development for administration on intervention toolkits, and support site-based and community counseling referrals. The District also hired one district social worker and will be seeking to increase staff in that area.

District-wide counselors continue to facilitate Student Support Teams (SST) to further examine a student's academic behavior and social-emotional progress. The Student Support Teams work closely with parents in proposing interventions for the student as well as include them as part of the decision-making. The school site counselors in collaboration with the Board Certified Behavior Analyst (BCBA), and Dean of Students work to promote supportive school climates to reduce the use of exclusionary discipline.

The Schoolnet data management system has been an invaluable tool in disaggregating real-time disciplinary data by grade level, gender, and ethnicity, and it will continue to be used routinely by support staff and administrators to identify ongoing areas of need. Monitoring suspension data is vital for the student groups that were depicted one or two levels below the overall in the Fall 2022 California Dashboard. The three student groups that were very high level of suspensions was the African American, Foster Youth, and Pacific Islanders student group of students.

High numbers of staff and student absences affect the frequency and consistency of program implementation have exacerbated the needs identified above and have affected the outcomes in these areas identified above.

## LCAP Highlights

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

This year's LCAP reflects a wide variety of continued and additional services designed to support students, staff, and families. Included within these services are a range of new actions developed from the Learning Continuity and Attendance Plan and targeted actions aimed at specifically assisting low-income students, English learners, and foster youth, groups for which additional funds are received by the District.

In relation to the District's four LCAP goals, the highlights for this year are as follows:

Goal #1:

- continued utilization of the Footsteps2Brilliance literacy program for students in preschool through 2nd grade
- continued implementation of the ST Math program at the elementary level and IXL at the middle school level
- continued site-based instructional planning, classroom observations, and data analysis model
- continued support of Next Generation Science Standards (NGSS) planning, support, and implementation
- increased/improved enrichment offerings and intervention supports, continued to provide virtual tutor
- continued embedded professional development sessions designed to enhance instruction utilizing innovative -technology tools to increase student achievement and engagement
- improved quality of service for students with disabilities through the expansion of district programs and training sessions
- implement Learning Loss Mitigation teachers and program staff to focus on recovering learning, reconnecting with students, and re-engaging them
- increased certificated and classified training/workshops/professional development offerings focused on addressing the academic and/or social-emotional needs of students and parents.

Goal #2:

- Foster Youth Forums are conducted on a monthly basis to ensure that individual student needs are being met
- additional support for staff in the areas of Positive Behavioral Interventions and Supports (PBIS) and the districtwide anti-bullying program
- continued implementation of the district-wide anti-bullying program
- expansion of the resident social worker intern program
- implementation of District-wide tiers of re-engagement
- increased small-group support of SEL for students by deans and counselors
- increased the number of counselors in the district from 10 to seventeen
- initiated the hiring of district BCBAs, therapists, and social workers
- expansion of mental health workshops for staff, students, and parent

Goal #3:

- regular maintenance and enhancements to school and district websites
- continued professional development in the areas of school-home relationship building and customer service
- continued parent workshops focused on how to support their children's education
- expansion of the HSD Arts Docent Program to involve more parents/guardians in classroom-based lessons
- school sites and District continued homeschool notification through emails, flyers, School News articles, -superintendent communications, automated messages, town hall meetings, and District website notifications were ongoing in both English and Spanish
- Take Part Arts Festival, a collaboration with three of our neighboring districts. It was a successful community event
- Re-instated our HSD community event the STEAM Expo
- multicultural; Nighs at several of our school sites
- purchased a new website software program to upgrade our online communication pathway
- purchased peachJar software to deploy digital flyers

Goal #4:

- regular professional development for custodial and maintenance staff of health and safety protocols
- network infrastructure upgrades
- devices were deployed to all students (HSD is a 1:1 District)
- The district-wide rollout of Newline (Interactive Boards)
- continued PLTW implementation and professional development to support STEM courses
- partnered with LEGO Education for STEM programming
- implementing coding as an enrichment activity
- increased the number of sports teams at the middle school level

# 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.

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

Several meetings and consultations with our Educational Partners were facilitated before finalizing the LCAP.

Through consultations with our educational partners (in such settings: as parent meetings, administration meetings ( 7 elementary and 3 middle schools, support staff, and leadership meetings) and the sharing of LCAP survey responses, and feedback gathered during budgetary discussions, the new LCAP was developed. The District created comprehensive surveys differentiated for parents/guardians, staff (including but not limited to classified staff at school sites and district, teachers, and support staff), and shared them digitally through a link. All LCAP surveys were generated utilizing a new software program called Thought Exchange. Thought Exchange is a survey that allows educational partners to tell a whole story. This survey platform allowed us to consult with more people in an inclusive, anti-biased environment. Throughout this new survey process, participants not only shared their thoughts with us they also rated other people's input, creating a more in-depth analysis and deeper insights.

Educational partners' had the opportunity to share their thoughts and rate others' input from input collected from March 7- March 31. LCAP responses were shared with all administrators and cabinet starting in April. School site responses were also shared with the administrators, in addition, administrators received training on how to navigate the ThoughtExchange platform and did a deep dive data analysis with the team. Presentations of the LCAP overview and survey results were developed and presented to certificated and classified staff, and school site meetings. The presentation highlighted the LCAP goals, actions, current services, budgetary realities, and fiscal implications, and solicited input (due by June 2nd).

At school site administrators meeting principals delve into their school site LCAP results (from their parents, student, and staff) and collaborated and discussed various

options on how to present the data to facilitate a two conversation. Every school site identified a date and time on when this would take place with their partner, students, and staff.

LCAP overview, highlights, services, and actions were shared and input was solicited from the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) throughout the year. On May 22, 2023, formal presentations on the LCAP survey results were facilitated to both DAC and DELAC. During these meetings, input was solicited and questions were posted and recorded, responded to in writing, and posted publicly on the District's website by the District Superintendent or Designee.

Regularly, consultation meetings with both the Hawthorne Federation of Classified Employees, Local 6041, and the Hawthorne Educators and Teachers Association were held throughout the year to discuss the implementation of current LCAP goals and services and on June 2nd to review the new LCAP survey results. Continuous meetings with the SELPA representative were scheduled to obtain their recommendations, feedback, and support.

A draft of the revised 2023-24 LCAP was posted on a page dedicated solely to the LCAP on the District's website on June 9, 2023, along with a portal through which stakeholders could comment, provide feedback, or submit a question.

A public hearing to discuss the new 2022-23 LCAP was held on June 14, 2023, and the adoption of the Plan and the District budget occurred on June 28, 2023.

### A summary of the feedback provided by specific educational partners.

The LCAP survey collection process provided ample feedback and evidence from parents, students, and staff. Parents indicated a desire to increase:

- after-school offerings of intervention and enrichment opportunities for their children,
- school staff and teachers are very supportive and welcoming
- school programs curriculum and instruction help our children learn please continue to bring more programs and SEL curriculum

A common focus amongst staff was the recommendation to increase :

- teacher training and support classroom behaviors,
- Learning Loss Mitigation teachers and supports
- enrichment opportunities

Students indicated a desire to increase:

- after-school offering of intervention and enrichment opportunities ( sports, field trips, arts and music)
- supports school climate
- mental health support (SEL)

The District plans indicated an increase in SEL support by increasing social workers and staff training/ workshops and professional development offerings focused on addressing the academic and social and emotional needs of staff, students, and parents. The District's plan also indicates teh offerings of professional development focused on addressing challenging behaviors, inclusive practice, and developing and implementing a strong MTSS model that addresses support in areas of academics, behaviors, and social and emotional learning. Increase support and professional development sessions in the District's anti-bullying program (Olweus). Increase the extended learning opportunities and enrichment courses.

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

The consultations with the DAC and DELAC (May 22nd) and the certificated and classified associations (on June 2nd) did not result in impacts to the plan that were not already incorporated as a result of the review of the extensive feedback collected via Districtwide surveys that were submitted by stakeholders. The actions and services in the LCAP already address the educational partners' input and feedback (mentioned in prompt two).



# Goals and Actions

## Goal

Goal #	Description
1	Students will demonstrate increased levels of academic achievement.

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will learn and demonstrate increased levels of academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
ELA CAASPP Results	<p>The percentage of all students scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 47.80%.</p> <p>The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 12.31%.</p> <p>In light of the pandemic that has disrupted student's educational programs and resulted in unfinished learning for</p>	<p>In light of the pandemic resulting in the suspension of the CAASPP administration in 2020, and the disruption of students' educational programming in 2021, our goal was to establish an additional baseline utilizing our local assessments that replaced the CAASPP administration in Spring 2021. The district utilized the STAR Reading assessment to fulfill the state assessment requirement for 2021. Utilizing this data the</p>	<p>As a result of the pandemic students' learning environment was disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results.</p> <p>However, it is evident as we continue to monitor the STAR reading and CAASPP results that there is growth in academic achievement. The district utilized the STAR reading assessment to fulfill the state assessment requirement for 2021. Utilizing this data the</p>		<p>The percentage of all students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments will be 56.8% or higher.</p> <p>The percentage of English learners scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments will be 21.31% or higher.</p> <p>The District's goal is to have continuously increased by 5% in the overall percentage of students meeting or exceeding state benchmark goals from Renaissance Enterprise (our local assessment) in the area of Star Reading.</p>

	<p>the 2020 and 2021 school years, our goal is to establish an additional baseline utilizing our local assessments (Star Reading) results from June 2021, develop benchmark goals to increase each year in the overall percentage of students meeting or exceeding state benchmark goals from Renaissance Enterprise in the area of English Language Arts. This baseline data will be shared with year-one outcomes.</p>	<p>District established goals to closely monitor academic progress within the school year by reviewing and analyzing the overall percentage of students meeting or exceeding standards in the area of reading and English Language Arts. This baseline data of the spring 2021 STAR reading administration is being shared as year one outcomes.</p> <p>The percentage of all students scoring at the Meeting or Exceeding level on the spring 2021 STAR reading assessments was 33%.</p>	<p>District established goals to closely continue to monitor academic progress at the end of each trimester and analyze the overall percentage of students scoring at the Meeting or Exceeding level in the STAR reading results. The percentage of all students scoring at the Meeting or Exceeding level in the spring 2021 STAR reading administration was 33%. Furthermore, the spring 2022 CAASPP results indicated that the percentage of all students Meeting or Exceeding was 41%. This was an 8% increase.</p> <p>The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 12.31%. The percentage of ELs scoring the Meeting or Exceeding level in the 2022 CAASPP was 15%. That is an increase of 2.69%.</p>	
Math CAASPP Results	<p>The percentage of all students scoring at the Meeting or Exceeding level on the 2019 Mathematics CAASPP assessments was 32.28%.</p> <p>The percentage of English learners scoring</p>	<p>In light of the pandemic resulting in the suspension of the CAASPP administration in 2020, and the disruption of students' educational programming in 2021, our goal was to establish an additional baseline</p>	<p>As a result of the pandemic students' learning environment was disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results.</p>	<p>The percentage of all students scoring at the Meeting or Exceeding level on the 2023 Math CAASPP assessments in 2023-24 will be 41.28% or higher.</p> <p>The percentage of English learners scoring at the Meeting or Exceeding level on the 2023 Math CAASPP assessments</p>

<p>at the Meeting or Exceeding level on the 2019 Mathematics CAASPP assessments was 11.37%.</p> <p>In light of the pandemic that has disrupted student's educational program and resulted in unfinished learning the last two academic years, our goal is to establish an additional baseline utilizing our local assessments (Star Reading) results from June 2021, develop benchmark goals to increase each year in the overall percentage of students meeting or exceeding state benchmark goal from Renaissance Enterprise in the area of mathematics.</p> <p>This baseline data will be shared with year one outcomes.</p>	<p>utilizing our local assessments that replaced the CAASPP administration in Spring 2021. The district utilized the STAR mathematics assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely monitor academic progress within the school year by reviewing and analyzing the overall percentage of students meeting or exceeding standards in the area of mathematics. This baseline data from the spring 2021 STAR mathematics administration is being shared as year one outcomes.</p> <p>The percentage of all students scoring at the Meeting or Exceeding level on the spring 2021 STAR mathematics assessments was 23%.</p>	<p>However, it is evident as we continue to monitor the STAR mathematics and CAASPP results that there is growth in academic achievement. The district utilized the STAR mathematics assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely continue to monitor academic progress at the end of each trimester and analyze the overall percentage of students scoring at the Meeting or Exceeding level in the STAR mathematics results. The percentage of all students scoring at the Meeting or Exceeding level in the spring 2021 STAR mathematics administration was 23%. Furthermore, the spring 2022 CAASPP results indicated that the percentage of all students Meeting or Exceeding was 29%. This was a 6% increase.</p> <p>The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 11%. The percentage of ELs scoring the Meeting or Exceeding level in the 2022 CAASPP was 12%. That is an increase of 1%.</p>		<p>will be 20.37% or higher.</p> <p>The District's goal is to have continuously increased by 5% in the overall percentage of students meeting or exceeding state benchmark goal from Renaissance Enterprise (our local assessment) in the area of Star mathematics.</p>
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English Learner Performance Index (ELPI)	<p>The District is currently not receiving ELPI results. Thus, the District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. Therefore, the District's ELPAC percentage of all English Learner students scoring at level 3 or Level 4 on the 2019 ELPAC assessments was 54%.</p>	<p>The District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. The District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2020 was 56%. This was an increase of 2% from the 2019 administration. In light of the pandemic, in 2021 the summative ELPAC assessments were administered remotely. However, many ELPAC assessments were not completed because of the difficulties and inconsistency with technology and the remote testing of secure browsers. Furthermore, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2021 after a school year of distance learning was 45%. This was an 11% decrease.</p>	<p>The District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. The District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2021 was 45%. This was an increase of 5% from the 2022 administration.</p> <p>Furthermore, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2022 was 50%.</p>		<p>The District's summative ELPAC results will demonstrate an increased percentage of 60% scoring at level 3 or Level 4 on the 2023 ELPAC assessments.</p>
Equity Report	<p>Per 2019 California School Dashboard report the Foster Youth student group of 32 students scored two performance levels behind the performance level for all</p>	<p>The District's desired outcome is for no student group to score two or more performance levels behind the performance level for all students on either the ELA or</p>	<p>The District's desired outcome is for no student group to score two or more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments. However,</p>		<p>The District's desired outcome for 2023-24 is for no student group to score two or more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments.</p>

students in ELA and mathematics CAASPP assessments.

