

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne Math and Science Academy

CDS Code: 19-64592-100354

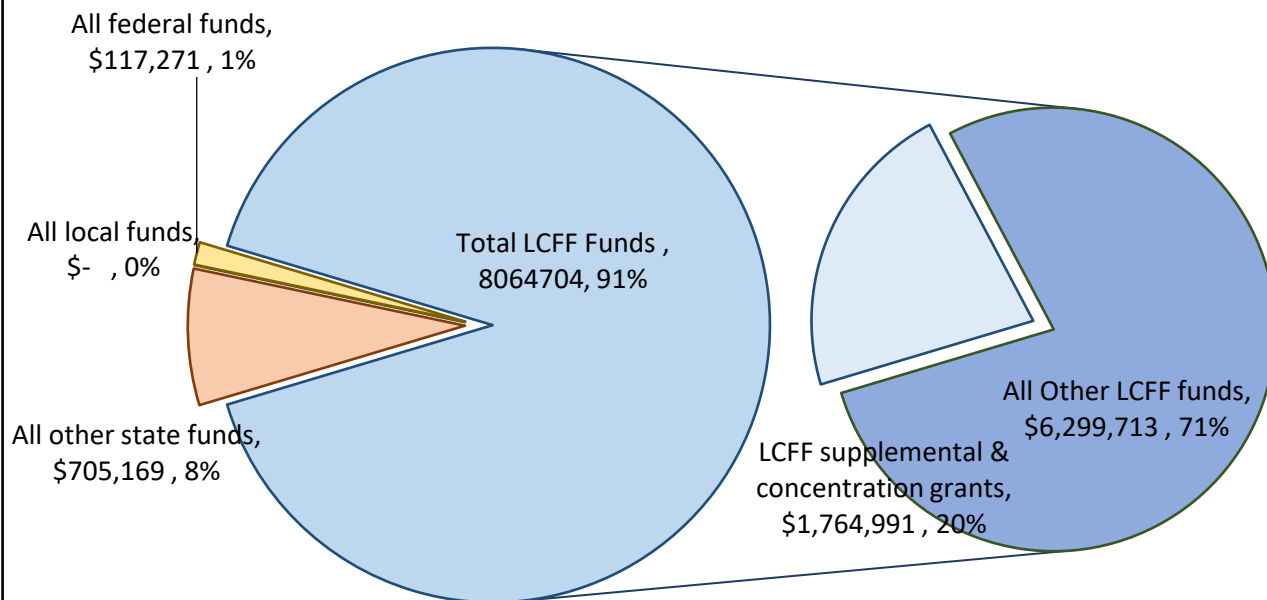
School Year: 2023-24

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

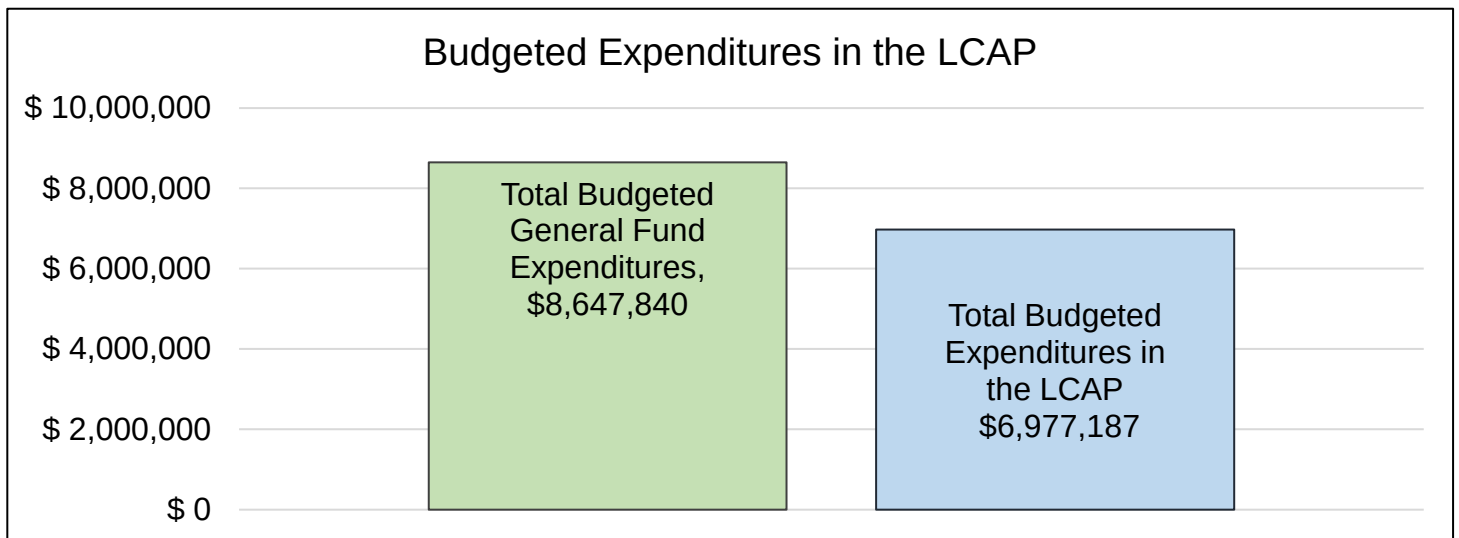


This chart shows the total general purpose revenue Hawthorne Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne Math and Science Academy is \$8,887,144.00, of which \$8,064,704.00 is Local Control Funding Formula (LCFF), \$705,169.00 is other state funds, \$0.00 is local funds, and \$117,271.00 is federal funds. Of the \$8,064,704.00 in LCFF Funds, \$1,764,991.00 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 Math and Science Academy 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 Math and Science Academy plans to spend \$8,647,840.00 for the 2023-24 school year. Of that amount, \$6,977,187.00 is tied to actions/services in the LCAP and \$1,670,653.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

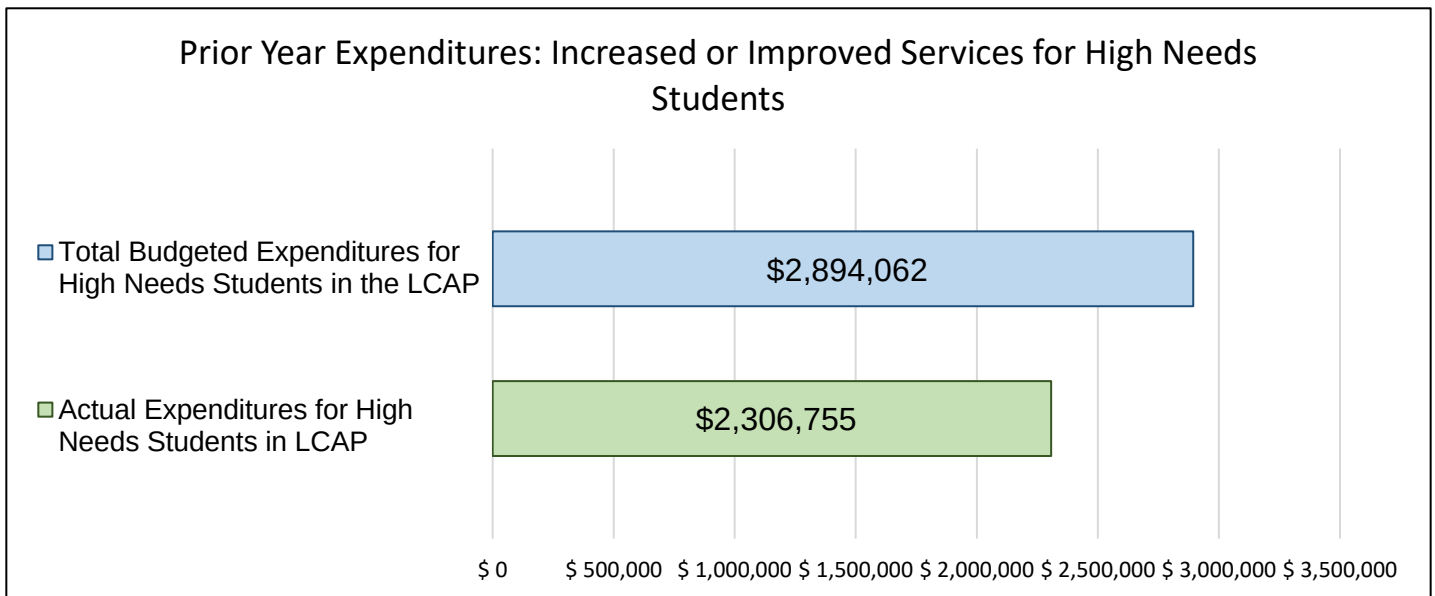
Expenditures related to HMSA's core educational program are among the expenditures not listed in the LCAP. Some of these expenditures include salaries and benefits related to administration, educational services, pupil personnel, clerical, aides, and substitutes. Other expenditures would include utilities, 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 Math and Science Academy is projecting it will receive \$1,764,991.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne Math and Science Academy plans to spend \$2,581,000.00 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 Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hawthorne Math and Science Academy 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 Math and Science Academy's LCAP budgeted \$2,894,062.00 for planned actions to increase or improve services for high needs students. Hawthorne Math and Science Academy actually spent \$2,306,755.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$587,307.00 had the following impact on Hawthorne Math and Science Academy's ability to increase or improve services for high needs students:

HMSA is carefull to expend funds in a manner that is fiscally responsible. HMSA provided a high-quality program for students during the 2022-23 school year. Any savings that can be captured are meaningfully utilized in the rising school year to meet the needs of the target population. Some savings were captured as a result of the pandemic's lasting impact to in-person activities, which reduced the scale and scope of some plans. Supply chain delays also continue to impact some purchases, which will be shifted to the rising year.

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 Math and Science Academy	Esau Berumen Principal	eberumen@hawthorne.k12.ca.us 310-973-8184

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 Math and Science Academy (HMSA) is a dependent public charter high school serving students in grades 9-12 in Hawthorne, California. HMSA is the only high school in the Hawthorne School District. In 2003, HMSA received their charter from the Hawthorne School District Board of Trustees to provide a choice for students seeking college preparatory high school experience. HMSA maintains its commitment to creating a challenging, rigorous, standards-based curriculum that allows all students to attain proficiency in the core subject areas of English Language Arts, Mathematics, Science and Social Science. HMSA students are provided with a safe and cooperative learning community that does not discriminate against gender, ethnicity, primary language, socioeconomic status, or special needs. Many of HMSA students live within the district boundaries and have also attended elementary and middle schools in the district. The remainder of the students commute to HMSA from a variety of neighboring districts and/or from public, private, and charter schools.