No other student group scored two or more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments.

mathematics CAASPP assessments. However, as a result of the pandemic 2020, CAASPP assessments were suspended and in 2021 LEAs were able to administer a local assessment in lieu of the CAASPP assessments. The District monitors ongoing academic progress by administering the local assessments called, STAR reading and STAR mathematics at the end of each trimester ( fall, winter, and spring). Therefore, the most recent student subgroup data utilized to demonstrate progress is from the winter 2022 administration. This student group data has been monitored and compared to the District's overall academic achievement. The results are as follows:

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment during the winter 2022, mid-year administration, compared to overall results of the winter 2022

as a result of the pandemic students' learning environment was disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results.

The District continuously monitors academic progress by administering the STAR reading and STAR mathematics assessments at the end of each trimester. Therefore, the most recent student subgroup data utilized to demonstrate progress is from the winter 2023 administration. This student group data has been monitored and compared to the District's overall academic achievement. The results are as follows:

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment during winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 0%from 28% of African American students achieving Met of Standard Exceeded to 28% of all students achieving Standard Met or Standard Exceeded.

administration was an overall 2% decrease from 31% of African Americans achieving Met or Standard Exceeded to 33% of all students achieving Standard Met or Standard Exceeded.

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 1% decrease from 22% of African Americans achieving Met or Standard Exceeded to 23% all students achieving Standard Met or Standard Exceeded to

The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 27% decrease from

The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 0% from 24% of African Americans achieving Met or Standard Exceeded to 24% all students achieving Standard Met or Standard Exceeded. The percentage of African American students achieving the Standard Met or Standard Exceeded level on the STAR reading and STAR mathematics assessments is identical to the overall percentage of students achieving Standard Met or Standard Exceeded.

In light of the pandemic, we were not able to administer the CAASPP in 2020 or 2021, therefore we would like to report our first CAASPP results since 2019, our 2022 CAASPP results, the percentage of African American students achieving the Standard Met or Standard Exceeded level on the ELA CAASPP and Math CAASPP assessments is identical in the overall ELA and mathematics CAASPP results, with a difference of 7% from 34% of African American students achieving Met or Standard Exceeded to

6% of English Learner students achieving Met or Standard Exceeded to 33% of all students achieving Standard Met or Standard Exceeded to

The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessments from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 15% decrease from 8% of English Learner students achieving Met of Standard Exceeded to 23% of all students achieving Standard Met or Standard Exceeded.

The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 19% increase from 52% of Reclassified-

41% of all students achieving Standard Met or Standard Exceeded in the ELA CAASPP results and 22% of African American students achieving Met or Standard Exceeded to 29% of all students achieving Standard Met or Standard Exceeded in the mathematics CAASPP results.

The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 28% from 4% of English Learner students achieving Met of Standard Exceeded to 28% of all students achieving Standard Met or Standard Exceeded to

The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessments from winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 15% decrease from 9% of English Learner students achieving Met of Standard Exceeded to 24% of all students achieving Standard Met or Standard Exceeded.

Fluent English Proficient students achieving Met or Standard Exceeded to 33% of all students achieving Standard Met or Standard Exceeded.

The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 14% increase from 37% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 23% of all students achieving Standard Met or Standard Exceeded.

In light of the pandemic, we were not able to administer the CAASPP in 2020 or 2021, therefore we would like to report our first CAASPP results since 2019, are our 2022 CAASPP results, the percentage of English Learner students achieving the Standard Met or Standard Exceeded level on the ELA CAASPP and the overall CAASPP results have a difference of 26% from 15% of English Learner students achieving Met or Standard Exceeded to 41% of all students achieving Standard Met or Standard Exceeded in the ELA CAASPP results and a 17% difference from 12% of English Learner students achieving Met or Standard Exceeded to 29% of all students achieving Standard Met or Standard Exceeded in the mathematics CAASPP results.

The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 17% above the overall results from 45% of Reclassified-Fluent English Proficient



students achieving Met of Standard Exceeded to 28% of all students achieving Standard Met or Standard Exceeded.

The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 14% above the overall results from 38% of Reclassified-Fluent English Proficient students achieving Met of Standard Exceeded to 24% of all students achieving Standard Met or Standard Exceeded.

In light of the pandemic, we were not able to administer the CAASPP in 2020 or 2021, therefore we would like to report our first CAASPP results since 2019, are our 2022 CAASPP results, the percentage of Reclassified-Fluent English Proficient students achieving the Standard Met or Standard Exceeded level on the ELA CAASPP and the overall CAASPP results have a difference of 25% above the overall from 66% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 41% of all students

			achieving Standard Met or Standard Exceeded in the ELA CAASPP results and a 28% difference above the overall results from 47% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 29% of all students achieving Standard Met or Standard Exceeded in the mathematics CAASPP results.		
Reclassification Rate	The District's reclassification rate in 2020 was 5%.	The District's RFEP rate for 2022 is 5%	The District's RFEP rate for 2023 is 7%		The District's desired outcome for 2023-24 is for the District's reclassification rate for 2024 to be above 10%.
CAST (California Science Test )	In light of the pandemic, the 2021 California Science Test administration was waived therefore our baseline data was derived from our 2022 CAST administration. The percentage of all students scoring at the Meeting or Exceeding level on the 2022 CAST assessments was 23%				Our desired goal is to increase the number of students achieving the level Met or Exceeded by 5 % by the 2023 administration of the CAST.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure 100% of teachers fully credentialed and appropriately assigned.	Maintain instructional staff at all sites in an effort to ensure 100% of teachers will be fully credentialed and appropriately assigned to provide high quality instruction to our students. Studies demonstrate that with high quality instruction students increase in levels of	\$29,500,000.00	No

		academic achievement. Therefore, it is critical that we increase the opportunities for our student population ( low income, English Learners, and Foster Youth) to receive high-quality instruction. (Priority 4)		
2	Maintain literacy and math content experts for elementary and middle school sites.	Maintain literacy and math content experts for elementary and middle school sites to support teachers with the implementation of standards based instruction, providing differentiate supports for students and interventions. This will increase student access to strong implementation of core (tier one) instruction to our vulnerable student population ( low income, English Learners, Foster Youth). (Priority 4)	\$3,200,000.00	Yes
3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Continue to provide district-wide professional development, materials, and personnel to support teachers with addressing the learning needs using evidence-based strategies for our identified unduplicated students.	\$2,600,000.00	Yes
4	Maintain English Learner Special Projects staff at each site.	Maintain English Learner Special Projects staff at each site to provide professional development sessions specific to English Learner needs and implementation of our language acquisition programs (SEI and ELM), and closely monitor EL assessments and EL student academic progress at the school sites. (Priority 4)	\$2,100,000.00	Yes
5	Data management system and for effective data analysis practices.	Maintain and support the utilization of a data management system and effective data analysis practices to identify English learners and low income pupils and to provide evidence based programming and supports for targeted intervention. (Priority 4)	\$76,000.00	Yes
6	Provide materials to facilitate success at school for foster youth.	Provide specific materials per needs assessment such as: Age / Grade specific backpacks with or without school supplies Age / Grade specific school supply bags with school supplies School supplies: box of crayons box of markers Pencils Erasers Highlighter pencil sharpener, ruler, glue stick, graph paper notebook, lined paper, spiral notebooks, and grade specific resource materials for English language arts, math, science, history, and physical education. Tennis Shoes Beanies Hats Underwear Socks	\$15,000.00	Yes

		Personal Hygiene Kits Wi-Fi Devices Chromebooks to facilitate success at school for foster youth. (Priority 4)		
7	Provide preschool support to increase student achievement.	Provide preschool support in area of professional development sessions and unit planning to increase student achievement. Students who attend preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary school than children who did not attend preschool. Studies also demonstrate clear positive effects on children's early literacy and mathematics skills. Access to a high-quality instructional program and structured school environment at the earliest point possible is seen as being critical for our student population (low income, English Learner, Foster Youth) which is what drives the District's continued commitment to maintaining a robust preschool program. (Priority 4)	\$250,000.00	Yes
8	Provide expanded student transportation.	Provide expanded student transportation to increase attendance which will result in an increase in access to standards-based instruction for our vulnerable student population. A high number of student absences affect the frequency and duration of the services and support that students receive.	\$250,000.00	Yes
9	Provide expanded access to printing capabilities.	Provide expanded access to printing capabilities to increase student and family access to our vulnerable student population. Such examples are printing parent resources packets, homework support resources, parent workshop packets, and packets with translations for parents to better support their children with homework. We have a high percentage of families that still request for their home-to-school communication to be in a print or hand-out form.	\$250,000.00	Yes
10	Technology hubs and infrastructure to sustain 1:1	Prepare school space for technology infrastructure to effectively support students who will now utilize and depend upon technology at school and at home to increase access to our vulnerable student population (low income, English Learner, Foster Youth).	\$200,000.00	Yes
11	Expanding student support via after school tutoring utilizing contracts or district staff.	Expand student support via after school tutoring utilizing third party contracts or district staff to increase access to tutoring and intervention supports to our student population (student population low income, English Learner, Foster Youth). (Priority 4)	\$450,000.00	Yes
12	Intervention Model and Extended learning opportunities	Maintain personnel, training, curriculum, and materials to provide intervention supports , LLM intervention model and extended learning opportunities (extended year/extended day) at all schools to increase access to tutoring and intervention supports to our student population (student population low income, English Learner, Foster Youth). (Priority 4)	\$2,200,000.00	Yes
13	Maintain Class Size Reduction.	Maintain adequate numbers of teachers to ensure smaller class sizes. A smaller class size environment in which the classroom teacher provides core instruction in a small group setting with more laser focused and prescribed supports for our vulnerable student population (low income, EL students and Foster Youth). It is also imperative to note that	\$7,300,000.00	Yes

		<p>having large groups of students is not research or evidence based strategy when providing instruction for students with diverse needs. Research indicates that our vulnerable student population needs more one to one support and feedback, and a strong classroom setting where a strong relationship with the teacher can be cultivated. Therefore, some specific actions that can be implemented in a small class setting are the following:</p> <ul style="list-style-type: none"> <li>-more laser focused and differentiated per student needs,</li> <li>-more prescriptive in mitigating learning loss,</li> <li>-more consistent and precise when providing immediate intervention which will result in less students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential.</li> </ul> <p>Maintaining a smaller class setting will allow for an increase amount of opportunities for students to build a strong trust connection with their teachers, a closer sense of community which has also been linked to be contributing factors for students in high poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student population (90% low income, English Learner, Foster Youth). (Priority 4)</p>		
14	Increase opportunities for staff to complete credentialing programming or additional certification	<p>Provide opportunities for staff interested in obtaining a teaching credential, or interested in obtaining additional units or courses to develop expertise in a specific area of focus. Nationally, there is "abundant evidence that teachers with stronger and more credentials tend to teach in schools with more advantaged and higher performing students " The disparity between the caliber of teacher found in a high-poverty or high-minority school and that of a teacher found in a low-poverty or low-minority school has a massive impact on student achievement. "If the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be enough to close the black-white test score gap." Low-income students are predominantly underperforming in ELA and Mathematics in comparison to non-low-income students in California.</p>	\$75,000.00	Yes
15	Professional Development in the area of more inclusive practices such as co-teaching	<p>As a result of federal legislation and related policy changes, co-teaching has evolved rapidly as a strategy for ensuring that special education students have access to the same curriculum as other students while still receiving specialized instruction to which they are entitled. Therefore, as the District prepares to implement more inclusive practices for general education students and special education students, it is critical that we learn more about this research-based model. The district will work to provide and build the knowledge, training, and support of the staff by contracting with experts to support this work and the journey we are about to embark on. Furthermore, educational partners' input and feedback for more training on mainstreaming and support with difficult behaviors have resulted in adding this action related to more inclusive practices and support.</p>	\$250,000.00	Yes

# Goal Analysis for 2022-2023

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

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

All actions were executed as planned. Substantive differences related to increased attention and focus on pervasive and growing post-pandemic mental health needs.

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.

Substantive differences in planned actions included increased opportunities for professional development, increases in critical supports related to students with behavioral, emotional, and mental health needs, increases in academic intervention support through learning loss mitigation staff, and increases in purchases of materials/supplies related to learning recovery.

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

The services and actions related to Goal #1 predominantly involve the maintenance of staff and the implementation of evidence-based practices that support students in meeting academic standards. The effectiveness of the actions and services within Goal #1, work in tandem to create a comprehensive and multi-tiered system of support and enrichment for all students and individual student groups.

Furthermore, under this current climate the effectiveness of the actions and services aligned to Goal 1, are extremely difficult to measure amidst the disruption the pandemic has caused, and overwhelming staff and student fatigue resulting in high absences.

In light, of the challenges mentioned above and the inconsistency in the implementation of the actions and services associated with Goal #1, we have experienced positive results aligned with student academic achievement as pre-pandemic and have deemed these actions to be appropriate in increasing student academic achievement. Preliminary 2023 CAASPP results are also demonstrating great gains in our testing grades.

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

N/A

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

# Goal

Goal #	Description
2	Students will be actively engaged in their education and feel safe and supported while at school.

## An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will be provided a safe, respectful and welcoming learning community that fosters student connectedness and engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Overall Suspension Count	As of April 1, 2021, during an unprecedented school year of distance learning because of the COVID-19 pandemic, two students were suspended that was a percentage rate of .03%.  Pre pandemic, during a more traditional school year 8/2019- 3/2020 there were 27 students suspended. That was a percentage rate of 0.34%.	After returning from a school year of distance learning, and in year two of the COVID-19 pandemic we have experienced an increase in the suspension rate. As of April 1, 2022, the District suspension rate of .03% has increased to 2.83%.	As of April 1, 2023, the District suspension rate of 2.83% has increased to 2.9%. This is a 0.07 % increase.		Pre pandemic, during a more traditional school year 8/2019-3/2020 there were 27 students suspended. That was a percentage rate of 0.34%. The District's desired outcome is to obtain a suspension percentage rate of 0.34% or lower.
Suspension Disproportionality	As of April 1, 2021, of the two students who were suspended from school, neither of them were African American.	As of April 1, 2022, there were 94 African American students suspended out of 191 total suspensions. That was 49% of the total	As of April 1, 2023, there were 90 African American students suspended out of 190 total suspensions. That was 47.37% of the total suspensions. This is		In 2021, during an unprecedented year of the COVID-19 pandemic there was no disproportionality between the African American student population and their

	<p>Currently, there is no disproportionality between the African American student population and their representation in the total number of suspensions. However, pre pandemic, during a more traditional school year 8/2019- 3/2020 there were 8 African American students suspended out of 27. That was a 30% of the total suspensions. African American students make up 21% of the student population in the District, so the disproportionality in suspensions for this student group is 9%.</p>	<p>suspensions.</p>	<p>a decrease of 1.63%.</p>		<p>representation in the total number of suspensions. However, pre pandemic, during a more traditional school year 8/2019- 3/2020 there were 8 African American students suspended out of 27. That was a 30% of the total suspensions.</p> <p>African American students make up 21% of the student population in the District, so the disproportionality in suspensions for this student group is 9%. The District's desired outcome is to obtain a 0% in disproportionality in suspensions for this group.</p>
<p>School Climate Perceptions</p>	<p>Below are the 2021 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following, Item 1- I feel safe in my school virtual learning environment. (96% agreed) Item 2- I am treated fairly and with respect by my peers. (95% agreed) Item 3- I am treated fairly</p>	<p>Below are the 2022 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following, Item 1- I feel safe in my school. (75% agreed) Item 2- I am treated fairly and with respect by my peers. (78% agreed) Item 3- I am treated fairly and with respect by staff members. (86% agreed)</p>	<p>Below are the 2023 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following: With respect to engagement the 2022 student LCAP results indicated that students needed more social and emotional support therefore this year we added a survey item that asks,  I feel I am provided with social and emotional</p>		<p>In 2024 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported will demonstrate the following: For students, Item 1- I feel safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 96% agreeing. Item 2- I am treated fairly and with respect by my peers. Results will demonstrate that the baseline percentage will maintain or increase from 95% agreeing. Item 3- I am treated fairly and with respect by staff members. Results will demonstrate that the</p>



and with respect by staff members. (96% agreed)  
Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (91% agreed)  
Item 5- I receive meaningful feedback from my teacher/s on a regular basis. (80% agreed)  
Parent results demonstrate the following,  
Item 1- Their child feels safe in my school virtual learning environment. (99% agreed)  
Item 2- Their child is treated with respect and dignity. (97% agreed)  
Teacher results demonstrate the following,  
Item 1- I feel safe in my school virtual learning environment. (98% agreed)

Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (83% agreed)  
Parent results demonstrate the following,  
Item 1- Their child feels safe in my school. (95% agreed)  
Item 2- Their child is treated with respect and dignity. (96% agreed)  
Teacher results demonstrate the following,  
Item 1- I feel safe in my school. (98% agreed)  
Item 2- Students are treated with respect and dignity by the staff. ( 98%) ( this item was a new survey question added this year, 2021-22. This would be our baseline data and moving forward our desired outcome is to maintain or increase this percentage).

learning opportunities. (76% agreed)  
Student benefit from additional resources and support in the area of mental health and social and emotional learning providers such as Social Workers, etc. ( 93% agreed)  
Research shows that students learn best when they feel cared for and connected to their teachers and classmates. Therefore, we asked the following questions:  
Item 1- I feel safe in my school. (54% agreed)  
Item 2- I am treated fairly and with respect. (69% agreed)  
Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed)  
Parent results indicated whether their child felt safe or not and if their child was treated with respect and dignity through a ThoughExchange. A survey item asked if they felt their child felt safe in their school. (95% agreed)  
Teacher results demonstrate the following,  
Item 1- I feel safe in my school. To identify if the 98% that agreed last year was at both elementary and middle school we disaggregated on data this year.

82 % of staff at the

baseline percentage will maintain or increase from 96% agreeing.  
Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. Results will demonstrate that the baseline percentage will increase from 91% to 96% of the students agreeing.  
Item 5- I receive meaningful feedback from my teacher/s on a regular basis. Results will demonstrate that the baseline percentage will increase from 80% to 85% of the students agreeing.  
For Parents,  
Item 1- Their child feels safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 99% agreeing.  
Item 2- Their child is treated with respect and dignity. Results will demonstrate that the baseline percentage will maintain or increase from 97% agreeing.  
For teachers,  
Item 1- I feel safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 98% agreeing.  
Item 2- Students are treated with respect and dignity by the staff. ( 98%) ( this item was a new survey question added in 2021-22. This would be our baseline data and moving forward our desired outcome is to maintain or increase this percentage).

			<p>elementary level agreed. 71% of staff at the middle school level agreed.</p> <p>Item 2- Students are treated with respect and dignity by the staff. ( 93% agreed)</p>		
Attendance Rate	As of March 2020, pre pandemic, the District's average daily attendance rate was 96%?	This year the District's average daily attendance was heavily affected by the pandemic and the increase of student COVID-19 positive, quarantine, and isolation cases. As of April 1, 2022, the District's average daily attendance rate was 89%. That is a 7% decrease from spring 2020 when the District's ADA was at 96%.	The first half of this school attendance rates were still being affected by the pandemic. As of April 1, 2023, the District's average daily attendance rate was 92%. That is a 3% increase from spring 2022.		The District's desired outcome for the average daily attendance rate is 96% or higher.
Chronic Absenteeism	<p>As of April 1, 2021, the District's rate of chronic absenteeism is 15%.</p> <p>Pre pandemic, during a more traditional school year 8/2019- 3/2020 the District's rate of chronic absenteeism was 11%.</p>	<p>As of April 1, 2022, the District's rate of chronic absenteeism is 33%.</p> <p>As a result of the pandemic and its health implications, the District's chronic absenteeism rate has increased from 15% to 33%. This is a 17% increase in chronic absenteeism. The district was heavily impacted by the COVID-19 pandemic and the surges during several months out of the school year.</p>	<p>As of April 1, 2023, the District's rate of chronic absenteeism is 38.62%.</p> <p>As a result of the pandemic and its health implications, the District's chronic absenteeism rate has increased from 33% to 38.62%. This is a 5.62% increase in chronic absenteeism.</p>		Pre pandemic, during a more traditional school year 8/2019- 3/2020 the District's rate of chronic absenteeism was 11%. The District's desired outcome is to obtain a chronic absenteeism rate of 8% or lower.
Middle School	The 2018-19 Fall CALPDS	The 2021 Fall CALPDS	The 2022 Fall CALPDS		The number of recorded middle

Dropout Rate	submission for the District shows 3 middle school dropouts or students whose current enrollment status could not be verified.	submission for the District shows 7 middle school dropouts or students whose current enrollment status could not be verified.	submission for the District shows 15 middle school dropouts or students whose current enrollment status could not be verified.		school dropouts associated with the District will remain below 5 students.  (Students who transfer to other districts but who are not enrolled properly by those districts in the state student database show up as dropouts on the District's state report, making it difficult to ever achieve the desired level of 0 middle school dropouts.)
Expulsion Rate	As of April 1, 2021 there are no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2022, there are no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2023, there are no expulsions. The expulsion rate for the District is 0%.		There will be no expulsions. The expulsion rate for the District will remain at 0%.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a full-time counselor at each school site.	<p>Maintain a full-time counselor at each school site to provide additional classroom-based social-emotional lessons that nurtures students' social-emotional development competence and foundational learning skills. Counselors facilitate additional group setting discussion with and build social-emotional skills with our unduplicated student population.</p> <p>Various enhanced sessions utilizing a variety of media, activities and interactive components help engage every learner and provide opportunity for culturally relevant teaching. Additional sessions are offered for our unduplicated student population which include: Growth Mindset and Goal Setting, Recognizing Bullying, Emotion Management, Managing Relationships and Social Conflict, Empathy and Kindness, Problem Solving (Priority 5 and 6).</p>	\$1,700,000.00	Yes
2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	<p>Maintain or increase the number of yard supervisors and security officers to support Positive Behavior Intervention and Supports in the District. Yard supervisors and security play a unique role in the Hawthorne School District (HSD).</p> <p>Here in the Hawthorne School District we redesign the role of yard supervisors and security officers to be restorative-where students feel safe, known, supported, and fully engaged in learning. School staff prioritize building and nurturing relationships of mutual support and high expectations among students, families and staff.</p> <p>Campus security and playground supervisors receive paid professional learning time, including trauma-informed, social emotional learning, relationship-centered, family</p>	\$2,000,000.00	Yes

engagement, and other whole child practices grounded in the science of learning and development.

Campus security and playground supervisors focus on making sure students and educators feel safe, known, supported and engaged at school by:

- Connecting 1:1 with every family and student
- Welcome and greet students and families as they enter the school campus
- Home Checks: provide support to the student and family
- Dedicated time and space for relationship building
- 2 by 10- meeting with a student for 2 minutes for 10 consecutive days.
- Implementing Positive Behavior Intervention and Supports
- Participating and implementing de-escalation strategies
- Quit Taking It Personal: offering the benefit of the doubt
- Communicating with I-Statements: During Victories, Challenges, and Redirect
- Ask vs Tell: Recognize and ask what you need, rather than tell what is wrong
- Story Telling: Tell stories to relate feelings, rather than make a point
- Walk the Talk: Model in words, actions, and attitudes what you expect from students
- Recognizing students following school norms
- Conference with students away from peers
- Model appropriate behavior and interactions
- Refer student to peer mediators and support staff

Campus security and playground supervisors interactions with the surrounding community have a significant influence on expanding the school culture into the wider community, connecting school activities with parents, caretakers and community members, build relationships, prevent conflict, and promote peaceful resolutions to conflict, focus on what students have in common, identify student strengths and further demonstrate for them how to move forward and work side-by side

Staff and student interaction and learning don't just happen in the classroom — it happens on school buses, in cafeterias, on the playground, and in school counselor offices. Campus security and playground supervisors contribute and maintain a safe physical space, a supportive school climate, an academically and developmentally appropriate environment, and healthy relationships between students, peers, and staff. Through consistent training and inclusion in PBIS team meetings, these staff members are able to extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments (low income, English Learner, Foster Youth). (Priority 5 and 6)