HMSA’s mission is to “prepare all students – regardless of gender, ethnicity, primary language, or special needs status--for future success. Our challenging program prepares all students for university and career success through a rigorous, standards-based curriculum within a safe and cooperative learning community. All students will develop advanced math, science, and communication skills and can enroll in Advanced Placement courses to gain an academic advantage in their university and career paths. Results of formative and summative assessments provide opportunities for accountability, reflection, recognition, and growth. All students will be held to the same high expectations and provided with resources and support to ensure success based on their academic and social needs. To progress, the input and participation of all school community members is encouraged and valued through a collaborative process.”

For the 2022-23 school year, HMSA’s student population is a diverse, low socio-economic population of 534 students. According to the demographic data, 66.85% identified as Hispanic or Latino, 15.36% identified as African American / Black, 2.25% identified as Filipino or Pacific Islander, 5.25% identified as White, 0.19% identified as American Indian / Alaskan Native and 0.37% identified as two or more races. Special Education services were provided to 21 students and English Learners comprised 0.86% of the overall enrollment. At HMSA, our unduplicated pupil percentage is 74.72%. This percentage reflects the unduplicated counts of poverty including free/reduced lunch eligibility, English learners, and foster youth by site. We obtained this data through income verification forms that were sent out to all families.

At HMSA, graduation requirements exceed the University of California admission requirement, supporting students to be more competitive in the college admission process. In addition to the UC requirements, HMSA students must complete three years of social science, four years of math, a third and fourth year of lab science and three years of a language other than English to be eligible to graduate. In addition, HMSA provides a rigorous and engaging curriculum that demands student accountability and mastery of content, as well as family support. The instructional program addresses the Common Core State Standards and all courses meet the University of California (UC) admission requirements. HMSA also offers several Advanced Placement (AP) courses across many content areas to expose and allow students to experience the rigor and challenging coursework that will prepare them for post-secondary education. Within the daily student schedule, HMSA has

implemented a College Prep (CP) curriculum that offers additional academic support for students who have learning gaps and/or for students who seek additional enrichment. Teachers are committed to seeing that every student succeeds by offering tutoring before or after school and during lunchtime.

As part of the robust college preparatory program, HMSA also requires students to attend a Summer Bridge program to help with their transition to high school and to orient them to school expectations and the college and career planning process. HMSA also has a Link Crew which is a peer mentorship program that provides support for 9th graders in making a successful transition to high school. Each 9th grader is part of a small group of students paired with specially trained upperclassmen who lead the Summer Bridge orientation and activities throughout the year. The goal of this organization is to support 9th graders in meeting the academic, interpersonal, and social-emotional demands of high school with the support of their mentors and small group classmates.

Through the Link Crew program curriculum, ninth grade students receive mentorship and guidance throughout the year from selected upperclassmen who meet the criteria to support others. HMSA's counseling team ensures that students are informed about the A-G college requirements and are on track to earn a high school diploma, as well as provide support and guidance for students and parents navigating the college admissions process. Counselors also play a key role in supporting the social and emotional well-being of students and facilitating referrals to school-based mental health agencies.

HMSA is proud to uphold the reputation as an outstanding high school in the Hawthorne community. The administrative team, along with the teachers and staff work tirelessly to serve the students and community at large.

Reflections: Successes

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

State law has suspended the reporting of state indicators on the 2021 CA dashboard due to the Covid-19 pandemic.

In examining HMSA's actions, services, outcomes, and educational partner input, we have identified many successes including meeting all standards in all local indicators on the California Dashboard for academic performance, academic engagement, conditions, and climate. According to the CA school dashboard, our status levels were reported for the following indicators:

Suspension Rate - Very low
English Learner Progress – High
Graduation Rate – Very High
English Language Arts – Very High
Mathematics – High
Basics: Teachers, Instructional Materials, Facilities – Standard Met
Implementation of Academic Standards – Standard Met
Parent and Family Engagement – Standard Met
Local Climate Survey – Standard Met
Access to a Broad Course of Study – Standard Met

Other successes include (but not limited to):

Graduation rate: Our graduation rate is 98.3% which exceeds the statewide graduation rate of 86.8%. For the 2021-22 year, there were 147 total students reported in the graduating class and 145 graduates. Students who take the CHSPE do not count toward the overall graduation rate percentage, which is why, with two students having completed the CHSPE, HMSA's graduation rate is not 100%.

During the 2021-22 school year, HMSA students demonstrated consistent progress as measured by local assessments. According to the California Assessment of Student Performance and Progress (CAASPP) results of our 11th grade students, 87.61% of students met or exceeded in English Language Arts and 52.5% of students met or exceeded in Math. This was an increase on the prior year's scores of 78.57% in ELA and 50.65% in Math. English learners maintained their learning progress at

similar rates as their English Only peers in ELA. This year, the reclassification rate was 17.9%, representing 7 students. We are working toward continued growth in this area.

HMSA continued professional development in the collaboration of instructional accommodations, opportunities for more student collaboration to demonstrate mastery, and using reasoning and critical thinking using formative and summative assessments.

Incorporating wellness workshops for students and families to support healthy social-emotional health.

Continued expanded learning opportunities for academic support, clubs, and workshops to support student achievement.

MESA (Math, Engineering, Science Achievement) students placed first in the USC pre-mesa day and attended regionals at Cal State Long Beach. We had a student group (9th and 10th graders) that placed first in the Moon Base competition and a student group (11th and 12th graders) who placed first overall with the complex MESA machine. MESA was also awarded the 2022-23 Program of the Year: Spirit Award.

Re-introduce MESA as a club for students to learn and compete in state and national competitions.

HMSA Athletics experienced an amazing year with over 80 students participating in sports. For our winter sports, the girls volleyball team was awarded Coastal All league second team. The girls cross country team was Coastal League Champions. The boys cross country team finished 6th in CIF Southern Section Division and qualified for CIF State Race and finished 15th overall. Our boys soccer team finished 4th in the Coastal League, qualified and competed in the CIF Southern Section Playoff 1st round.

For our spring season, HMSA had 61 athletes that participated in baseball, softball, and boys volleyball. Our boys volleyball team was in the CIF Southern Section Division 5 Playoffs making it to the Semi-Finals and our softball team placed second in the Coastal league and qualified for CIF playoffs. U.S. News and World Report High School Rankings for 2022-23 listed HMSA as #13 in California rankings, #29 in Charter High Schools, and #2021 in National Rankings.

HMSA is proud of the joint efforts of the teaching and support staff and support from families and community partners to ensure that all students have access to rigorous, engaging, and relevant learning experiences that address their academic and social-emotional needs. The success of all efforts is evidenced by student performance and progress on local, state, and national assessments.

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.

State law has suspended the reporting of state indicators on the 2021 CA dashboard due to the Covid-19 pandemic. In reviewing the 2020 California Dashboard, HMSA has met standards in all local indicators and achieved the "Green" and "Blue" performance levels for academic performance, academic engagement, conditions, and climate.

Despite the challenges faced due to the pandemic and learning gaps that may have resulted, students demonstrated grit and resilience as they continue to make progress in their learning. In alignment with Goal #1, the need for additional academic and social-emotional support is still great and we must continue to devote our efforts strategically and collaboratively to reducing learning and opportunity gaps for our students who demonstrate need. Our data shows that students are still struggling and need support and interventions to assist with academic gaps. Students that met or exceeded on the CAASPP Math Test in 2021 was 50.65% and had a slight increase to 52.50% in 2022. HMSA. Additional support is needed to improve our CAASPP California Science Test scores. Data shows that in 2021, 41.38% of students met or exceeded and in 2022, that percentage dropped to 40.69%.

In alignment with Goal #2, we will continue to implement services provided by our A-G counselor and current counseling team. HMSA will continue to hold college and career workshops for students and families. Data review will be shared and used with the counseling, administration and teachers to drive instructional decisions and practices. The A-G counselor worked closely with students, teachers and families, identifying areas of need, and provided individualized support. HMSA will be extending

the A-G counselor position to the upcoming school year to allow continued support for students and families.

There is also a larger number of students taking credit recovery courses to earn credits and re-gain A-G requirement eligibility, including summer school credit recovery in Math and Science. We will continue to purchase more APEX Learning licenses for online courses for additional credit recovery opportunities. For the upcoming summer of 2023, we will have over 170 students enrolled in our APEX credit recovery program. These courses will allow for learning gaps to be addressed through adaptive lessons that provide a path to proficiency for each student.

In alignment with Goal #3, HMSA aims to address the needs of struggling students with learning gaps. To do so, teachers will implement small group targeted instruction during the instructional day and provide differentiated support to students. Additionally, teachers will continue to offer tutoring before and after school, and lunch to support students outside of the instructional class time. The school day will also continue to include a college prep (CP) focused course to enhance learning, offer additional support in core subjects, and offer a variety of elective courses for content exposure.

For additional non-academic support, HMSA has expanded their counseling department from one to three full-time counselors, along with a school psychologist and speech therapist on site twice a week. HMSA will also continue to offer community resources for students and their social-emotional needs including services from community partners providers including Richstone Family Center and CareSolace.

Our 2022-23 LCAP Student Survey results reveal that over 60% feel overwhelmed with learning tasks and assignments. Broken down by grade level, the percentage feeling overwhelmed includes 52% of 9th graders, 80% of 10th graders, 71% of 11th graders, and 29% of 12th graders. Since the pandemic, HMSA has been back to in-person learning for two years. This metric is important as HMSA aims to support the student both academically and socio-emotionally. In alignment with Goal #4, it is important to inform teachers and staff of this data and ensure that everything possible is done to provide students with the support they need to minimize this feeling of stress and being overwhelmed. 89% of the teachers and staff report that they believe “HMSA provides student support and facilitates transitional needs that have a positive impact on student motivation / achievement.” HMSA will work to increase the support and bridge a stronger connection for student support.

Our 2022-23 LCAP Parent Survey results reveal that parents / guardians would like to be provided with more resources and training to strengthen student learning at home as well as receive more opportunities for advice and resources to support their child’s social and emotional (SEL) needs. The parent survey also reveals that parents / guardians would like to be presented with more opportunities to take part in decisions made within the school / district. HMSA aims to address this by hosting more parent workshops on SEL and academic support. HMSA will also be hosting grade level specific workshops to incorporate sessions on financial aid for college, college and career workshops and 9th grade transition to high school information sessions. Parent survey results report that 70.7% express a need for more resources and guidance for their child in college planning, application and support. As a result, HMSA will have all 12th graders take the College and Career course as a mandatory senior elective. This is to directly support our students in the college application process.

HMSA’s plan to increase and strengthen the support we offer to all students and HMSA will be sending teachers to the AVID summer institute to experience an interactive community experience that promotes student achievement at the highest levels and gives teachers tools and resources they can implement immediately in their classroom for students to achieve success. HMSA’s goal is to have 80% of their teachers AVID certified in the next five years.

LCAP Highlights

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

Key features of the 2021-2024 LCAP include continued and additional services to support students, families, and staff. Services include support for student academic achievement and social-emotional health, parent communication and outreach, staff professional development and current curriculum aligned to state standards.

Goal 1: Hawthorne Math and Science Academy will ensure that all students graduate college and career ready by maintaining an effective staff who implement best instructional practices and provide standards-based instructional materials and technology to support curriculum in safe and clean facilities.

Continue to provide professional development for staff in social-emotional learning and offering additional assistance.

Continue to provide professional development for staff regarding differentiation in the classroom and accommodations.

Improved quality of services for students with 504 and SST plans needing accommodations through the expansion of HMSA’s counseling team.

Increased extended learning opportunities including tutoring and student workshops before and after school.

Improvement of campus facilities

Continued site and team-based instructional planning, classroom observations and data analysis

Goal 2: Hawthorne Math and Science Academy students will increase academic achievement in a broad course of study that fulfills A-G requirements, achieves proficiency on state testing standards, and prepares students to be college and career ready.

Maintained the 1:1 technology device for all students.

Increased college and career workshops and field trips through the expansion of HMSA's counseling team.

Consistent assessment data review within department and site level to inform and drive instructional decisions and practices.

Goal 3: Hawthorne Math and Science Academy will monitor student academic performance and social-emotional concerns to provide a system of student support and parent communication.

Purchased additional APEX licenses for students to participate in credit recovery.

Continued summer program for math and science support.

Continued extended learning opportunities including tutoring, enrichment, clubs, and wellness workshops.

Introduction of Self-Healing Empowerment and Learning (SHEAL) program for students. Workshops focused on yoga and meditation practices are offered to students.

Continued department-level collaborations to review and reflect on grade analysis and course requirements.

Continued department and site-level collaborations to address student workload, maintain rigorous course requirements, and be mindful of students' social emotional health.

Continued distribution of weekly School Messenger notices to all staff, students, and families via Power School School Messenger.

Opportunity for students to participate in Dual Enrollment with El Camino College.

Goal 4: Hawthorne Math and Science Academy will provide a safe, respectful, and welcoming learning community that fosters student connectedness and promotes student and parent engagement in the overall educational program.

Continued Summer Bridge program to welcome all incoming 9th graders and assist with their transition to high school involving all areas of academic, interpersonal, and social-emotional demands.

Continued Link Crew program made up of upperclassmen who are chosen by teachers as school leaders to help with various school activities including Open House, Back to School night, Multicultural day and school visits.

Continued CIF athletics

Continued strong partnership with the Parent Booster Club (PBC)

Continued collaboration with the School Site Council

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.

Hawthorne Math and Science Academy is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hawthorne Math and Science Academy is not eligible for comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

Hawthorne Math and Science Academy is not eligible for comprehensive support and school improvement.

Engaging Educational Partners

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

Consistent collaborative efforts with all educational partner groups, a review of various survey data and feedback collected was used to review and revise the Local Control and Accountability Plan (LCAP) before finalizing it. HMSA educational partner groups that were a part of the creation and collaboration of the 2021-2024 LCAP include certificated teachers, classified staff, students, and parents. Student insight was provided through surveys that were administered throughout the year to gauge student morale and interest, identify needs and strengths, and receive feedback and insight on new school programs and protocols. The Healthy Kids Survey was administered to all 9th and 11th grade students in March 2023. The LCAP student survey was also administered in March of 2023. 132 students completed and submitted the LCAP student survey. All survey data and feedback were analyzed and reviewed by administration and the school community committee to determine areas of strength and room for improvement.

Parent insight and feedback was shared by various committees including School Site Council representatives, English Learner Advisory Council, Hawthorne Parent Academy and other parent participation workshops and meetings. Surveys were sent after workshops, events, and parent academies for participants to share engagement, feedback, concerns, and areas for improvement. The LCAP Parent Survey was administered in April 2022 in both English and Spanish. Parents received the survey through our HMSA School Messenger email system and received email and voicemail reminders to submit the survey over a two-week period. 51 parents submitted the LCAP Parent Survey.

A total of 36 certificated and classified staff submitted their corresponding LCAP educational partner survey. The survey was emailed via a link to all staff and given a two-

week window to complete. Feedback was also shared through department and site meetings, grade level meetings and office staff meetings. Site based administrators provided input and commentary on the LCAP during team meetings.

Data and feedback from the educational partner surveys and meetings were carefully reviewed and analyzed to draft the 2021-2024 LCAP goals. Goal statements were presented and agreed upon by the School Site Council and certificated staff in May.

A summary of the feedback provided by specific educational partners.

The input and feedback received through the LCAP development process demonstrate the consistent efforts of all educational partners to improve the educational experience for all students, through engagement, safety, and rigor.

Feedback received from all educational partners was to maintain and strengthen support for all current programs and services.

Through the participatory process, the following points were made:

Students, families, and staff echoed satisfaction that HMSA is providing a high-quality educational program that is preparing them for college and career.

Students, families, and staff believe that HMSA provides a high-quality education program that engages them in meaningful learning opportunities.

Students, families, and staff believe that HMSA is a safe school.

Over 61% of students feel overwhelmed with learning tasks and assignments. HMSA teachers and administration will continue to discuss and explore ways to support students to minimize stress and support them so they can be successful.

Students express their need for more social emotional support in school with counselors and staff.

HMSA will explore ways to increase student engagement in class and during extra-curricular activities.

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

All involved groups had a direct impact on the development of the 2021-2024 LCAP. Common themes across students, parents, staff, and the community are reflected here. Through a careful review and reflection process, changes were made because of feedback from our educational partners including:

Focus on hiring two additional counselors to increase our counseling department and offer more support and student assistance.

Continued focus on educating the whole child: academic, behavioral, and social emotional wellness.

Dedicated support for students interested in dual enrollment at El Camino College

Dedicated support for supplemental math instruction including online tutoring and program support.

Goals and Actions

Goal

Goal #	Description
1	Hawthorne Math and Science Academy will ensure that all students graduate college and career ready by maintaining an effective staff who implement best instructional practices, and provide standards-based instructional materials and technology to support curriculum in safe and clean facilities.

An explanation of why the LEA has developed this goal.

HMSA collaborates with Hawthorne School District Administration to implement effective hiring and retention practices. All students receive standards-aligned instructional materials and technology. All facilities are clean to maintain a safe learning environment conducive to teaching and learning. The 2021 WASC Self-Study identified as an Area of Growth "to update and replace existing curricular materials that are either outdated or in disrepair." The 2021 WASC Self-Study recommended as an Area of Growth to implement "a sustained professional development process for calibrating grading practices across the A-G continuum of courses, in order to shift the focus of students' efforts to learning content deeply rather than determining each educator's requirements for accumulating points towards a higher grade." The 2021 WASC Self-Study also recommended as an Area of Growth "that a sustained strand of professional development around differentiated instructional strategies be included in the school's professional development plan, to ensure that all types of learners are consistently engaged in the process of teaching and learning."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully credentialed and appropriately assigned teachers	All teachers were appropriately assigned and fully credentialed for the 2019-2020 AND 2020-2021 school years.	All teachers were appropriately assigned and fully credentialed for the 2021-2022 school year.	All teachers were appropriately and fully credentialed for the 2022-23 school year.		The HMSA desired outcome is for all teachers to be appropriately assigned and fully credentialed.
Access to standards-aligned instructional materials	Internal instructional materials inventories were sufficient for all students in the 2019-2020 AND 2020-2021 school years.	Internal instructional materials inventories were sufficient for all students in the 2021-2022 school year.	Internal instructional materials inventories were sufficient for all students in the 2022-23 school year.		The HMSA desired outcome is that internal instructional materials inventories will verify sufficient access to all adopted standards-based instructional materials at HMSA.
Facilities in "Good"	Internal inspections using	Internal inspections using	Internal inspections using		The HMSA desired outcome is

repair measured by Facility Inspection Tool (FIT)	the State of California Facilities Inspection Tool (FIT) resulted in a rating of "Good" for the HMSA campus for the 2019-2020 AND 2020-2021 school years.	the State of California Facilities Inspection Tool (FIT) resulted in a rating of "Good" for the HMSA campus for the 2021-2022 school year.	the State of California Inspection Tool (FIT) resulted in a rating of "Good" for the HMSA campus for the 2022-23 school years.		that HMSA will be deemed as in overall "Good" condition by utilizing the State of California's Facilities Inspection Tool (FIT).
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	Recruit and retain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	\$3,351,687.00	No
2	Provide professional development, personnel, materials, and supplies to support standard-based instruction.	Provide professional development, classified and certificated personnel, instructional materials, technology, and supplies to support standard-based instruction.	\$274,000.00	No
3	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	Continue to provide professional development, instructional materials, technology, supplies and classified and certificated personnel to address the learning needs using evidence-based strategies for our identified unduplicated students.	\$300,000.00	Yes
4	Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Continue to provide professional development, instructional materials, technology, supplies and classified and certificated personnel to address the learning needs using evidence-based strategies for our identified unduplicated students.	\$0.00	Yes
5	Provide and increase professional development opportunities to address classroom management, positive learning environments, and	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning. Additional personnel will be added to create a multi-tiered system of support.	\$0.00	Yes

	effective strategies to address at-risk behaviors and Social and Emotional Learning. (repeated expenditure, Goal 1, Action 3)			
6	Purchase standards-aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)	Purchase standards-aligned instructional materials and resources.	\$0.00	No
7	Provide instructional materials and technology that have components for universal access. (repeated expenditure, Goal 1, Action 3)	To address learning loss, students need to tackle challenging, grade appropriate problems, and can be successful when given strategic support. HMSA will provide an increase of instructional 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.	\$0.00	Yes
8	Enhance library and computer lab services.	To support our unduplicated student groups, students need access to materials and services that may not be available in their homes. Library services promote literacy and create access to books. Computer lab services provide technology and personnel support for students on campus to complete coursework.	\$350,000.00	Yes
9	Upgrade and maintain network for student and staff use. (repeated expenditure, Goal 1, Action 9)	Upgrade and maintain network for student and staff use.	\$0.00	No
10	Maintain staff responsible for technology support. (repeated expenditure, Goal 1, Action 8)	Maintain staff responsible for technology support.	\$0.00	No
11	Upgrade and maintain school facilities.	Upgrade and maintain school facilities to provide a clean and safe learning environment.	\$100,000.00	No
12	Purchase equipment and materials necessary for maintenance of structures and outdoor areas. (repeated expenditure, Goal 1, Action 11)	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	\$0.00	No
13	Maintain staff responsible	Maintain staff responsible	\$200,000.00	No

	for improving physical school environment.	for improving physical school environment.		
14	Replace/add furniture and equipment as needed. (repeated expenditure, Goal 1, Action 11)	Replace/add furniture and equipment as needed.	\$0.00	No
15	Provide training to support standards of maintenance. (repeated expenditure, Goal 1, Action 13)	Provide training to support standards of maintenance.	\$0.00	No

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.