3	Provide and increase professional development opportunities to address	Provide professional development opportunities to address the following: classroom management, positive learning environments, effective strategies to address at-risk behaviors and Social and Emotional Learning, and while also developing a clear and	\$850,000.00	Yes
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	classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	concise district multi-tiered system of support.		
4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Maintain and increase opportunities in after-school clubs, performances and enrichment activities for our identified unduplicated students . Research demonstrates that the more students are involved and engaged with school activities the more likely they are to be connected and feel safe and supported at school. (student population low income, English Learner, Foster Youth). (Priority 5 and 6)	\$0.00	Yes
5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	<p>Provide district personnel that will support implementation of Positive Behavioral Interventions and Support (PBIS) strategies and how to effectively implement PBIS at all school sites resulting on an increase of PBIS access by our already vulnerable student population.</p> <p>This personnel will provide trainings for teachers to gain an understanding of student and family identity by respectfully exploring students’ backgrounds, cultures, and values. This knowledge enables school staff to make more genuine connections with their students and families, rather than perpetuating stereotypes. Provide insight and teachings on valuing student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building, and Bridging.</p> <p>Train school staff to foster strong student and family connections by engaging families in two way communication about what students are learning at school and provide support at home for learning. Train school staff monitor data to identify strengths to build upon for increasing success, address barriers and create positive and lasting student outcomes. These additional trainings and implementation of strategies will increase supports for our unduplicated student population which is low income, English Learners, and Foster and Youth. (Priority 5 and 6)</p>	\$165,000.00	Yes
6	Provide and maintain staff for an off-campus learning environment for short term disciplinary action.	Provide and maintain staff for an off-campus learning environment for short-term disciplinary action. We recognize that a school’s socialization agenda often comes into conflict with its agenda for helping students. The problem of a conflicting agenda is particularly acute when staff is confronted with the need to both help a student overcome behavior problems and, at the same time, control misbehavior to maintain social order. In such situations, the need for social control can overshadow the concern for helping, and	\$0.00	No

		<p>this can exacerbate a student’s problems (motivate additional misbehavior, increase disengagement from instruction).</p> <p>The off-campus learning environment continuously promotes positive social-emotional development to create an atmosphere of caring, cooperation, and responsible participation in learning, and a sense of community and well-being. It embeds social-emotional learning in existing curricula and provides natural opportunities for promoting and supporting social-emotional development. School staff model social and emotional functioning to ensure that students have many opportunities and support for connecting and building strong relationships with positive peers and adults at school sites.</p> <p>As the district moves to providing more inclusive teacher training and a more systematic multi-tier of support this action will not be implemented next year.</p>		
7	Administer Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure to obtain thorough student data centered student needs.	\$33,000.00	No
8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	A need exist to increase opportunities for parent to be visible and valued partners in their child’s education by providing opportunities to be on campus based on their availability therefore annual family-friendly walk-throughs are completed per site and based on the results professional development and resources are provide to school sie staff to address school climate, customer service, and the physical environment.	\$100,000.00	No
9	Maintain school uniform policy.	Resources are maintained to support families in need and maitain the school uniform policy.	\$50,000.00	No
10	Maintain a full-time Dean of Students at each school site.	<p>Maintain a full-time Dean of Students at each school site to increase access to students to more Social and Emotional Learning programs and support our vulnerable student population. The dean of students at HSD receives extensive training and works in a highly visible leadership capacity to maintain a supportive, productive and enriching school culture. The dean plays an instrumental role in establishing and reinforcing high expectations for positive student behavior. The dean maintains consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced. Deans also collaborate with school, district, and community resources to support students' academic, social emotional and mental health development.</p> <p>Deans support teachers to create and sustain classroom management systems that ensure our unduplicated student population is supported and that their needs are being met. They maintain systems for collecting and tracking data on school culture metrics, to ensure students of low income, EL, and Foster youth are receiving their support and additional</p>	\$1,600,000.00	Yes

		resources.		
11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	<p>Improving attendance of our unduplicated student population ( low income, EL and Foster Youth) at all school levels benefits students as well as the community at large. School staff begins at the early elementary level to teach the importance of attending school every day. This message carries through middle school and high school. The social-emotional connections that school staff build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors.</p> <p>Therefore, the District will maintain and increase appropriate staff (attendance clerks, deans and counselors) and training opportunities to ensure that regular school attendance is closely monitored for our unduplicated students (low income, English Learner, Foster Youth). (Priority 5 and 6)</p>	\$1,100,000.00	Yes
12	Increase the number of Social Workers	The school social worker provides unique knowledge and skills to the school district and the student services team. The school social worker is a trained mental health professional who can assist with mental health, and classroom behavior concerns, consultation with teachers, parents, and administrators. With that said, social workers in the Hawthorne School District will provide school-based mental health services including but not limited to individual or group counseling. The social workers will also assist and coordinate resources to support students with attendance concerns. The HSD social workers will be instrumental in providing a setting for teaching, learning, and the attainment of competence and confidence. The HSD social workers will enhance the district's ability to meet the students' academic and mental health needs. Home, school, and community collaboration is the key to achieving student success.	\$350,000.00	Yes
13	Maintain therapist to provide students with mental health support	Maintain a therapist to provide students with mental health support and therapy when necessary. Provide clinical therapists to provide in-person, individual, small group, crisis intervention, and mental health support for students. The therapist will provide input on mental health strategic planning and needs assessment. Provide Tier 1 professional development for school staff, administrators, and Social-Emotional Learning. Provide Tier 2 services for students with mild to moderate challenges. Provide Crisis Assessment and Crisis Re-entry programs. Provide Tier 3 programming for students with the most intensive mental health challenges. Provide "wrap around" services that serve as preventative support for general education students.	\$300,000.00	Yes
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## Goal Analysis for 2022-2023

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

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

All actions were carried out as planned. Increased attention was required related to student absenteeism and reluctance to return to school. Additionally, an increased focus on social-emotional needs and growing concerns related to trauma and lack of exposure to peers necessitated shifts in priorities and resource allocation.

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.

Differences in planned actions included increases in staffing needs related to Positive Behavioral Intervention and Support (PIBS), increased support in the supervision of students in order to promote feelings of security, safety and support, and increased expenditures related to monitoring, communicating, and supporting student's daily attendance at school.

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

The actions and services associated with Goal #2 were focused on increasing positive disciplinary outcomes and providing a more engaging and supportive school environment. To that end, the District increased the number of counselors employing 17 counselors ( for ten schools), additional social workers, and BCBA's to provide effective and proactive behavior, and mental health support for students, staff, and families. The successes of implementation of their services and actions have been effective thus far, although the pandemic has brought instability to the student's learning environment, the staff, and their families. LCAP survey results and Collaborative Practice session with California Center for School Climate has demonstrated a positive uptick in students receiving the appropriate support.

We are still experiencing high percentages of attendance disruptions. However, we have more staff such as counselors, social workers, and security do more home visits.

In light, of the challenges mentioned above we have also depicted(from student surveys and focus group conversations) that for the second year after the pandemic feedback pertaining to students not feeling connected to their school or teachers, is in alignment with what the United States survey data demonstrates in a newly released article in Education Week. The link is mentioned below.

(<https://www.edweek.org/leadership/most-students-dont-have-strong-connections-to-their-teachers-survey-finds/2023/05>).

Therefore, we will continue to focus on increasing student-connectedness opportunities, and school climate, and ensure we include the students' voices and input as doing ongoing progress monitoring and collection of data.

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

N/A

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



# Goal

Goal #	Description
3	Families will be visible and valued partners in their children's education.

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that families will be visible and valued partners in their children's education.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Family Engagement Count	As of March 13, 2020, internal records demonstrate at least 36,000 documented instances of family participation in school events.	As of March 2022, internal records demonstrate at least 14,304 documented instances of family participation. This was a decrease of 21,696 instances of family participation from pre covid numbers of parent participation on school site campuses. The pandemic has made it difficult to implement many of our past practices for parent participation.	As of March 2023, internal records demonstrate at least 28,546 documented instances of family participation. This was an increase of 27,026 instances of family participation from the previous year however, it is still a 7,454 decrease from pre covid numbers of parent participation on school site campuses.		The District's desired outcome in 2024 if for internal records to show at least 40,000 documented instances of family participation in school events.

		Therefore, many of our family events had to be provided virtually. The count of 14,304 instances of family participation for this year is an increase of 4,944 from last school year of 9,360 during distance learning.			
Awareness of Opportunities to Make Decisions	90% or more of parents and guardians who responded to the associated item on the 2021 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	91% or more of parents and guardians who responded to the associated item on the 2022 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels. This is an increase of 1% from last year.	91% or more of parents and guardians who responded to the associated item on the 2023 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels. This percentage is stagnant.		The District's desired outcome is for the results from the internal LCAP surveys to maintain or increase from 90% of parents and guardians who responded indicate that they feel they are presented with opportunities to take part in decisions made at the school and district levels.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain District Family Outreach staff.	Maintain District Family Outreach staff to build relationships with parent groups, provide parent resources and supports, increase access for parent participation and engagement for our vulnerable student population (low income, English Learner, Foster Youth). (Priority 3)	\$350,000.00	Yes
2	Provide adult education classes	Provide opportunities for parents to participate in adult education classes held within the District.	\$10,000.00	No
3	Maintain or establish (physical or virtual) school site parent centers	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure parents/ guardians are receiving access and effective communication.	\$50,000.00	No
4	Implement Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 3, Action 3)	Support and monitor the continuous operation of the Hawthorne Parent Academy and parent workshops. The Hawthorne Parent Academy is Parent Institute that engages, empowers, and transforms families by providing monthly parent workshops to parents in the transitional grade level such as Kinder and 6th grades. These workshops are designed to support parents and their children during these very transformative and transnational years.	\$0.00	No

		into Kindergarten and middle school.		
5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Results from our parent surveys have indicated that parents our our unduplicated student population would like to see an increase of student performances. Also, our internal parent engagement tracking records demonstrated that the highest participated events or activities on campuses are student performances.(Priority 3).The District would like to continue to provide supports and opportunities to maintain/increase the number of school site student performances to increase access for parent participation and engagement for our vulnerable student population (low income, English Learner, Foster Youth).	\$0.00	Yes
6	Provide resources and flyers in English and Spanish to all parent centers to facilitate increased use of the center.	Provide materials and resources in both English and Spanish to all parent centers to facilitate increased use of the center. Ensuring that all communication is translated and provided in both English and Spanish will increase parent access and parent engagement.	\$10,000.00	No
7	Maintain additional translation support for school sites.	A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The district will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, tele devices, and video conferencing instead of just translating paper packets or flyers.	\$100,000.00	Yes
8	Provide literacy support to the whole Hawthorne community	Provide support to increase literacy within the community, specifically targeting children from birth to second grade.	\$1,000.00	No
9	Provide training and support to middle school families.	Increase access for parent participation and engagement with middle school families of our unduplicated student population. Additionally, partner with the PIQE (Parent Institute for Quality Education) and FACTOR (Families Acting Towards Results) to provide parent workshops that engage, empower, and transform families by providing the knowledge and skills to schools and communities to ensure their children achieve their full potential. (low-income, English Learner, Foster Youth). (Priority 3)	\$15,000.00	Yes

## Goal Analysis for 2022-2023

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

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

There were no substantive differences in planned actions. All plans were executed as planned and met with favorable 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.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

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

The actions and services associated with Goal #3 were focused on making families more visible and valued in their children's education however, during the pandemic this has been a challenge. This year the District has reinstated many of its family and parent engagement activities and programs such as Parent Empowerment Network (PEN), Hawthorne Parent Academy workshops, and a parent institute program called FACTOR ( Families Acting Towards Results).

The District's internal records and the attendance for the family events at our school sites have increased from 15,210 family attendance records in 2021-22 to 25,546 attendance records this year (2022-23). We were also able to reinstate our community family event the STEAM Expo where there were more than 1,500 students, parents, and community members that attended.

In light, of the challenges mentioned above and the inconsistency in the implementation of the actions and services associated with Goal #3, we have experienced positive results in increasing parent involvement through our virtual platform and in-person activities.

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

This year the District has reinstated many of its family and parent engagement activities and programs such as Parent Empowerment Network (PEN), Hawthorne Parent Academy workshops, and a parent institute program called FACTOR ( Families Acting Towards Results).

The partnership with the PIQE supervisors allowed us to move in the direction of obtaining the service from the new company called FACTOR.

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

# Goal

Goal #	Description
4	Students will have access to well-maintained school facilities, current standards-aligned instructional materials and programs, and a broad course of study that will serve to prepare them for college or career.