HMSA was able to meet the measurement targets for Goal 1. These actions were established to ensure that facilities are maintained, and safe, instructional staff met 0% of teacher misassignment, instructional materials and technology are readily available to support direct instruction, and relevant professional development is planned and implemented to sustain best instructional practices. Since the Covid-19 pandemic, HMSA has seen an increase in need for student academic and social-emotional support. With the hiring of two new counselors, the counseling department has been able to expand services to students and families. As a result, there has been an increase in student wellness workshops and college planning webinars. HMSA built two new counselor offices to accommodate the new staff.

School improvement projects took place on campus including:

HMSA provided emergency supplies and equipment for safety and emergencies.

Exterior campus entrances securely locked during the day with entryway cameras and door buzzer systems installed.

Singlewire emergency notification systems installed.

A new photo management system was installed to assist with rapid identification of employees and the issuance of current identification badges.

A theatre-style curtain was installed in the multi-purpose room for privacy.

Two new counselor offices were built for the expansion of the counseling department.

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 substantive differences between Budgeted Expenditures and Estimated Actual Expenditures and/or planned percentages of Improved Services and Estimated Actual Percentages of Improved Services. There was savings in the library enhancement as the refurbishment project was delayed until the rising year.

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

Actions listed made progress toward Goal #1: Hawthorne Math and Science Academy will ensure that all students graduate college and career ready by maintaining an effective staff who implement best instructional practices and provide standards-based instructional materials and technology to support curriculum in safe and clean facilities. HMSA will continue implementation as planned for Goal #1. For the 2022-23 school year, two new counselors were added to the HMSA staff to ensure that staffing and support were made available to serve the current student population's needs. Teaching staff participated in development opportunities geared toward helping guide students through the college application process. The Canvas Learning Management System is still used by teachers and continue to review how best to use the platform to complement their instruction and course management. HMSA is still providing one-to-one Chromebook devices and APEX online learning licenses for

Independent Study and Credit Recovery. New tables for the science classroom were assembled so students can do labs and peer collaboration. Standardized Nightlock security devices were installed on all doors to allow them to be securely reinforced when needed.
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.
There were no changes to the planned goal, metrics, desired outcomes of actions for the next school year.

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

Goal

Goal #	Description
2	Hawthorne Math and Science Academy students will increase academic achievement in a broad course of study that fulfills a-g requirements, achieves proficiency on state testing standards, and prepares students to be college and career ready.

An explanation of why the LEA has developed this goal.

HMSA provides academic counseling and course load that supports students' completion of a-g requirements. Curriculum is designed to prepare students for proficiency on standardized assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Implementation of State Standards: A-G courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission	All a-g courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission in the 2019-2020 AND 2020-2021 school years.	All a-g courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission in the 2021-2022 school year.	All a-g courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission in the 2022-23 school year.		The HMSA desired outcome is that all a-g courses at HMSA will be approved by the University of California Office of the President (UCOP) and meet the requirements for UC/CSU college admission.
Universal access to A-G courses	All students were assigned to a four-year course schedule that met the A-G requirements for the 2020-2021 school year.	All students were assigned to a four-year course schedule that met the A-G requirements for the 2021-2022 school year.	All students were assigned to a four-year course schedule that met the A-G requirement for the 2022-23 school year.		The HMSA desired outcome is for all students will be assigned a four year course schedule that at minimum meets the A-G college admission requirements.
CAASPP ELA Pupil Achievement: School-wide achievement for English Language Arts as reported on	School-wide achievement on CAASPP ELA for the 2018-2019 school year was 95% of students met or exceeded standards. Due to the Covid-19	School-wide achievement on CAASPP ELA for the 2020-2021 school year was 78.6% of students met or exceeded standards. The California	School-wide achievement on CAASPP ELA for the 2020-21 school year was 87.61% of students met or exceeded standards. The California statewide achievement on CAASPP ELA was 47.06%.		The HMSA desired outcome is that school-wide achievement on the CAASPP ELA will remain at or above 80%.

the California Dashboard.	school closure, there is no data for the 2019-2020 school year.	statewide achievement on CAASPP ELA was 49%.			
CAASPP Math Pupil Achievement: School-wide achievement for Mathematics as reported on the California Dashboard.	School-wide achievement on CAASPP Mathematics for the 2018-2019 school year was 73% of students met or exceeded standards. Due to the Covid-19 school closure, there is no data for the 2019-2020 school year.	School-wide achievement on CAASPP Mathematics for the 2020-2021 school year was 50.7% of students met or exceeded standards. The California statewide achievement on CAASPP Mathematics was 33.8%.	School-wide achievement on CAASPP Mathematics for the 2021-2022 school year was 52.50% of students met or exceeded standards. The California statewide achievement on CAASPP Mathematics was 33.38%.		The HMSA desired outcome is that school-wide achievement on the CAASPP Mathematics will remain at or above 60%.
California Science Test (CAST) Achievement: School-wide achievement for Science as reported by CAASPP.	School-wide achievement on the CAST for the 2018-2019 school year was 50.45% of students met or exceeded standards. Due to the Covid-19 school closure, there is no data for the 2019-2020 school year.	School-wide achievement on the CAST for the 2020-2021 school year was 41.4% of students met or exceeded standards. The California statewide achievement on CAST was 28.7%.	School-wide achievement on the CAST for the 2021-2022 school year was 40.69% of students met or exceeded standards. The California statewide achievement on CAST was 29.45%.		The HMSA desired outcome is that school-wide achievement on the CAASPP ELA will remain at or above 40%.
A-G Completion Rate: The percentage of twelfth-grade graduates who complete all courses required for University of California (UC) and/or California State University (CSU) admission as reported on DataQuest (Four-Year Cohort Graduation Rates & Outcomes; Four-Year Adjusted Cohort Graduation Rate).	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better was 86.29% in 2019-2020.	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better was 84% in 2020-2021.	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better was 58% in 2021-2022.		The HMSA desired outcome is that the A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better to be 70% or above.
CTE Pathway	The 2020 College/Career	The 2021 College/Career	The 2022 College/Career Indicator of twelfth grade		The HMSA desired outcome is for the College/Career Indicator

Completion: The percentage of twelfth grade students designated as "Prepared" on the College/Career Indicator as reported on DataQuest (CCI Dashboard; College/Career Measures Reports & Data).	Indicator of twelfth grade students designated as "Prepared" was 90.3%.	Indicator of twelfth grade students was not released due to the suspension of CAASPP testing for 2019-2020 school year.	students was not reported per the California Dashboard.		of twelfth grade students designated as "Prepared" to remain at or above 80%.
Passage of AP Exams with a score of 3 or higher: The percentage of students who earn a score of 3 or higher on AP Exams as reported on College AP Central or DataQuest (CCI Dashboard; College/Career Measures Reports & Data; Approaching & Prepared Students: Met via Advanced Placement).	According to CollegeBoard 2019-2020 data, the rate of students scoring a 3 or higher on AP exams was 88.64%.	According to CollegeBoard 2020-2021 data, the rate of students scoring a 3 or higher on AP exams was 72%.	According to CollegeBoard 2021-2022 data, the rate of students scoring a 3 or higher on AP exams was 80%.		The HMSA desired outcome is for the rate of students who earn a score of 3 or higher on AP Exams to remain at or above 70% .
EAP College English Preparedness: The percentage of students designated as "Ready" for College English pursuant to Early Assessment Program (EAP) as reported on DataQuest (CAASPP Test Results; % Standards Exceeded	According to 2019-2020 CAASPP data, students designated as "Ready" for English pursuant to Early Assessment Program was 69.29%.	According to 2020-2021 CAASPP data, students designated as "Ready" for English pursuant to Early Assessment Program was 42.21%.	According to 2021-2022 CAASPP data, students designated as "Ready" for English pursuant to Early Assessment Program was 47.11%.		The HMSA desired outcome is for the percentage of students designated as "Ready" for College English pursuant to Early Assessment Program (EAP) to remain at or above 50%.

(Ready).					
College Application Rate: All HMSA students are expected to complete at least one college application to a four-year college/university prior to graduation as reported by internal counseling department document.	The College Application Rate baseline will be established in the 2021-2022 school year. An internal counseling department document will be created to record college application activity.	The College Application Rate for the 2021-2022 school year was 97.25% based on internal counseling department document records.	The College Application Rate for the 2021-2022 school year was 96% based on internal counseling department document records.		The HMSA desired outcome is for the College Application Rate to be 100%. All HMSA students are expected to complete at least one college application to a four-year college/university prior to graduation as reported by internal counseling department document.
College Readiness Perceptions: LCAP Stakeholder Surveys are administered to evaluate college readiness.	2021 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 83.2%: HMSA provides a high-quality education program that will prepare me to be college ready. 82.7%: I am monitoring my coursework to ensure that I meet college requirements. 2021 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 95.87%: HMSA provides a high-quality education program that prepare my child to be college ready. 87.81%: HMSA provides sufficient college preparation information to parents.	2022 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 76.4%: HMSA provides a high-quality education program that will prepare me to be college ready. 78.14%: I am monitoring my coursework to ensure that I meet college requirements. 2022 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 93.69%: HMSA provides a high-quality education program that prepare my child to be college ready. 77.9%: HMSA provides sufficient college preparation information to parents. 2022 LCAP Certificated			The HMSA desired outcome is that in the 2024 LCAP Stakeholder Survey items that gauge school climate, active engagement and feeling safe and supported will maintain or increase from the baseline percentages.