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with the District's mission and adopted a strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will well have access to well-maintained school facilities, current standards-aligned instructional materials and programs, and a broad course of study that will serve to prepare them for college or career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Facility Inspection Reports	<p>In 2020-21, all schools exhibit an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).</p> <p>In 2020-21, all sites inspected by staff from the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) have deemed to be in "Exemplary" condition.</p>	<p>In 2021-22, all schools exhibited an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).</p> <p>In 2021-22, all sites inspected by staff from the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) have been deemed to be in "Exemplary" condition.</p>	<p>In 2022-23, all schools exhibited an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).</p>		<p>The District's desired outcome for 2023-24 is for all schools will remain at the "Exemplary" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).</p> <p>All sites inspected by staff from the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) will be deemed to be in at least "Exemplary" condition.</p>
LACOE and Internal Instructional Materials Sufficiency Verification documents	2020-2021 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE)	2021-2022 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) resulted in a	2022-23 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) resulted in a finding of fully sufficient access to		The District's desired outcome for 2023-24, is for all inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) continue to result in a finding of fully

	<p>resulted in a finding of fully sufficient access to adopted standards based instructional materials to ensure implementation of state standards.</p> <p>2020-2021 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.</p>	<p>finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.</p> <p>2021-2022 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.</p>	<p>adopted standards-based instructional materials to ensure implementation of state standards.</p> <p>2022-23 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.</p>	<p>sufficient access to adopted instructional materials.</p> <p>Internal instructional materials inventories will document sufficient access to adopted instructional materials at all schools.</p>
<p>Districtwide implementation of standards based programs, utilization of pacing guides and instructional schedules, classroom observations, demonstration lessons and learning walks to collect internal evidence of implementation of standards.</p>	<p>2020-21 District pacing guides and instructional plans include evidence of:</p> <ul style="list-style-type: none"> <li>*implementation with fidelity of standards' based curriculum,</li> <li>*implementation of strategies that support implementation of state standards such as accessing rigorous text through close reading activities,</li> <li>*implementation of collaborative strategies to support comprehension and communication ELA standards</li> <li>*and implementation of activities designed to promote the the articulation of that practices and mathematical reasoning.</li> </ul>	<p>2021 -2022 District pacing guides and instructional plans include evidence of:</p> <ul style="list-style-type: none"> <li>*implementation with the fidelity of standards-based curriculum,</li> <li>*implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities,</li> <li>*implementation of collaborative strategies to support comprehension and communication of ELA standards</li> <li>*and implementation of activities designed to promote the articulation of that practices and mathematical reasoning.</li> </ul>	<p>2022-23 District pacing guides and instructional plans include evidence of:</p> <ul style="list-style-type: none"> <li>*implementation with the fidelity of standards-based curriculum,</li> <li>*implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities,</li> <li>*implementation of collaborative strategies to support comprehension and communication of ELA standards</li> <li>*and implementation of activities designed to promote the articulation of that practices and mathematical reasoning.</li> </ul>	<p>The District's desired outcome for 2023-24 is for all pacing guides and instructional plans to include evidence of close reading activities, performance tasks, collaborative strategies, and activities designed to promote the articulation of mathematical reasoning.</p>
<p>Classroom Observations</p>	<p>Classroom observations and internal data collection during the</p>	<p>Classroom observations and internal data collection during the 2021</p>	<p>Classroom observations and internal data collection during the 2022-</p>	<p>The District's desired outcome for 2023-24 is for all classroom observations and internal data</p>

	2019-20 school year yielded evidence of appropriate levels of student collaboration, critical thinking and conceptual understanding as well as instructional practices designed to support these outcomes.	-22 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	23 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.		collection to continue to yield evidence of appropriate levels of student collaboration, critical thinking and conceptual understanding as well as instructional practices designed to support these outcomes.
Appropriately Assigned and Fully Credentialed Teachers	2020-21 Internal records indicate that all teachers are appropriately assigned and fully credentialed.	2020-2021 Internal records indicate that all teachers are appropriately assigned and fully credentialed. Pending 2020-2021 teacher misassignment data from CDE 2020-2021 has not been currently released. The Year 1 outcome data may not match the CDE 2020-21 teacher misassignment data which will apply the federal definitions.	2021-22 teacher misassignment data submitted to CalSAS currently released, indicate that 10 teachers are not appropriately assigned and fully credentialed.		The District's desired outcome for 2023-24 is for all teachers to be appropriately assigned and fully credentialed.
Course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups and students with special needs.	In 2020-2021, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to broad course of studies as defined by California Education Code 51210 and 51220.	In 2021-2022, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2022-23, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.		The District's desired outcome for 2023-24 is to maintain, quantitatively, 100% of Hawthorne School District's (HSD) students have full access to broad course of studies as defined by California Education Code 51210 and 51220.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Upgrade and maintain WIFI and network	Upgrade and maintain WIFI and network as our technology demands continue to increase.	\$300,000.00	No
2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	Purchase outdoor equipment and materials necessary for the maintenance of safe and healthy outdoor structures and areas of play and exercise.	\$500,000.00	No
3	Maintain staff for physical school environment.	Maintain staff responsible for improving and providing a safe and positive physical school environment.	\$1,300,000.00	Yes
4	Increase staff and supports for technology support.	Increase staff and supports to increase technology access, applications and software for our vulnerable unduplicated pupil population (low income, English Learner, Foster Youth). This staff will be responsible for maintaining ongoing access to technology hubs, providing teachers with data analysis reports of specific program and application usage to track accessibility and progress for our unduplicated student population. (Priority 7)	\$1,840,000.00	Yes
5	Replace/add furniture and equipment as needed.	Replace/add furniture and equipment as needed per the demands and the teacher and students' needs that continue to change.	\$1,000,000.00	No
6	Purchase standards-aligned instructional materials and resources.	Purchase standards-aligned instructional materials and resources to ensure that students have access to standards-aligned instructional materials and relates to curriculum, instruction and resources.	\$1,488,000.00	No
7	Increase access to technology applications that focus on the needs of English learners and at promise students.	This action will support the increase of access and training to implement and sustain additional technology software and digital programs that focus on the needs of English learners and at promise students in our unduplicated student population (low income, English Learner, Foster Youth). (Priority 7)	\$32,000.00	Yes
8	Provide instructional materials that have components for universal access.	More students have experienced more unfinished learning over the last year than ever before—and school systems now face a critical choice about how to respond. Research shows that traditional remediation is the wrong approach to helping students catch up. Why remediation: "By analyzing math assignments given to students, the research found that students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had already shown they can succeed on grade-level math content". The Biltmore Sun, July 20,2021. An evidence based approach is learning acceleration: using proven strategies that help students engage with the most critical work of their grade ( grade level standards) as quickly as possible while providing just in time targeted supports/ interventions. The research shows that when we give students the chance to tackle challenging, grade-appropriate problems, and give them strategic support when they demonstrate they need it, all students can succeed. Therefore, the district will provide an increase of instructional	\$160,000.00	Yes



		materials that have components for universal access and intervention (scaffolds) support to increase access to grade level standards and standards based program components by our vulnerable student population (low income, English Learner, Foster Youth). (Priority 7)		
9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Increase the collaboration, and professional development opportunities that address how to improve teaching and learning (instruction) of our identified unduplicated students to identify results in an increase of student access to grade-level standards and standards-based program components (9 low-income, English Learner, Foster Youth). Implement additional training sessions for staff on how and why Accelerated Learning works. (Priority 7)	\$1,100,000.00	Yes
10	Execute contracts for standards-aligned curriculum support	Execute contracts and utilize related resources for outside agencies if necessary to provide training and support for standards-aligned curricula, instruction and programs.	\$200,000.00	No
11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Maintain or increase additional staff beyond regular staffing levels to support and expanded middle school academy courses, or activities for example training of staff , materials and resources for implementation of programs or activities focused on STEM, fine arts and entrepreneurship.	\$1,210,000.00	Yes
12	Support instruction and professional development in the arts.	Maintain or increase support for instruction and professional development offerings in the arts to provide a more robust programing with increased opportunities for students to experience the fine arts (low-income, English Learner, Foster Youth).	\$250,000.00	Yes
13	Maintain staff and provide professional development for the physical education program.	Maintain and increase staff and provide professional development sessions for the physical education program in the District. Increase access by training additional staff to promote and advocate for more courses and after school activities within the area of physical education to help combat the health and wellness issues that affect so many of our students in poverty. (low income, English Learner, Foster Youth).	\$25,000.00	Yes
14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Maintain or increase after-school supports, clubs, and enrichment activities for our identified unduplicated students who would otherwise not have the opportunity to participate in such activities as the Drama club, Dance club, MESA, AVID, robotics, STEM gals, etc. to promote access to a broad course of study and college and career opportunities.	\$0.00	Yes
15	Provide opportunities for exposure to college/career experience for all	Provide opportunities as depicted from the annual feedback surveys (school site needs assessments) for more exposure to courses or offerings to college/career experience for all unduplicated middle school students.	\$0.00	Yes

	unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)			
16	Provide stipend for GATE Liaison at each site.	Provide stipend for GATE Liaison at each site to support school site GATE implementation, monitoring of programming, and ongoing support for families.	\$18,500.00	No
17	Provide training to support standards of maintenance.	More students have experienced more unfinished learning over the last year than ever before—and school systems now face a critical choice about how to respond. Research shows that traditional remediation is the wrong approach to helping students catch up. Why remediation: "By analyzing math assignments given to students, the research found that students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had already shown they can succeed on grade-level math content". The Biltmore Sun, July 20,2021. An evidence based approach is learning acceleration: using proven strategies that help students engage with the most critical work of their grade ( grade level standards) as quickly as possible while providing just in time targeted supports/ interventions. The research shows that when we give students the chance to tackle challenging, grade-appropriate problems, and give them strategic support when they demonstrate they need it, all students can succeed. Therefore, the district will provide an increase of teacher trainings on reexamining instructional practices to better align to accelerated learning and just in time intervention (scaffolds) support to increase access to grade level standards and standards based program components by our vulnerable student population (low income, English Learner, Foster Youth). (Priority 7)	\$20,000.00	Yes

## Goal Analysis for 2022-2023

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

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

All actions were carried out successfully. Differences relate primarily to the increased need for technological access by students and staff as a result of shifts in teaching practices that include the routine utilization of technology.

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.

Material differences in Goal 4 include increased expenditures in technology infrastructure, broadband expansion, and upgrades to the District's network all as a result of increased demand for efficient access to technology. The modifications were positive, setting the stage for increased equity and improved access.

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

The actions and services related to Goal#4 consist of staff, initiatives, support, and materials related to maintaining high-quality facilities, providing appropriate tools for learning, and delivering professional development and programs designed to maximize student access to an effective and broad course of study.

With regard to facilities, a variety of actions and services were executed. Adequate staff responsible for improving the physical school environment were maintained to ensure the proper condition of all schools and the District properly. Furniture and other items were purchased as needed or required to keep our students and staff safe and provided with a clean and safe learning environment. The network and technology infrastructure continued to be enhanced to allow for the District to be 1:1 . Additional technology teaching tools were purchased for teachers and students. DigiCOACH an online coaching software was purchased to support literacy and math coaches. Regular classroom observations in a variety of forms ( formal and informal administrator observations) were enhanced using teh digiCOACH tool to identify an area of strength and need with regard to instructional practice. Significant efforts have been made to ensure that the instructional experience provided for students is rigorous, robust, meaningful, and relevant to today's demands beyond high school. In addition to implementing current, standard-aligned programs, large teams of classroom teachers, instructional coaches, and administrators met monthly to explore evident struggles and how to accelerate learning. These ELA and Mathematics Instructional Leadership Teams (ILTs) also facilitated these professional learning sessions with colleagues at each school site. A similar structure was maintained in the areas of science, History, Social- Science, physical education, and transitional kindergarten in order to build internal capacity to expand and improve programming in each of these areas. All of these teams were coordinated by the Curriculum, Instruction, and Assessment Coordinator, the District literacy and mathematics coach.

The District STEM coach coordinated support for the science teams and the PLTW teachers. All district coaches implement monthly professional development sessions for teachers focused on closing the learning gaps that were exacerbated by the pandemic. The NGSS instructional leadership team of teachers and administration did a fantastic job meeting to complete the work as an adoption committee. This year, we are purchasing new textbooks and materials aligned with the new NGSS standards.

This year the District hosted a STEAM EXPO event in which student inventions and STEAM projects were highlighted in Inventor's Alley at the STEAM EXPO. Also, as an Arts for All District, arts integration activities were implemented in accordance with the District's Strategic Plan for Arts Education.

External and internal verifications of the good condition of facilities throughout the District and appropriate access to instructional materials for all students serve as evidence of the effectiveness of actions and services designed to ensure these outcomes.

District professional development records and data from classroom observations document extensive exposure for teachers to a wide range of standards-based professional development opportunities and the translation of these efforts into shifts in instructional practices and meaningful learning experiences for students. Data from classroom observations indicate widespread and ever-growing utilization of strategies that support the implementation of state standards-aligned instruction.

The indicators and evidence listed above serve to validate the effectiveness of the actions and services undertaken in connection with Goal #4.

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

N/A

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$26,077,876.00	\$3,276,211.00

## 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
37.27%	0.00%	\$0.00	37.27%

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

## Required Descriptions

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

The Hawthorne School District identifies students in need, their program supports, and services of support as an embedded activity in our school site practices district-wide. Therefore, below you will find a description of how the needs of our unduplicated student population were considered and addressed and how these actions are effective in meeting the goals of these students.

In the Hawthorne School District, it is imperative to implement services and actions that address our low-income, English Learner, and Foster Youth student population schoolwide and across the district. It is also imperative to implement research-based strategies, actions centered around educational partners' input, and student academic performance of our low-income (95%), EL students (75%), and Foster Youth student populations' needs.

Furthermore, the academic needs of our low-income student population, the Engaging Educational Partners input, and the Metrics put in place such as STAR Reading, and STAR mathematics district-wide reading assessments indicate that low-income students and English Learners are struggling with reading and mathematics and learning gaps need to be addressed.

The low-income and EL students' needs were determined based on their assessment results, student surveys, input, focus group conversations, and research. Research has indicated that there is a direct link between early childhood intervention and increased social and cognitive ability. Thus, early remediation, strong scaffolds during instruction, and evidence-based practices that target students' learning or language gaps result in increased cognitive ability and in closing learning gaps. Academic or language learning gaps must be identified and supported through a range of supports and services. The underlying goal is to develop the skills lacking in children that have already developed in other children who are of a similar age. There is general agreement that during the pandemic low-income, EL students, and foster youth's academic and language learning needs have been exacerbated. Therefore, providing evidence-based strategies, scaffolds, and interventions (for academic or language deficiencies) should be data-driven, assessed, and monitored closely.