	2021 LCAP Certificated Staff Survey results- Below is the percentage of students who agreed with the following statements: 100%: HMSA provides a high-quality education program that prepares students to be college ready.	Staff Survey results- Below is the percentage of students who agreed with the following statements: 100%: HMSA provides a high-quality education program that prepares students to be college ready.			
EAP College Math Preparedness: The percentage of students designated as "Ready" for College Math pursuant to Early Assessment Program (EAP) as reported on DataQuest (CAASPP Test Results; % Standards Exceeded (Ready)).	According to 2019-2020 CAASPP data, students designated as "Ready" for Math pursuant to Early Assessment Program was 36.22%.	According to 2020-2021 CAASPP data, students designated as "Ready" for Math pursuant to Early Assessment Program was 22.08%.			The HMSA desired outcome is for the percentage of students designated as "Ready" for College Math pursuant to Early Assessment Program (EAP) to remain at or above 25%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Provide personnel, materials, and services to monitor academic achievement and credit accumulation to ensure that students meet graduation requirements. Studies show that the unduplicated student population is vulnerable to not graduating on time, and dropping out from high school. By monitoring credit completion throughout their high school career and communicating with families about credit recovery needs early, HMSA will be successful in ensuring that students receive their high school diploma.	\$210,000.00	Yes
2	Provide expanded access to printing capabilities. (repeated expenditure, Goal 1, Action 8)	Provide expanded access to printing capabilities for our unduplicated student population by printing supplemental curriculum materials for students to annotate, and provide printers for students to print out their coursework for assignment submission.	\$0.00	Yes
3	Technology hubs and infrastructure to sustain 1:1	Technology hubs and infrastructure to sustain 1:1	\$0.00	No

	(repeated expenditure, Goal 1, Action 8)			
4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments. HMSA provides universal access to AP exams and allocates funds for exam fees to ensure that the unduplicated student population can participate in rigorous coursework. HMSA teachers and counselors participate in AP institutes and information meetings to stay current on curriculum changes and test administration.	\$200,000.00	Yes
5	Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	Provide funds to support unduplicated students by funding stipends for extra hours of teachers and counselors to support families as they navigate the college application process.	\$0.00	Yes
6	Offer mandatory College and Career elective for all 12th graders (repeated expenditure, Goal 1, Action 3)	Provide mandatory college and career elective for all 12th graders to address specific requests for more support, resources, and guidance through the college application process.	\$0.00	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.

Goal #2 focuses on the academic achievement of all students and the college readiness program that ensures all students to be college and career ready. Teachers and school administrators attended LACOE training on various topics, including but not limited to: Math interventions, MATH focus “The Power of Performance Tasks”, and curriculum design and implementation. Our English department attended the California Association of Teachers of English conference in March and the counselors attended the UC training for college applicants. HMSA also continued to provide the LINK crew high school transitional program that provides focused support for ninth graders. They are partnered with strong upperclassmen mentors who provide support throughout the year including academic and peer support. The counseling department held numerous Social Emotional workshops as there was a noticeable increase in student’s expressing SEL concerns and higher reports of stress and anxiety. The counselors also sponsored a College and Career Day to provide information and resources,

For Action #4, professional development was provided to teachers on the college essay process and writing college letters of recommendations. Universal access to AP exams were provided and 168 students took AP exams. Stipends provided to teachers and counselors providing the additional support.

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 substantive differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Actions listed made progress toward Goal #2: Hawthorne Math and Science Academy students will increase academic achievement in a broad course of study that fulfills a-g requirements, achieves proficiency on state testing standards, and prepares students to be college and career ready. HMSA will continue to implement services provided by our A-G counselor and current counseling team. HMSA will continue to hold college and career workshops for students and families. Data review will be shared and used with the counseling, administration and teachers to drive instructional decisions and practices. The A-G counselor worked closely with students, teachers and families, identifying areas of need, and provided individualized support. HMSA will be extending the A-G counselor position to the upcoming school year to allow continued support for students and families.

There is also a larger number of students taking credit recovery courses to earn credits and re-gain A-G requirement eligibility, including summer school credit recovery in Math and Science. We will continue to purchase more APEX Learning licenses for online courses for additional credit recovery opportunities. For the upcoming summer of 2023, we will have over 170 students enrolled in our APEX credit recovery program. These courses will allow for learning gaps to be addressed through adaptive lessons that provide a path to proficiency for each student.

HMSA also aims to address the needs of struggling students with learning gaps. To do so, teachers will implement small group targeted instruction during the instructional day and provide differentiated support to students. Additionally, teachers will continue to offer tutoring before and after school, and lunch to support students outside of the instructional class time. The school day will also continue to include a college prep (CP) focused course to enhance learning, offer additional support in core subjects, and offer a variety of elective courses for content exposure.

For additional non-academic support, HMSA has expanded their counseling department from one to three full-time counselors, along with a school psychologist and speech therapist on site twice a week. HMSA will also continue to offer community resources for students and their social-emotional needs including services from community partners providers including Richstone Family Center and CareSolace.

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.

A goal was added for the coming year as a direct result of the expressed need from parents and students for support in the college application process.

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	Hawthorne Math and Science Academy will implement a system of support to address student academic and social/emotional needs and facilitate parent communication.

An explanation of why the LEA has developed this goal.

HMSA will monitor student academic performance and social-emotional concerns to provide a system of student support and parent communication. The 2021 WASC Self-Study identified as an Area of Growth "to establish a regular, formal process of parent-teacher communication to provide greater opportunities for parents to speak directly with teachers on a consistent and predictable basis." The Visiting Committee also recommended "that resources be allocated for a full time EL specialist to service the needs of the growing EL student population at the school, so that EL learners will have uninhibited access to the school's curriculum ."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
EL progress toward English proficiency: English Learners scoring at "Well Developed" on the California English Language Proficiency Assessment as reported on the California School Dashboard.	For the 2018-2019 school year, 61.76% of English Learners scored at Level 4 (Well Developed) on the Summative ELPAC. Due to the Covid-19 school closure, there is no data for the 2019-2020 school year.	For the 2020-2021 school year, 76% of English Learners scored at Level 4 (Well Developed) on the Summative ELPAC.	For the 2021-2022 school year, 21% of English Learners scored at Level 4 (Well Developed) on the Summative ELPAC.		The HMSA desired outcome is that 70% of English Learners to show progress toward English proficiency as measured by the ELPAC and English Learner Progress Indicator on the California Dashboard.
Reclassification Rate: English Learners will meet criteria for Reclassification as reported on DataQuest.	For 2019-2020 school year, the reclassification rate was 7%, representing 3 students. For 2020-2021 school year, the reclassification rate was 4%, representing 2 students.	For the 2021-2022 school year, the reclassification rate was 15%, representing 7 students.	For the 2022-2023 school year, the reclassification rate was 17.9% representing 7 students.		The HMSA desired outcome is for the 2024 Reclassification rate to be above 10%.
			The 2021-2022 graduation		The HMSA desired outcome is

High School Graduation Rate: The HMSA graduation rate as reported on DataQuest (Five-Year Graduation Rate).	The 2019-2020 graduation rate was 99.2%. There was one student who passed the California High School Proficiency Exam in Fall 2019.	The 2020-2021 graduation rate was 100%.	rate was 100%.		for the HMSA graduation rate to remain at or above 98%.
High School Dropout Rate: The HMSA high school dropout rate as reported on DataQuest (Four Year Adjusted Cohort Graduation Rate and Outcome; Four-Year Adjusted Cohort Outcomes).	The 2019-2020 high school dropout rate was 0%.	The 2020-2021 high school dropout rate was 0%.	The 2021-2022 high school dropout rate was 0%.		The HMSA desired outcome is for the HMSA high school dropout rate to remain at or below 2%.
Student Support Perceptions: LCAP Stakeholder Surveys are administered to evaluate student support services.	2021 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 77.62%: I feel that there are caring adults that I can talk to at school if there is a problem. 70.56%: I receive meaningful feedback from my teachers on a regular basis. 2021 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 87.81%: HMSA communicates effectively about my child(ren)'s academic progress.	2022 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: • 70.5%: I feel that there are caring adults that I can talk to at school if there is a problem. • 65.22%: I receive meaningful feedback from my teachers on a regular basis. 2022 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: • 95%: HMSA communicates effectively about my child(ren)'s academic progress.	2023 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: • 77%: I feel that there are caring adults that I can talk to at school if there is a problem. • 70%: I receive meaningful feedback from my teachers on a regular basis. 2022 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: • 90.45%: HMSA communicates effectively about my child(ren)'s academic progress.		The HMSA desired outcome is that in the 2024 LCAP Stakeholder Survey items that gauge school climate, active engagement and feeling safe and supported will maintain or increase from the baseline percentages.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Provide counseling services to assist families in accessing resources for our unduplicated student population to lead staff into developing competence in social emotional learning.. Counselors facilitate additional group setting discussion with and build social-emotional skills with our unduplicated student population. Counselors also support the unduplicated student population by providing academic counseling to encourage a growth mindset, teach time management skills, and goal setting. Counselors also facilitate peer conflict resolution, advise students on how to create healthy relationships, and guide students to problem solve challenges inside and outside of the classroom.	\$273,000.00	Yes
2	Provide materials, supplies, and personnel to support unduplicated student population	Provide materials, supplies, and personnel to support unduplicated student population to ensure to minimize achievement gaps by eliminating challenges that may arise from a lack of resources.	\$340,000.00	Yes
3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population to ensure that students can meet all graduation requirements and receive their high school diploma on time. HMSA will facilitate credit recovery and tutoring opportunities on campus at no cost to students.	\$250,000.00	Yes
4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. Counselors will monitor and communicate student progress toward graduation requirement completion and assist families as they navigate the college admission process. Counselors monitor student social well being by meeting with students with social emotional needs, and facilitating parent communication and access to outside service providers. Counselors will support unduplicated student population by seeking out no-cost services and resources that will support student well being.	\$0.00	Yes
5	Provide personnel, materials, and resources to support parent education workshops.	Provide personnel, materials, and resources to support parent education workshops.	\$145,000.00	No
6	Provide personnel, materials and resources to monitor student progress, and provide academic	Provide personnel, materials and resources to monitor student progress and provide academic support to monitor student achievement and intervene early by communicating with families about academic support opportunities that will ensure that students pass their academic courses.	\$0.00	Yes

	support. (repeated expenditure, Goal 3, Action 2)			
7	Provide professional development and resources for teachers to support academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)	Provide professional development and resources for teachers to support academic and social emotional needs. Teachers and administrators will attend the Capturing Kids Hearts professional development training. Teachers and administrators will also attend the Advancement Via Individual Determination (AVID) professional development training.	\$0.00	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.

Goal #3 focuses on the system of support that addresses the students' academic and social emotional needs, as well as parent facilitation. There were no substantive differences and HMSA was able to meet the measurement targets for Goal #3.

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 substantive differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Actions listed made progress toward Goal #3: Hawthorne Math and Science Academy will implement a system of support to address student academic and social/emotional needs and facilitate parent communication. The English learner population achieved at a higher rate than years past and we are still working to provide services to support student learning. For the 2021-22 school year, 21.1 % of students were at ELPAC level 4 and for the 2022-23 school year, HMSA had a 17.9% reclassification rate.

Counselors continued to provide support and resources to students and held meetings with parents. Contact information for outside service providers was shared for students needing additional support. For the 2022-23 school year, service providers with the district included: Care Solace and Ridgestone. The providers offer therapy and focused support services. HMSA's Parent Academy held parent sessions including topics such as "Parenting in the Digital Age," "Coping with anxiety" and "Understanding the Teenage Brain." Other informational sessions made available to students and parents include grade level transition, college admissions, college financial planning including FAFSA, and scholarship opportunities.

HMSA provided students with learning materials including graphing notebooks, mini white boards, graphing calculators, and literature books. Students were also provided with a planner to record assignments and keep track of notes throughout the school year. Mifi hotspots were provided to students who requested a need for internet access support at home.

HMSA offered summer school to credit-deficient students and an APEX license was purchased to complete required coursework for credit recovery. Several teachers offered additional enrichment and tutoring before school, during lunch, and after school for students. The setting included small-group and individualized tutoring. AIR Tutors contract was also renewed to provide additional tutoring support via Zoom to struggling students. Counselors monitored student progress and grade level teams met regularly to review student progress. Students had individualized teacher conferences for the specific classes they were struggling in. Progress reports were sent home every five weeks to notify families and encourage engagement and awareness in addition to the PowerSchool access families receive for current grade updates.

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.

HMSA plans to provide additional funding support to Action #3: Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support the unduplicated student population. HMSA purchased additional APEX licenses for 2023 summer school to facilitate credit recovery. HMSA secured appropriate staff to provide credit recovery for math and science courses to meet A-G requirements. To secure additional support for all students, HMSA will continue to provide students with an additional counselor that focuses on A-G requirements and academic counseling.

HMSA plans to provide additional funding to support Action #7: Provide professional development and resources for teachers to support academic and social emotional needs. In order to increase and strengthen the support we offer to all students, all teachers and administrators will be attending the Capturing Kids Hearts professional development training. HMSA will also be sending teachers to the AVID summer institute to experience an interactive community experience that promotes student achievement at the highest levels and gives teachers tools and resources they can implement immediately in their classroom for students to achieve success. HMSA's goal is to have 80% of their teachers AVID certified in the next five years.

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	Hawthorne Math and Science Academy will provide a safe, respectful and welcoming learning community that fosters student connectedness and promotes student and parent engagement in the overall educational program.

An explanation of why the LEA has developed this goal.

HMSA has maintained high attendance and graduation rates, and low suspension/expulsion rates. HMSA continues to work on improving the school climate to provide enrichment opportunities for students, and maintain a safe and welcoming place to work and learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Chronic absenteeism rate: The HMSA end-of-year chronic absenteeism rate as reported on CALPADS (EOY; Report 14.1, 14.2).	The end-of-year chronic absenteeism rate for the 2019-2020 school year was 3.4%. The end of the year chronic absenteeism rate for the 2020-2021 was 15%.	The end of the year chronic absenteeism rate for the 2021-2022 as of 04/01/2022 was 18%.	The end of the year chronic absenteeism rate for the 2022-2023 as of 04/01/2023 was 12.92%.		The HMSA desired outcome is for the HMSA end-of-year chronic absenteeism rate to remain at or below 4%.
Attendance Rate: The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2)	The last reported attendance rate was in month 7 of the 2019-2020 school year at 97.84%.	The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2) for the 2020-2021 school year was 97.41%	The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2) for the 2021-2022 school year was 93.80%.		The HMSA desired outcome is for the HMSA attendance rate to remain at or above 97%.
Student Suspension Rate: Student Suspension Rate as reported on CALPADS (Reports cross reference: 7.1, 7.3, 7.4).	There were no suspensions in the 2020-2021 school year during the school closure. There were two suspensions in the 2019-2020 school year prior to the school closure. Pre-pandemic, during a traditional school year, the Student	There was one suspension in the 2021-2022 school year.	There were six reported suspensions in the 2022-2023 school year.		The HMSA desired outcome is for the Student Suspension Rate to remain at or below 1%.

	Suspension Rate was .9%, six suspensions, as reported on the California Dashboard.				
Student Expulsion Rate: HMSA student expulsions as reported on DataQuest (Expulsion and Suspension; Expulsion Rate) or CALPADS (Reports 7.6, 8.1).	There were 0 expulsions in the 2019-2020 AND 2020-2021 school years.	There were 0 expulsions in the 2021-2022 school year.	There were 0 expulsions in the 2022-2023 school year.		The HMSA desired outcome is for the HMSA student expulsion rate to remain at 0%.
Family Engagement: The HMSA parent participation attendance count as recorded on March 1st annually on HSD Family Attendance Account Report.	The HMSA parent participation attendance count was 1,675 as of March 1, 2020.	The HMSA parent participation attendance count was 938 as of March 1, 2022.	The HMSA parent participation attendance count was 987 as of March 1, 2023.		The HMSA desired outcome is for the parent participation attendance count to be a minimum of 1,600.
Parent Stakeholder Input: All HMSA parents will be aware of opportunities to be involved in the decision making process at the school.	On the 2021 HMSA LCAP Parent Survey, 88.25% of respondents agreed with the statement: "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."	On the 2022 HMSA LCAP Parent Survey, 80% of respondents agreed with the statement: "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."	On the 2023 HMSA LCAP Parent Survey, 84.5% of respondents agreed with the statement: "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."		The HMSA desired outcome is for the results from the internal LCAP parent survey to maintain or increase from 85% of parents/guardian to indicate they are aware of opportunities to be involved in the decision making process at HMSA and Hawthorne School District.
Safety and School Connectedness: Students surveyed in 9th and 11th grade will "agree" or "strongly agree" that they feel that they are a part of the school on the Healthy Kids Survey	45.58% of the 9th and 11th grade Healthy Kids 2020 Survey participants responded that they "agree" or "strongly agree" that they feel that they are a part of the school. This item was not included in the Healthy Kids 2021 Survey due to	50.42% of the 9th and 11th grade Healthy Kids 2022 Survey participants responded that they "agree" or "strongly agree" that they feel that they are a part of the school.	79% of the 9th and 11th grade Healthy Kids 2022 Survey participants responded that they "agree" or "strongly agree" that they feel that they are a part of the school.		The HMSA desired outcome is that by 2024, 80% of 9th and 11th grade students "agree" or "strongly agree" that they feel that they are a part of the school on the Healthy Kids Survey or an internal equivalent measure.

or an internal equivalent measure.	distance learning.				
School Climate Perceptions: LCAP Stakeholder Surveys are administered to evaluate school climate, active engagement and feeling safe and supported.	2021 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 93.2%: I feel safe in my school's virtual learning environment. 87.12%: I am treated fairly and with respect by my peers. 89.56%: I am treated fairly and with respect by staff members. 47.78%: I participate in enrichment opportunities within the regular school day. 2021 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 97.57%: My child's virtual learning environment is safe. 92.72%: HMSA provides a respectful environment for all students. 93.41%: HMSA provides a welcoming environment for visitors and volunteers. 92.72%: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren).	2022 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 88.89%: My school is safe.. 87.23%: I am treated fairly and with respect by my peers. 86.93%: I am treated fairly and with respect by staff members. 62.69%: I participate in enrichment opportunities within the regular school day. 2022 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 95.06%: HMSA is safe. 96.42%: HMSA provides a respectful environment for all students. 89.18%: HMSA provides a welcoming environment for visitors and volunteers. 91.5%: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren). 2022 LCAP Certificated Staff Survey results- Below is the percentage of	2023 LCAP Student Survey results- Below is the percentage of students who agreed with the following statements: 93%: My school is safe. 87%: I am treated fairly and with respect by my peers. 77%: I am treated fairly and with respect by staff members. 67%: I participate in enrichment opportunities within the regular school day. 2023 LCAP Parent Survey results- Below is the percentage of students who agreed with the following statements: 96.51%: HMSA is safe. 96%: HMSA provides a respectful environment for all students. 91.85%: HMSA provides a welcoming environment for visitors and volunteers. 88.35%		The HMSA desired outcome is that in the 2024 LCAP Stakeholder Survey items that gauge school climate, active engagement and feeling safe and supported will maintain or increase from the baseline percentages.