Based on these identified needs for our already vulnerable student population (low-income, English Learners, and Foster Youth) we will create and expand a learning

environment that implements the following actions, services, and resources to achieve outcomes and address their exacerbated learning gaps (in Goal 1);

Action 2, maintain literacy and math content experts for elementary and middle school sites to support teachers with the unit planning, and implementation of standards-based instruction, providing various scaffolds to support low-income and EL students' needs and implement evidence-based interventions for our UPP student groups. This will increase access to strong implementation of core (tier one) instruction to our low-income and EL student population.

Action 3, provides professional development, materials, and personnel to support the teachers in addressing the learning needs of our identified unduplicated students.

Action 5, maintain and support the utilization of a data management system and effective data analysis practices to identify English learners and low-income pupils and to provide evidence-based programming and support for targeted intervention. This will assist staff in better supporting our low-income and EL student population.

All support staff (including special projects teachers, EL special projects staff, and content coaches) will engage in activities to benefit our unduplicated student population based on the specific and identified academic needs of this population (differentiated instruction, intervention services, language support) These activities include:

- assessing and designing instruction to meet the specific needs of unduplicated students;
- designing and presenting professional development to meet the needs of unduplicated students;
- providing opportunities for parents to engage in the learning process to assist students with increased performance;
- providing targeted students with intervention, enrichment, remediation, and extended learning opportunities (proportionately provided to each site, as determined by the number of students in each of the identified groups generating these funds).
- Utilization of a data management system and effective data analysis meetings to identify ELL students and low-income pupils and target their needs with evidence-based interventions

Action 7, provide preschool support to increase student achievement. Students who attend preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary school than children who did not attend preschool. Studies also demonstrate clear positive effects on children's early literacy and mathematics skills. Access to a high-quality instructional program and structured school environment at the earliest point possible is seen as being critical for our low-income student population which is what drives the District's continued commitment to maintaining a robust preschool program.

Action 9, provides expanded access to printing capabilities to increase access to our already extremely vulnerable student population who may not have been successful with 100% digital access and needs printable resources. This was a need exacerbated and depicted for our low-income and English learner student population and their families.

Action 10, prepare school space for technology infrastructure to effectively support students who will now utilize and depend upon technology at school and at home to increase access to our vulnerable student population. An increase in technology and technology support will continue even after the pandemic to address the fact that many of our low-income students did not have regular and reliable access to devices and/or the Internet at home.

Action 11, expands student support via after-school tutoring utilizing third-party contracts or district staff to increase access to tutoring and intervention support for our low-income student population.

Action 12, maintain personnel, training, curriculum, and materials to support the Learning Loss Mitigation intervention model and extended learning opportunities at all schools to increase access, frequency, and duration for tutoring, and intervention supports (tier two and tier three supports) to our low-income students.

Actions 11 and 12 increase access during the school day and increase resources and digital programs/software and interventions such as tier two or tier three support as well as after-school tutoring options in the evenings. Which is a better fit than directly after school for our low-income student population.

Action 13, maintain adequate numbers of teachers to ensure smaller class sizes. A smaller class size environment in which the classroom teacher provides core instruction in a small group setting with more laser-focused and prescribed support for our low-income student population. It is also imperative to note that having large groups of students is not a research or evidence-based strategy when providing instruction for students with diverse needs. Research indicates that our vulnerable student population needs more one-to-one support and feedback, and a strong classroom setting where a strong relationship with the teacher can be cultivated.

Therefore, some specific actions that can be implemented in a small class setting are the following:

- more laser-focused and differentiated per student needs,
- more prescriptive in mitigating learning loss,
- more consistent and precise when providing immediate intervention which will result in fewer students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential.

Maintaining a smaller class setting will allow for an increased amount of opportunities for students to build a strong trust connection with their teachers, and a closer sense of community which has also been linked to being contributing factors for students in high-poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student population.

Action 14, provides opportunities for staff interested in obtaining a teaching credential, or interested in obtaining additional units or courses to develop expertise in a specific area of focus. Nationally, there is “abundant evidence that teachers with stronger and more credentials tend to teach in schools with more advantaged and higher performing students ” The disparity between the caliber of teacher found in a high-poverty or high-minority school and that of a teacher found in a low-poverty or low-minority school has a massive impact on student achievement. “If the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be enough to close the black-white test score gap.” Low-income students are predominantly underperforming in ELA and Mathematics in comparison to non-low-income students in California.

Action 15, s a result of federal legislation and related policy changes, co-teaching has evolved rapidly as a strategy for ensuring that special education students have access to the same curriculum as other students while still receiving specialized instruction to which they are entitled. Therefore, as the District prepares to implement more inclusive practices for general education students and special education students, it is critical that we learn more about this research-based model. The district will work to provide and build the knowledge, training, and support of the staff by contracting with experts to support this work and the journey we are about to embark on. Furthermore, educational partners' input and feedback for more training on mainstreaming and support with difficult behaviors has resulted in adding this action related to more inclusive practices and support.

We expect these systematic interconnected embedded activities, resources, and support for our low-income student population will benefit them and will have a significant impact on the 2022 ELA and mathematics CAASPP scores, ELPAC results, and increase reclassification rates. However, all students with decreasing CAASPP scores may also benefit from these actions which are being provided school or district-wide.

We also expect these systematic interconnected embedded activities, resources, and support for our English Learner student population will benefit them and will have a significant impact on the 2022 ELA and mathematics CAASPP scores, ELPAC results, and increase reclassification rates.

Increased and improved services will address this need of closing the learning gaps with increased access to regularly scheduled academic and language remediation, high-quality professional development which research denotes results in high-quality teaching, specialists maintained to provide specialty services for our low-income and EL students, a plethora of academic resources, programs, and software in print and digitally, access to the internet at school and at home, after school supports, data-driven interventions, early interventions, tiers of interventions from trained learning loss intervention teachers, teacher coaching, and opportunities for exposure to a school environment and enrichment activities that would typically be unattainable for the unduplicated student population of low-income students in the district.

The student engagement levels of our low-income student population were considered and as provided feedback from our educational partners and Metrics sections, the chronic absenteeism rate depicted an increase from 15% to 33%. This is a 17% increase in chronic absenteeism. The district was heavily impacted by the COVID-19 pandemic and the surges during several months out of the school year.

However, based on this shared knowledge, and additional considerations from the LCAP student and parent survey results, and parent meetings, low-income school students are struggling with coming to school, staying engaged, and being involved in their learning. We know research states there is a direct link between student motivation (engagement) at school and student relationships (with peers and their teachers). Students need to have a sense of belonging and connecting with others in a safe and nurturing learning environment to be engaged.

To address these needs, we will increase opportunities for after-school resources and supports, opportunities for supplemental behavior support, student engagement, and motivation activities, positive reinforcement practices, opportunities that promote a sense of belonging in the classroom and schoolwide, and after-school clubs or sports and opportunities for exposure to a safe and nurturing school environment and enrichment activities that would typically be unattainable for the unduplicated low-income student population in the district.

Thus, we will also implement a comprehensive and coordinated system of support, consisting of counselors, deans of students, campus security officers, and yard supervisors, combined with broad implementation of Positive Behavioral Interventions and Supports (PBIS) exists to ensure that the social, emotional, and behavioral needs of our unduplicated students are properly addressed. Support staff, including campus security officers and yard supervisors, are also an integral part of the District's PBIS initiative. Through consistent training and inclusion in PBIS team meetings, these staff members are able to extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments.

The specific actions below detail how we will achieve positive outcomes, in Goal 2, actively engage students in their education, and feel safe and supported while at school in the Hawthorne School District ;

Action 1, maintain a full-time counselor at each school site to increase access to Social and Emotional Learning support for our low-income student population.

Action 2, maintain or increase the number of yard supervisors and security officers to support Positive Behavior Intervention and Supports. Through consistent training and inclusion in PBIS team meetings, these staff members are able to extend the tenets of PBIS beyond the walls of the classroom, ensuring that our low-income student population is able to learn and grow in safe and supportive school environments.

Action 3, provide and increase professional development opportunities for teachers to implement positive behavior interventions and support and provide a positive learning environment with evidence-based strategies to address at-risk behaviors and the Social and Emotional Learning needs of our low-income student population.

Action 4, maintain/increase opportunities in after-school clubs, performances, and enrichment activities for our low-income student population who are a vulnerable student population.

Action 5, provide district personnel to effectively support Positive Behavioral Interventions and Supports (PBIS) strategies and staff with effective implementation of PBIS at all school sites resulting in an increase in PBIS access by our low-income student population.

Action 10, maintain a full-time Dean of Students at each school site to increase access to students to more Social and Emotional Learning programs and support our low-income student population.

Action 11, maintain appropriate staff to ensure that regular school attendance is closely monitored for our low-income student population.

Action 12, maintain social worker to provide the unique knowledge and skills to the school district and the student services team. The school social worker is a trained mental health professional who can assist with mental health, and classroom behavior concerns, consultation with teachers, parents, and administrators. With that said, social workers in the Hawthorne School District will provide school-based mental health services including but not limited to individual or group counseling. The social workers will also assist and coordinate resources to support students with attendance concerns. The HSD social workers will be instrumental in providing a setting for teaching, learning, and the attainment of competence and confidence. The HSD social workers will enhance the district's ability to meet the students' academic and mental health needs. Home, school, and community collaboration is the key to achieving student success.

Action 13, Maintain a therapist to provide students with mental health support and therapy when necessary. Provide clinical therapists to provide in-person, individual, small group, crisis intervention, and mental health support for students. The therapist will provide input on mental health strategic planning and needs assessment. Provide Tier 1 professional development for school staff, administrators, and Social-Emotional Learning. Provide Tier 2 services for students with mild to moderate challenges. Provide Crisis Assessment and Crisis Re-entry programs. Provide Tier 3 programming for students with the most intensive mental health challenges. Provide "wrap-around" services that serve as a preventative support for general education students.

We expect these systematic interconnected embedded activities, resources, and support for our low-income student population will truly benefit them and will have a significant impact on decreasing the chronic absenteeism rate and increasing student engagement in their daily classroom learning before, during, and after school programming.

As provided feedback from our educational partners through LCAP surveys, DELAC, DAC, and parent advisory meetings, and Metrics sections of family engagement counts, internal records demonstrate at least 14,304 documented instances of family participation as of March 2022. This was a decrease of 21,696 instances of family participation from pre-covid numbers of parent participation on school site campuses. The pandemic has made it difficult to implement many of our past practices for parent participation. Therefore, many of our family events had to be provided virtually. With that said, we know research states, that there is a direct link between parent involvement, engagement, and student academic success. Parental and family engagement crosses the boundary between schools and communities.

engagement can influence how well-connected students are to the academic and social expectations of schools. Many studies related to poverty and student success focus, on the role of parents, families, and their engagement in their children's education (Hoover-Dempsey & Sandler, 1997). To achieve goal three in the LCAP, for families to become more visible and valued partners in their children's education, we considered our unduplicated student population needs as follows:

Based on the metrics data, shred knowledge, additional research, LCAP survey results, and Educational Partners we considered our low-income student needs as follows:

A need exist to increase opportunities for parent to be visible and valued partners in their child's education by providing additional parent workshops at various times throughout the day, evening, virtually and in person and better meet the need of their availability (if they work long hours), to provide additional transportation because of lack of transportation, provide translation and have translators at all school events because of lack of access when English is not the parent's primary language. Also, per the LCAP survey results before the pandemic parents were requesting more social events or performances. A need exists to provide these activities and any additional that would typically be unattainable for the unduplicated student population in the district.

To address these needs, we will implement the following actions and services (Goal 3):

Action 1, maintain District Family Outreach staff to build relationships with parent groups, provide parent resources and support, and increase access for parent participation and engagement for our low-income student population.

Action 5, provide supports and opportunities to maintain/increase the number of school site student performances to increase access for parent participation and engagement for our low-income student population.

Action 9, provides training and support to middle school families to increase access to parent participation and engagement for our low-income student population.

Action 7 is implemented to address the needs of English Learners to further support their academic, behavior, and social-emotional support by way of translation. By providing translation services we are able to provide access to English Learners. A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The District will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, tele-devices, and video conferencing instead of just translating paper packets or flyers.

We expect with the implementation of the actions and services we will significantly increase parent engagement, family visibility, and valued parental/ guardian partnerships. However, all students might also benefit from increasing parent engagement opportunities these actions are being provided school-wide and district-wide.

As provided feedback from our educational partners from the LCAP student and parent survey results, DAC, DELAC, and parent advisory meetings it was determined that the need for our low-income student population was to increase access to well-maintained facilities, instructional materials enhanced technical supports, and a broad course of activities that increase access to extracurricular activities, opportunities for additional STEM activities and other enrichment activities that would typically be unattainable for the unduplicated student population in the district.

With that said, research also indicates, "that Low-SES children are often left home to fend for themselves while their caregivers work long hours; compared with their affluent peers, they spend less time playing outdoors, and more time watching television, or watching their siblings and are less likely to participate in after-school activities or sports teams (U.S. Census Bureau, 2000). Students living below the poverty line may face challenges. (National Youth-At-Risk Journal, Vol. 2, Iss. 2 [2017], Art. 4) and not have access to extracurricular activities as their affluent neighbors.

To address these needs, we will provide access to well-maintained school facilities, technology-advanced standards-aligned instructional materials, and programs to provide a broad course of study ( before, during, and after school) that will serve to prepare them for college or a career. The Hawthorne School District will do so by implementing the following actions aligned to goal four:

Action 4, maintain staff responsible for technical support to increase technology access for our low-income student population.



Action 3, maintain staff responsible for improving and providing a safe and well maintained school facilities comprised of a positive physical school environment

Actions 7, increase access to technology applications that focus on the needs of the low-income student population to increase technology access to our already extremely vulnerable student population.

Action 8, provides an increased number of instructional materials that include more universal access to enhanced support and resources for a diverse student population with diverse needs, and differentiated support to increase access to grade-level standards and standards-based program components by our low-income student population.

For example, purchasing instructional STEM, NFTE, or PLTW materials to teach grade-level standards that include designated supports such as text or speech, digital highlighting, digital masking, and digital supports built into the software or program to reteach or remediate a skill within a program.

Action 9, supports collaboration, and professional development opportunities specific to the needs of our identified unduplicated students that will result in an increase in student access to grade-level standards and standards-based program components. For example, provide professional development for teachers to appropriately plan, and implement extra-curricular activities and programs such as those mentioned above in action 8 (STEM, NFTE ( Network for Teaching Entrepreneurship), or PLTW materials to teach grade-level standards that include designated supports such as text or speech, digital highlighting, digital masking, and digital supports built into the software or program to reteach or remediate a skill within a program).

Action 11, maintain additional staff beyond regular staffing levels to support expanded middle school academy focuses for example staff to implement programs in STEM, fine arts, and entrepreneurship.

Action 12, supports instruction and professional development in the arts to provide an increased opportunity for our low-income students to experience the fine arts.

Action 13, maintain staff and provide professional development for the physical education program to increase access and help combat the health and wellness issues that affect so many of our students in poverty.

Action 14, maintain/increase after-school supports, clubs, and enrichment activities for our low-income student population to promote access to a broad course of study and college and career opportunities.

Action 15, provides opportunities for exposure to college/career experience for all low-income students middle school students.

Action 17, provides ongoing teacher training to support standards of maintenance to ensure that our staff is receiving the most appropriate and top-of-the-line training on how to keep our schools well-maintained. Therefore, we need to elevate the training and support for staff to become familiar with the new additional equipment, 21st-century furniture, and technology devices (such as the newline devices teachers have received) and how to clean it and keep it in exemplary condition for our PLTW, Engineering, and STEM courses.

We expect to increase the number of extracurricular offerings and the number of our low-income students participating in these courses in areas of enrichment, STEM, PLTW, etc.. so that more students are at school at not "left home to fend for themselves while their caregivers work long hours; compared with their affluent peers, and more time watching television, or watching their siblings and are less likely to participate in after-school activities or sports teams (U.S. Census Bureau, 2000). Students living below the poverty line may face challenges. (National Youth-At-Risk Journal, Vol. 2, Iss. 2 [2017], Art. 4) and not have access to extracurricular activities as their affluent neighbors". We will monitor this by internally collecting and tracking participation data. Our goal is to increase by 5% each year in participation numbers.

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

As a District that serves an unduplicated pupil population of approximately 88%, with high levels of English learners, and low-income students, it was imperative to increase the quantity of implemented services and actions that increase and improve services for 88% of the student population schoolwide and across the district. This percentage of unduplicated students in the Hawthorne School District remains stable. Furthermore, the actions and services in the LCAP provided through

supplemental and concentration funding are designed to improve the quality of the educational experience for our unduplicated students, those most at risk of academic failure and most in need of increased support. The improvements are crafted to increase access to regularly scheduled supplemental academic remediation, opportunities for supplemental behavioral supports and intervention, on-site high-quality professional development and coaching, and opportunities for exposure to a school environment and enrichment activities that would typically be unattainable for the unduplicated student population in the district.

According to the Los Angeles County Office of Education (LACOE), the proportionality of services equals 37.27% for the 2023-2024 school year, which is equal to approximately \$ 26,077,876.00. In order to utilize supplemental and concentration funds to proportionately serve the students generating these funds, the Hawthorne School District will proportionally provide the following activities, staff, programs, and materials proportionately:

All support staff (including therapists, counselors, special projects teachers, EL special projects staff, content coaches, counselors, BCBA's and deans) will increase the number of offerings of student activities and teacher professional development sessions. These supports for our unduplicated student population, differentiated instruction for at-risk students, intervention services, language support for EL students, social-emotional support, etc.) will be provided based on the specific and identified academic needs of this population.

These activities include: Assessing and designing instruction to meet the specific needs of our unduplicated students (low-income and EL students); designing and presenting professional development to meet the needs of unduplicated students; providing opportunities for parents to engage in the learning process to assist students with increased performance; providing targeted students with intervention, enrichment, remediation, and extended learning opportunities (proportionately provided to each site, as determined by the number of students in each of the identified groups generating these funds).

All support staff, including special projects teachers, EL special projects staff, content coaches, counselors, and deans will provide strategically-selected resources to teachers and parents to support the unique needs of foster youth and their caregivers.

With respect to Goal 1 Action 4, this action is developed to serve in addressing the language learning gaps of our English learning student's needs. 100% of our English learners are mastering a second language while also trying to maintain proficiency and mastery of the common core state standards in that second language. Therefore, benchmarking their academic progress through common assessments, monitoring their progress, and providing scaffolds and interventions are extremely necessary. We will continue to provide these supports through Goal 1 Action 4.

EL special projects staff will engage in activities to benefit our EL student population based on the specific and identified academic and language learning needs of this population. These activities include:

- assessing and designing instruction to meet the specific language needs;
- designing and presenting professional development to meet the EL student needs ;
- providing opportunities for parents to engage in the learning process to assist students with
- providing targeted students with intervention, enrichment, remediation, and extended learning opportunities
- Utilization of a data management system and effective data analysis meetings to identify EL students and target their needs with evidence-based interventions

We expect goal 1 action, 4 will benefit our English learners student population and will have a significant impact on the 2023 ELA and mathematics CAASPP scores and help close the academic performance gap between the percentage of all students meeting and exceeding standards and the EL student group.

Continued technology support and the offering of other programs to support our unduplicated student population will be provided to all school sites in response to the limited access to technology in the home and limited access to out-of-school educational experiences available to many of these students and families. Providing such access is seen as an integral part of a 21st Century education, which demands that students be technologically-proficient and well-rounded. Services will include: Staff to manage and maintain technology; programs to focus on the needs of targeted students, such as English in a Flash, ST Math, and Soliday, an online reading intervention program, and Footsteps2Brilliance, which will be utilized by staff to focus on the needs of English Learner students and provide targeted support, funds intended to extend learning opportunities to increase frequency and duration of supports will be principally directed to provide enrichment, remediation and extend learning opportunities for unduplicated students funds directed to activities to engage students, such as performances, clubs, and sports, will be principally direct to unduplicated students additional staff will provide services to unduplicated students and their families, such as translation services and increased security during the school day and in the after-school evening program at all sites (After School / Extended Learning Opportunity Program Program 2:30-6:00 p.m.)

We expect goal 1 action 6, will allow us to provide specific materials per needs assessment such as:  
Age / Grade specific backpacks with or without school supplies

Age / Grade specific school supply bags with school supplies

School supplies:

box of crayons

box of markers

Pencils

Erasers

Highlighter

pencil sharpener, ruler, glue stick, graph paper notebook, lined paper, spiral notebooks, and grade-specific resource materials for English language arts, math, science, history, and physical education.

Tennis Shoes

Beanies

Hats

Underwear

Socks

Personal Hygiene Kits

Wi-Fi Devices

Chromebooks

to facilitate success at school for foster youth

We expect Goal 1 Action 8, will allow us to provide expanded student transportation to increase attendance which will result in an increase in access to standards-based instruction for our vulnerable student population. A high number of student absences affect the frequency and duration of the services and support that students receive.

Such examples of the increased frequency of supports student interventions, tutoring, counseling, after-school clubs, sports, student performances, and student extracurricular activities, to support student academic achievement and student engagement in all our unduplicated student population are justified by the ongoing needs noted in our CAASPP results and stakeholder input and survey results.

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.

All schools within the school district have concentration populations above 55 percent. Support positions include counselors (Goal 2, Action 1), therapists ( Goal 2, Action 13), playground supervisors (Goal 2, Action 2), family outreach staff )(Goal 3, Action 1), learning loss mitigation staff ( Goal 1, Action 12), and literacy coaches ( Goal 1, Action 2) are positioned/classifications that will be targeted for staffing increases as employment conditions permit due to shortages. Our preliminary objective is to ensure we are fully staffed in all areas listed and are able to maintain existing positions prior to increasing.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.	All of the schools in the Hawthorne School District have concentration percentages above 55 percent. The average staff-to-student ratio for classified staff providing direct services to students is 1:93.
Staff-to-student ratio of certificated staff providing direct services to students	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.	All of the schools in the Hawthorne School District have concentration percentages above 55 percent. The average staff-to-student ratio for certificated staff providing direct services to students is 1:23 across TK-8 grades.

# Action Tables

## 2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$60,017,500.00	\$4,350,000.00	\$800,000.00	\$1,776,000.00	\$66,943,500.00	\$57,583,500.00	\$9,360,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	All	\$29,500,000.00	\$0.00	\$0.00	\$0.00	\$29,500,000.00
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Low Income, English learner (EL)	\$3,200,000.00	\$0.00	\$0.00	\$0.00	\$3,200,000.00
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Low Income	\$2,600,000.00	\$0.00	\$0.00	\$0.00	\$2,600,000.00
1	4	Maintain English Learner Special Projects staff at each site.	English learner (EL)	\$1,600,000.00	\$0.00	\$0.00	\$500,000.00	\$2,100,000.00
1	5	Data management system and for effective data analysis practices.	English learner (EL), Low Income	\$76,000.00	\$0.00	\$0.00	\$0.00	\$76,000.00
1	6	Provide materials to facilitate success at school for foster youth.	Foster Youth	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	7	Provide preschool support to increase student achievement.	Low Income	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	8	Provide expanded student transportation.	Low Income	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00

1	9	Provide expanded access to printing capabilities.	Low Income, English learner (EL)	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	10	Technology hubs and infrastructure to sustain 1:1	Low Income	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
1	11	Expanding student support via after school tutoring utilizing contracts or district staff.	Low Income	\$50,000.00	\$200,000.00	\$0.00	\$200,000.00	\$450,000.00
1	12	Intervention Model and Extended learning opportunities	Low Income	\$300,000.00	\$1,800,000.00	\$0.00	\$100,000.00	\$2,200,000.00
1	13	Maintain Class Size Reduction.	Low Income	\$7,300,000.00	\$0.00	\$0.00	\$0.00	\$7,300,000.00
1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Low Income	\$25,000.00	\$50,000.00	\$0.00	\$0.00	\$75,000.00
1	15	Professional Development in the area of more inclusive practices such as co-teaching	Low Income	\$25,000.00	\$200,000.00	\$0.00	\$25,000.00	\$250,000.00
2	1	Maintain a full-time counselor at each school site.	Low Income	\$1,400,000.00	\$300,000.00	\$0.00	\$0.00	\$1,700,000.00
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Low Income	\$1,200,000.00	\$0.00	\$800,000.00	\$0.00	\$2,000,000.00
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Low Income	\$250,000.00	\$300,000.00	\$0.00	\$300,000.00	\$850,000.00

2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Low Income	\$165,000.00	\$0.00	\$0.00	\$0.00	\$165,000.00
2	6	Provide and maintain staff for an off-campus learning environment for short term disciplinary action.	Foster Youth, Low Income, English learner (EL), All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Administer Healthy Kids Survey or a local equivalent measure.	All	\$33,000.00	\$0.00	\$0.00	\$0.00	\$33,000.00
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	9	Maintain school uniform policy.	All	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
2	10	Maintain a full-time Dean of Students at each school site.	Low Income	\$1,600,000.00	\$0.00	\$0.00	\$0.00	\$1,600,000.00
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Low Income	\$1,100,000.00	\$0.00	\$0.00	\$0.00	\$1,100,000.00
2	12	Increase the number of Social Workers	Low Income	\$250,000.00	\$100,000.00	\$0.00	\$0.00	\$350,000.00
2	13	Maintain therapist to provide students with mental health support	Low Income	\$100,000.00	\$200,000.00	\$0.00	\$0.00	\$300,000.00
3	1	Maintain District Family	Low Income	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00