	2021 LCAP Certificated Staff Survey results- Below is the percentage of students who agreed with the following statements: 100%: Our virtual learning environment is safe. 98.08%: The Summer Bridge program has a positive impact on student transition to HMSA. 98.15%: HMSA provides support to facilitate site compliance needs and school activities that have a positive impact on student motivation/achievement.	students who agreed with the following statements: 100%: Our school is safe. 100%: The Summer Bridge program has a positive impact on student transition to HMSA. 96.88%: HMSA provides support to facilitate site compliance needs and school activities that have a positive impact on student motivation/achievement.			
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	\$0.00	No
2	Provide materials, supplies, and personnel to support the Summer Bridge program	Provide materials, supplies, and personnel to support Summer Bridge program to ensure that incoming 9th grade students have a positive transition into their high school experience. The Summer Bridge program supports the unduplicated student population by providing a preview into high school diploma requirements, student behavior expectations and coursework.	\$287,000.00	Yes
3	Provide staffing, transportation, and	Provide staffing, transportation, and facilities to support CIF Sports program to ensure that the unduplicated student population has access to enrichment activities that motivate	\$365,000.00	Yes

	facilities to support CIF Sports program.	students to achieve academically so they can continue to participate in Athletics and are active participants in the school culture.		
4	Maintain/increase afterschool supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Maintain/increase afterschool supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities, and good social emotional health.	\$325,000.00	No
5	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health. (repeated expenditure, Goal 4, Action 4)	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities, and good social emotional health. To create access to enrichment activities for the unduplicated student population that motivate students to achieve academically and be active participants in the school culture by developing collaboration and leadership skills.	\$0.00	Yes
6	Support the administration of the Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure.	\$0.00	No
7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation. (repeated expenditure, Goal 3, Action 2)	Maintain (physical or virtual) school site parent centers and programs with materials and resources in both English and Spanish to ensure effective operation and facilitate increased use of the center by the unduplicated student population.	\$0.00	Yes
8	Provide translation services, both oral and written, to parents.	Provide translation services, both oral and written, to parents to support the high percentage of our parents/ guardians of our unduplicated student population who need additional translation support and technology.	\$6,000.00	Yes
9	Provide personnel, materials, and resources to support parent outreach	Provide personnel, materials, and resources to support parent outreach activities to engage families in a partnership by promoting parent involvement that will result in student achievement and community development.	\$0.00	Yes

	activities. (repeated expenditure, Goal 3, Action 2)			
10	Provide personnel, materials, and services to support parent outreach of unduplicated student population. (repeated expenditure, Goal 3, Action 2)	Provide personnel, materials, and resources to support parent outreach activities to engage families in a partnership that will support the unduplicated student population by promoting parent involvement that will result in student achievement and community development.	\$0.00	Yes
11	HMSA administration will work with staff, parents, and students to encourage participation on School Site Council, English Learner Advisory Committee, and WASC focus groups.	HMSA administration will work with staff, parents, and students to encourage participation on School Site Council, English Learner Advisory Committee, and WASC focus groups.	\$500.00	No

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.

Continued substantive differences was Action #3 regarding CIF Athletics transportation. Since the pandemic, there continues to be a shortage in bus drivers and bus availability. To address this concern, HMSA used school vans and had to pay higher prices for bus services. We were able to fill the baseball coach position so we did have a baseball season in the spring.

The end of year chronic absenteeism rate for the 2022-23 school year as of 04/01/23 was 12.92%, significantly lower than last year. In regard to Covid protocols, HMSA required students who were identified as close contacts to quarantine and test in adherence with L.A. County Department of Public Health mandates. HMSA population reported a significant number of positive Covid cases in January following winter break, which resulted in required quarantine for students and staff.

The parent participation attendance count is significantly higher than the baseline count of 2021. The parent participation attendance count was 987 as of March 1, 2023. This number is a direct result of families still hesitant about attending in-person events due to Covid-19 safety precautions. Although we held Back to School Night and Open House in person, along with offering both zoom and in-person options for a number of our parent events, families continue to exercise caution in attending in-person events. HMSA continues to work hard to ensure that families feel welcome and valued.

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 substantive differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Some savings were captured with staffing, materials, and supplies due to the use of one-time federal funds and supply chain delays.

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

Actions listed made progress toward Goal #4: Hawthorne Math and Science Academy will provide a safe, respectful, and welcoming learning community that fosters student connectedness and promotes student and parent engagement in the overall educational program.

HMSA continued to maintain a low suspension rate with six suspensions in 2022-23, and no expulsions. 2023 LCAP Educational Partner Survey results show that the campus is safe: 93% of students (increase of 4.1%), 96.5% of parents (increase of 1.44%) and 91.67% (decrease of 8.33%) agreed with the statement that HMSA is safe.

Teachers participated in district professional development that focused on college essay mentoring, instructional interventions, social emotional learning in the classroom. The HMSA bell schedule stayed with the schedule to accommodate a weekly homeroom period, allowing for school climate and wellness presentations. After-school professional development was also available for teachers to discuss managing stress and being mindful of their own social emotional wellness.

Summer Bridge lead teachers and the ninth-grade team continued collaborations to modify and address the Covid-19 protocol requirements. All activities and sessions were held in outdoor common areas for incoming ninth graders to learn and familiarize themselves with HMSA's high school program and school requirements. Over 150 ninth graders, and 36 student leaders attended the Summer Bridge.

In the CIF program, HMSA Athletics experienced an amazing year with over 80 students participating in sports. For our winter sports, the girls volleyball team was awarded Coastal All league second team. The girls cross country team was Coastal League Champions. The boys cross country team finished 6th in CIF Southern Section Division and qualified for CIF State Race and finished 15th overall. Our boys soccer team finished 4th in the Coastal League, qualified and competed in the CIF Southern Section Playoff 1st round. For our spring season, HMSA had 61 athletes that participated in baseball, softball, and boys volleyball. Our boys volleyball team was in the CIF Southern Section Division 5 Playoffs making it to the Semi-Finals and our softball team placed second in the Coastal league and qualified for CIF playoffs.

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.

HMSA plans to provide additional funding support to Action #3: Provide staffing, transportation, and facilities to support CIF Sports program. There is a constant need to secure transportation for our athletic program to be able to operate and be successful. Due to added tasks required to run the athletic program, HMSA will fund extra hours for staff to support the CIF sports program.

HMSA plans to provide additional funding support to Action #4: Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities, and good social emotional health. Student survey responses emphasized strengths including: providing a college ready program and believing the school is safe. Student survey responses requested more instructional interventions and counseling support and want access to more Social Emotional support.

HMSA's ninth and eleventh graders completed the Healthy Kids Survey in March 2023. Survey data shows a need to improve school connectivity as only 57.5% of students stated that they feel that they are a part of the school. This is an increase of 7.08% since the March 2022 survey. Other areas of attention include: lack of availability of mental health support at school and lack of counselor or therapy services when students need it.

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)
\$1,764,991.00	\$189,180.46

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
28.02%	0.00%	\$0.00	28.02%

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. Hawthorne Math and Science Academy provides support, resources, and services by monitoring the unduplicated student population’s academic achievement, mental health status, and participating in academic intervention and enrichment activities. The actions below serve the needs of our unduplicated student population by ensuring that students are provided with all materials and resources needed to meet their instructional needs, making sure that the campus and classroom environment is conducive to learning, and making sure that teachers and staff are trained and given professional development opportunities to follow and implement best practices, creating access to a rigorous curriculum. It is critical that we implement services and actions that address our low-income and English Learner student population needs. Based on this and additional needs for our unduplicated pupil population of low-income students, we will implement the following actions to achieve outcomes in Goal 1: Action 1.3 – Provide professional development, personnel, materials, and supplies to support our unduplicated student population. Quality and rigorous instruction have proven to increase levels of academic achievement for the unduplicated student population. As a result, it is critical that our teachers and staff have the resources necessary to provide this population with high quality instruction and additional support. Our unduplicated student population is 74.72%. Action 1.4 - Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. It is necessary that staff understand the specific needs of our unduplicated student population to help increase academic achievement. HMSA is committed to providing the necessary time to teachers for collaboration and professional development for services related to our unduplicated student group. Our unduplicated student population is 74.72%. Action 1.5 - 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. Collaboration and professional development will continue to be provided for teachers to address specific needs of our unduplicated student population. Our unduplicated student population is 74.72%. Action 1.7 - Provide instructional materials and technology that have components for universal access.
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Students rely heavily on technology at school and home to meet academic requirements. HMSA continues to ensure that every student in our unduplicated student population has access to technology and the infrastructure needed to support their needs at home. An increase of technology and technology support will continue to address the fact that many of our low-income students still do not have regular and reliable access to devices and/or the internet at home.

Action 1.8 - Enhance library and computer lab services.

It is important that every student has access to reading materials in their home and community. Data from the NAEP report that students who report having access to more books achieve better academically. The same report shows that children who have access to print reading materials have better literacy outcomes.

The expected outcomes of the actions from Goal 1 are to increase awareness and understanding of our unduplicated student population's key needs and address them appropriately. Through collaboration and professional development, HMSA is committed to ensuring that every student is provided with an appropriate inventory of instructional materials and technology to be successful in school. The campus will reserve study spaces for students to provide a study environment who may not have a quiet place at home.

The unduplicated student population needs continued guidance to monitor their credit accumulation and academic achievement as they prepare to navigate the college application process. The unduplicated student population needs credit recovery options to be readily available to meet graduation requirements. Counselors also need to monitor student achievement to communicate early with families about extended learning opportunities to ensure that students successfully complete A-G courses that will impact their college admissions transcript. Based on this and additional needs for our unduplicated pupil population of low-income students, HMSA will implement the following actions to achieve outcomes in Goal 2:

Action 2.1 – Provide personnel, materials, and services to monitor academic achievement and credit accumulation.

Current data shows that our unduplicated student population is still our most vulnerable population, not graduating or dropping out of high school. This action will increase and improve continued support for this student group so they can have the support and resources in place to graduate on time.

Action 2.2 – Provide expanded access to printing capabilities.

Due to the high cost of ink for home printers, or lack of having home printers, HMSA will continue to provide access to school printing, which will increase students turning in work on time.

Action 2.4 - Provide funds for student enrollment, test preparation, and professional development for administration of college and career readiness assessments. HMSA will continue to provide additional resources and support to assist our unduplicated student population, as data shows this group as typically first-generation college students lacking basic knowledge in transitioning from high school to college. Providing opportunities for test preparation and having teachers participate in professional development will increase and improve support for this student population.

Action 2.5 - Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support.

Teachers will continue to be provided opportunities for professional development in helping students in the college application process, writing strong letters of recommendation and overall college application assistance. HMSA will improve college exposure field trips, based on bus availability which has been an obstacle since the Covid-19 pandemic.

The expected outcomes of the actions in Goal 2 are to continue to increase A-G completion rates and college readiness. Increased academic achievement as shown on the CAASPP assessment will ensure that the unduplicated student population can avoid remediation courses in ELA and Math by being designated "ready" through the early assessment program. Students who pass Advanced Placement exams with a score of 3 or higher will have a head start on college coursework by receiving college credit.