		Outreach staff.						
3	2	Provide adult education classes	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3	Maintain or establish (physical or virtual) school site parent centers	All	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
3	4	Implement Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 3, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	Provide resources and flyers in English and Spanish to all parent centers to facilitate increased use of the center.	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	7	Maintain additional translation support for school sites.	English learner (EL)	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	8	Provide literacy support to the whole Hawthorne community	All	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
3	9	Provide training and support to middle school families.	Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4	1	Upgrade and maintain WIFI and network	All	\$200,000.00	\$100,000.00	\$0.00	\$0.00	\$300,000.00
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	All	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$500,000.00
4	3	Maintain staff for physical school environment.	Low Income	\$1,300,000.00	\$0.00	\$0.00	\$0.00	\$1,300,000.00
4	4	Increase staff and supports	Low Income	\$1,240,000.00	\$0.00	\$0.00	\$600,000.00	\$1,840,000.00



		for technology support.						
4	5	Replace/add furniture and equipment as needed.	All	\$400,000.00	\$600,000.00	\$0.00	\$0.00	\$1,000,000.00
4	6	Purchase standards-aligned instructional materials and resources.	All	\$1,488,000.00	\$0.00	\$0.00	\$0.00	\$1,488,000.00
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Low Income	\$32,000.00	\$0.00	\$0.00	\$0.00	\$32,000.00
4	8	Provide instructional materials that have components for universal access.	Low Income	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Low Income	\$1,100,000.00	\$0.00	\$0.00	\$0.00	\$1,100,000.00
4	10	Execute contracts for standards-aligned curriculum support	All	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Low Income	\$1,210,000.00	\$0.00	\$0.00	\$0.00	\$1,210,000.00
4	12	Support instruction and professional development in the arts.	Low Income	\$50,000.00	\$200,000.00	\$0.00	\$0.00	\$250,000.00
4	13	Maintain staff and provide professional development for the physical education program.	Low Income	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)						
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	16	Provide stipend for GATE Liaison at each site.	All	\$18,500.00	\$0.00	\$0.00	\$0.00	\$18,500.00
4	17	Provide training to support standards of maintenance.	Low Income	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00

# 2023-2024 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
\$69,978,193.00	\$26,077,876.00	37.27%	0.00% - No Carryover	37.27%	\$27,808,000.00	0.00%	39.74%	<b>Total:</b>	\$27,808,000.00
								<b>LEA-wide Total:</b>	\$25,928,000.00
								<b>Limited Total:</b>	\$1,865,000.00
								<b>Schoolwide Total:</b>	\$15,000.00

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	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$3,200,000.00	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	\$2,600,000.00	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	Limited	English learner (EL)	All Schools	\$1,600,000.00	0.00%

1	5	Data management system and for effective data analysis practices.	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$76,000.00	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	Limited	Foster Youth	All Schools	\$15,000.00	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	LEA-wide	Low Income	Specific Grade Spans,preschool	\$250,000.00	0.00%
1	8	Provide expanded student transportation.	Yes	Limited	Low Income	All Schools	\$250,000.00	0.00%
1	9	Provide expanded access to printing capabilities.	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$250,000.00	0.00%
1	10	Technology hubs and infrastructure to sustain 1:1	Yes	LEA-wide	Low Income	All Schools	\$200,000.00	0.00%
1	11	Expanding student support via after school tutoring utilizing contracts or district staff.	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	0.00%
1	12	Intervention Model and Extended learning opportunities	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	0.00%
1	13	Maintain Class Size Reduction.	Yes	LEA-wide	Low Income	Specific Schools,Elementary Schools	\$7,300,000.00	0.00%
1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
1	15	Professional Development in the area of more inclusive practices such as co-teaching	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	LEA-wide	Low Income	All Schools	\$1,400,000.00	0.00%

2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Yes	LEA-wide	Low Income	All Schools	\$1,200,000.00	0.00%
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	0.00%
2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Yes	LEA-wide	Low Income	All Schools	\$165,000.00	0.00%
2	10	Maintain a full-time Dean of Students at each school site.	Yes	LEA-wide	Low Income	All Schools	\$1,600,000.00	0.00%
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Yes	LEA-wide	Low Income	All Schools	\$1,100,000.00	0.00%
2	12	Increase the number of Social Workers	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	0.00%
2	13	Maintain therapist to provide students with mental health support	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0.00%
3	1	Maintain District Family Outreach staff.	Yes	LEA-wide	Low Income	All Schools	\$350,000.00	0.00%

3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
3	7	Maintain additional translation support for school sites.	Yes	LEA-wide	English learner (EL)	All Schools	\$100,000.00	0.00%
3	9	Provide training and support to middle school families.	Yes	Schoolwide	Low Income	Specific Grade Spans,6-8	\$15,000.00	0.00%
4	3	Maintain staff for physical school environment.	Yes	LEA-wide	Low Income	All Schools	\$1,300,000.00	0.00%
4	4	Increase staff and supports for technology support.	Yes	LEA-wide	Low Income	All Schools	\$1,240,000.00	0.00%
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Yes	LEA-wide	Low Income	All Schools	\$32,000.00	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	LEA-wide	Low Income	All Schools	\$160,000.00	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	\$1,100,000.00	0.00%
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Yes	LEA-wide	Low Income	Specific Grade Spans,6-8	\$1,210,000.00	0.00%
4	12	Support instruction and professional development in the arts.	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	0.00%

4	13	Maintain staff and provide professional development for the physical education program.	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	Specific Grade Spans,6-8	\$0.00	0.00%
4	17	Provide training to support standards of maintenance.	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%

# 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$64,767,952.00	\$71,609,850.00

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	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	No	\$28,421,980.00	\$29,329,584.00
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	\$3,191,507.00	\$3,128,221.00
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	\$2,900,000.00	\$4,480,628.00
1	4	Maintain English Learner Special Projects staff at each site.	Yes	\$2,100,000.00	\$1,629,018.00
1	5	Data management system and for effective data analysis practices.	Yes	\$76,291.00	\$47,485.00
1	6	Provide materials to facilitate success at school for foster youth.	Yes	\$15,000.00	\$15,000.00
1	7	Provide preschool support to increase student achievement.	Yes	\$250,000.00	\$223,487.00
1	8	Provide expanded student transportation.	Yes	\$250,000.00	\$300,000.00
1	9	Provide expanded access to printing capabilities.	Yes	\$450,000.00	\$450,000.00
1	10	Technology hubs and infrastructure to sustain 1:1	Yes	\$200,000.00	\$113,148.00



1	11	Expanding student support via after school tutoring utilizing contracts or district staff.	Yes	\$100,000.00	\$21,200.00
1	12	Intervention Model and Extended learning opportunities	Yes	\$2,364,920.00	\$3,675,426.00
1	13	Maintain Class Size Reduction.	Yes	\$7,200,000.00	\$7,402,913.00
1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Yes	\$75,000.00	\$10,000.00
1	15	Professional Development in the area of more inclusive practices such as co-teaching	No	\$100,000.00	\$255,000.00
2	1	Maintain a full-time counselor at each school site.	Yes	\$1,379,447.00	\$1,248,396.00
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Yes	\$1,805,667.00	\$2,001,118.00
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Yes	\$100,000.00	\$283,621.00
2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Yes	\$160,000.00	\$0.00
2	6	Provide and maintain staff for an off-campus learning	No	\$0.00	\$0.00

		environment for short term disciplinary action.			
2	7	Administer Healthy Kids Survey or a local equivalent measure.	No	\$1,000.00	\$33,045.00
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	No	\$100,000.00	\$80,000.00
2	9	Maintain school uniform policy.	No	\$50,000.00	\$22,391.00
2	10	Maintain a full-time Dean of Students at each school site.	Yes	\$1,498,216.00	\$1,616,407.00
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Yes	\$505,621.00	\$1,330,575.00
2	12	Increase the number of Social Workers	No	\$260,000.00	\$257,093.00
2	13	Maintain therapist to provide students with mental health support	Yes	\$180,000.00	\$638,475.00
3	1	Maintain District Family Outreach staff.	Yes	\$333,313.00	\$314,770.00
3	2	Provide adult education classes	No	\$10,000.00	\$7,500.00
3	3	Maintain or establish (physical or virtual) school site parent centers	No	\$10,000.00	\$55,000.00
3	4	Implement Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 3, Action 3)	No	\$0.00	\$2,000.00
3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00
3	6	Provide resources and flyers in English and Spanish to all parent centers to facilitate	No	\$20,000.00	\$1,300.00

		increased use of the center.			
3	7	Maintain additional translation support for school sites.	Yes	\$100,000.00	\$88,858.00
3	8	Provide literacy support to the whole Hawthorne community	No	\$88,143.00	\$88,143.00
3	9	Provide training and support to middle school families.	Yes	\$5,000.00	\$6,000.00
4	1	Upgrade and maintain WIFI and network	No	\$420,142.00	\$1,200,000.00
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	No	\$250,000.00	\$420,000.00
4	3	Maintain staff for physical school environment.	No	\$5,356,948.00	\$6,019,444.00
4	4	Increase staff and supports for technology support.	Yes	\$1,130,418.00	\$1,239,174.00
4	5	Replace/add furniture and equipment as needed.	No	\$200,000.00	\$306,164.00
4	6	Purchase standards-aligned instructional materials and resources.	No	\$400,000.00	\$888,000.00
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Yes	\$30,000.00	\$38,000.00
4	8	Provide instructional materials that have components for universal access.	Yes	\$160,000.00	\$342,928.00
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	\$1,110,000.00	\$857,098.00
4	10	Execute contracts for standards-aligned curriculum support	No	\$100,000.00	\$0.00
4	11	Maintain additional staff beyond regular staffing levels to support expanded	Yes	\$1,210,839.00	\$1,058,530.00

		middle school academy focus.			
4	12	Support instruction and professional development in the arts.	Yes	\$35,000.00	\$20,250.00
4	13	Maintain staff and provide professional development for the physical education program.	Yes	\$25,000.00	\$21,000.00
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
4	16	Provide stipend for GATE Liaison at each site.	No	\$18,500.00	\$18,460.00
4	17	Provide training to support standards of maintenance.	Yes	\$20,000.00	\$25,000.00

# 2022-2023 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)
\$26,040,583.00	\$25,341,319.00	\$26,114,265.00	(\$772,946.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	\$3,191,507.00	\$3,128,221.00	0.00%	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	\$2,900,000.00	\$2,480,628.00	0.00%	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	\$1,450,000.00	\$1,629,018.00	0.00%	0.00%
1	5	Data management system and for effective data analysis practices.	Yes	\$76,291.00	\$47,485.00	0.00%	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	\$15,000.00	\$15,000.00	0.00%	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	\$250,000.00	\$223,487.00	0.00%	0.00%

1	8	Provide expanded student transportation.	Yes	\$250,000.00	\$300,000.00	0.00%	0.00%
1	9	Provide expanded access to printing capabilities.	Yes	\$450,000.00	\$450,000.00	0.00%	0.00%
1	10	Technology hubs and infrastructure to sustain 1:1	Yes	\$200,000.00	\$113,148.00	0.00%	0.00%
1	11	Expanding student support via after school tutoring utilizing contracts or district staff.	Yes	\$50,000.00	\$21,200.00	0.00%	0.00%
1	12	Intervention Model and Extended learning opportunities	Yes	\$300,000.00	\$283,621.00	0.00%	0.00%
1	13	Maintain Class Size Reduction.	Yes	\$7,200,000.00	\$7,402,913.00	0.00%	0.00%
1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Yes	\$50,000.00	\$10,000.00	0.00%	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	\$1,379,447.00	\$1,248,396.00	0.00%	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Yes	\$1,065,667.00	\$1,168,462.00	0.00%	0.00%
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Yes	\$100,000.00	\$283,621.00	0.00%	0.00%
2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Yes	\$160,000.00	\$0.00	0.00%	0.00%

2	10	Maintain a full-time Dean of Students at each school site.	Yes	\$1,498,216.00	\$1,616,407.00	0.00%	0.00%
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Yes	\$505,621.00	\$1,330,575.00	0.00%	0.00%
2	13	Maintain therapist to provide students with mental health support	Yes	\$90,000.00	\$354,475.00	0.00%	0.00%
3	1	Maintain District Family Outreach staff.	Yes	\$333,313.00	\$314,770.00	0.00%	0.00%
3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	7	Maintain additional translation support for school sites.	Yes	\$100,000.00	\$88,858.00	0.00%	0.00%
3	9	Provide training and support to middle school families.	Yes	\$5,000.00	\$2,000.00	0.00%	0.00%
4	4	Increase staff and supports for technology support.	Yes	\$1,130,418.00	\$1,239,174.00	0.00%	0.00%
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Yes	\$30,000.00	\$38,000.00	0.00%	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	\$160,000.00	\$342,928.00	0.00%	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	\$1,110,000.00	\$857,098.00	0.00%	0.00%
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Yes	\$1,210,839.00	\$1,058,530.00	0.00%	0.00%
4	12	Support instruction and professional development in the arts.	Yes	\$35,000.00	\$20,250.00	0.00%	0.00%

4	13	Maintain staff and provide professional development for the physical education program.	Yes	\$25,000.00	\$21,000.00	0.00%	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	17	Provide training to support standards of maintenance.	Yes	\$20,000.00	\$25,000.00	0.00%	0.00%



# 2022-2023 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)
\$68,042,376.00	\$26,040,583.00	0.00%	38.27%	\$26,114,265.00	0.00%	38.38%	\$0.00 - No Carryover	0.00% - No Carryover