Continued improvement is needed in supporting English Learners to meet Reclassification criteria that must be met through ELPAC or CAASPP ELA scores prior to graduation. Our low-income students need credit recovery options on campus to be available to meet graduation requirements. Counselors need to continue to monitor student achievement to intervene early and require students to participate in extended learning opportunities to improve their grades so they can meet graduation requirements. Based on this and additional needs for our unduplicated pupil population of low-income students, HMSA will implement the following actions to achieve outcomes in Goal 3:

Action 3.1 - Provide counseling services to assist families in accessing resources for our unduplicated student population.

HMSA is committed to providing additional counseling support to our unduplicated student population as they are most vulnerable to not graduating or dropping out of high school. This action will increase and improve support of this student population so they can graduate on time.

Action 3.2 - Provide materials, supplies, and personnel to support the unduplicated student population.

HMSA's current unduplicated student population is 74.72%. Studies show that high quality instruction is necessary to increase levels of academic achievement for our unduplicated student population. It is vital that our staff are provided with the resources necessary to implement high quality instruction.

Action 3.3 - Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student

population.

Tutoring, credit recovery options, academic intervention and additional extended learning opportunities will continue to be provided to our unduplicated student population. These additional supports will increase and improve support for this student population so they can graduate on time.

Action 3.4 - Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach.

HMSA's counseling department will work closely with the unduplicated student population to provide support. Supports to be included: parent outreach, academic workshops, SEL workshops and webinars.

Action 3.6 - Provide personnel, materials, and resources to monitor student progress, and provide academic support.

Data shows that our unduplicated student population is most vulnerable to not graduating or dropping out of high school. This action will increase and improve support for this student population so that they can graduate on time.

The expected outcomes of the actions in Goal 3 are to increase EL proficiency on ELPAC and CAASPP ELA. HMSA has added a certificated position that monitors English Learner academic achievement and provides targeted support. The addition of a counselor has reduced individual counselor caseload to support progress monitoring of academic achievement of the unduplicated student population throughout the semester to ensure that the graduation rate continues at 100% and the dropout rate remains at 0%.

Student motivation is still low as evident in student responses in the LCAP Survey. Only 67% reported that "I participate in enrichment opportunities within or beyond the regular school day." To address these needs, HMSA will continue to increase access to after school resources and opportunities, student engagement and motivation activities, positive reinforcement practices and incentives to increase student participation and involvement. HMSA is pleased to report that 93% of students report that "My school is safe." HMSA will continue to find ways to keep our after school tutoring, clubs and sports a part of the program offerings. The HMSA parent participation attendance count was 987 as of March 1, 2023, slightly higher than the 829 reported as of March of 2022. HMSA is working steadily to increase parent participation since the pandemic, many of our activities and events being offered virtually to accommodate parents. There is still a great need to increase opportunities for parents to be visible, valued partners in their child's education. We aim to continue providing additional parent workshops including translations for our Spanish speaking parents. In our LCAP survey, parents are requesting more workshops that "provide sufficient college preparation information." Parents also reported the need for additional enrichment opportunities after school. A need still exists to provide these activities and any additional activities that would typically be unattainable for the unduplicated student population. Based on this and additional needs for our unduplicated pupil population of low-income students, we will implement the following actions to achieve outcomes in Goal 4:

Action 4.2 – Provide materials, supplies, and personnel to support the Summer Bridge program.

Data shows that our unduplicated student population is most vulnerable to not graduating or dropping out of high school. This action will make the transition from middle school to high school much smoother. A smooth transition will help facilitate a good high school career start.

Action 4.3 - Provide staffing, transportation, and facilities to support the CIF Sports program.

Studies continue to report that students living in poverty may be associated with fewer opportunities to excel in and out of school, including limited involvement in extracurricular activities such as sports, music or performing arts. Research has shown that students involved in sports participation are directly linked with academic achievement, positive self-esteem, and healthier body-image perceptions.

Action 4.5 - Maintain/increase after school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health.

Studies continue to report that students living in poverty may be associated with fewer opportunities to excel in and out of school, including limited involvement in extracurricular activities such as sports, music or performing arts. Research has shown that students involved in sports participation are directly linked with academic achievement, positive self-esteem, and healthier body-image perceptions.

Action 4.7 - Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation.

Strong parent engagement in their child's education can greatly improve their child's academic performance. Parents and families that feel welcome and included in the school's planning and school events will likely increase their involvement on campus.

Action 4.8 - Provide translation services, both oral and written to parents.

Strong parent engagement in their child's education can greatly improve their child's academic performance. Parents and families that feel welcome and included in the school's planning and school events will likely increase their involvement on campus.

Action 4.9 - Provide personnel, materials, and resources to support parent outreach activities.

Strong parent engagement in their child's education can greatly improve their child's academic performance. Parents and families that feel welcome and included in the school's planning and school events will likely increase their involvement on campus.

Action 4.10 - Provide personnel, materials, and services to support parent outreach of unduplicated student population.

Strong parent engagement in their child's education can greatly improve their child's academic performance. Parents and families that feel welcome and included in the school's planning and school events will likely increase their involvement on campus.

HMSA expects that with the implementation of these actions and services, there will be an increase in student motivation, a stronger positive school climate, improved

parent engagement, family engagement, and valued parent/guardian partnerships. An increase of club offerings and school-wide motivation and positive climate initiatives will create access for our low-income student population to participate in school activities that will promote inclusivity and opportunities for their involvement in STEM and other enrichment opportunities.

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

The Hawthorne Math and Science Academy (HMSA) has an unduplicated pupil percentage of 74.72%. The actions and services in the HMSA LCAP provided through Supplemental and Concentration funding are designed to elevate the quality and quantity of the daily educational program for students most at risk of academic failure, and most in need of increased supports, our unduplicated students. The improvements are organized and intended to increase access of regularly scheduled supplemental academic remediation, provide opportunities for supplemental behavioral supports and intervention, provide high quality professional development to improve and enrich the quality of instruction and provide opportunities for exposure to school environment and enrichment activities that would typically be unattainable for the unduplicated student population in the community.

According to the Los Angeles County of Education, the proportionality of services equals 28.02% for the 2023-2024 school year, which is equivalent to approximately \$1,764,991. To utilize supplemental and concentration funds to proportionately serve the students generating these funds, the Hawthorne Math and Science Academy will provide the following activities, programs, and materials proportionately: All support staff will engage in activities to benefit unduplicated students. These activities include:

- Assessing and designing instruction to meet the specific needs of unduplicated students.
- Providing increased opportunities for parents to engage in the learning process to assist students.
- Designing and presenting professional development opportunities to meet the needs of unduplicated students.
- Providing continued intervention, enrichment, remediation, and extended learning opportunities for students in our targeted unduplicated student group.

Funds directed to extended learning opportunities will be principally direct to provide enrichment, remediation, and extended learning opportunities for unduplicated students. Funds directed to activities to engage students, such as performances, clubs, and sports will be principally directed to unduplicated students. Due to the high number of students who generate the supplemental and concentration funds for HMSA, activities are assessed on a regular basis to ensure students are making the gains necessary for success. When needed, programs and activities are eliminated, altered, or increased based on these assessments. Historically, HMSA has used the allowable funding flexibility to serve students with great success and have determined that continuing to use funds in this manner will be most beneficial for students.

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.

Additional concentration grant add-on funding will be used to increase staff and improve direct services to unduplicated students.

Funds will be used to increase staffing:

- certificated position to provide EL support and additional student support services
- certificated staff to provide credit recovery for math and science courses during Summer School to meet A-G requirements
- teacher aides to provide classroom support and tutoring services

Funds will be used to increase stipends and extra hours for staff to provide enrichment activities, academic support and athletics:

- provide staffing, transportation, and facilities to support CIF Sports program
- increase more club offerings and extra hours for staff to support student enrichment activities
- provide before and after school tutoring by teaching staff and aides
- increase counseling support hours to provide direct academic counseling support and parent outreach

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to HMSA	The ratio of classified staff providing direct services to students at HMSA is 1: 37.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to HMSA	The ratio of certificated staff providing direct services to students at HMSA is 1: 21.

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	\$6,977,187.00	\$0.00	\$0.00	\$0.00	\$6,977,187.00	\$5,253,687.00	\$1,723,500.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	All	\$3,351,687.00	\$0.00	\$0.00	\$0.00	\$3,351,687.00
1	2	Provide professional development, personnel, materials, and supplies to support standard-based instruction.	All	\$274,000.00	\$0.00	\$0.00	\$0.00	\$274,000.00
1	3	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	English learner (EL), Foster Youth, Low Income	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
1	4	Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	5	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		strategies to address at-risk behaviors and Social and Emotional Learning. (repeated expenditure, Goal 1, Action 3)						
1	6	Purchase standards-aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	7	Provide instructional materials and technology that have components for universal access. (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	8	Enhance library and computer lab services.	English learner (EL), Foster Youth, Low Income	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00
1	9	Upgrade and maintain network for student and staff use. (repeated expenditure, Goal 1, Action 9)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	10	Maintain staff responsible for technology support. (repeated expenditure, Goal 1, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	Upgrade and maintain school facilities.	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
1	12	Purchase equipment and materials necessary for maintenance of structures and outdoor areas. (repeated expenditure, Goal 1, Action 11)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	13	Maintain staff responsible for improving physical school environment.	All	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
				\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

1	14	Replace/add furniture and equipment as needed. (repeated expenditure, Goal 1, Action 11)						
1	15	Provide training to support standards of maintenance. (repeated expenditure, Goal 1, Action 13)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Low Income, Foster Youth, English learner (EL)	\$210,000.00	\$0.00	\$0.00	\$0.00	\$210,000.00
2	2	Provide expanded access to printing capabilities. (repeated expenditure, Goal 1, Action 8)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	Technology hubs and infrastructure to sustain 1:1 (repeated expenditure, Goal 1, Action 8)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Low Income, Foster Youth, English learner (EL)	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
2	5	Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	Offer mandatory College and Career elective for all 12th	English learner (EL), Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		graders (repeated expenditure, Goal 1, Action 3)						
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Low Income, Foster Youth, English learner (EL)	\$273,000.00	\$0.00	\$0.00	\$0.00	\$273,000.00
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Low Income, Foster Youth, English learner (EL)	\$340,000.00	\$0.00	\$0.00	\$0.00	\$340,000.00
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	English learner (EL), Foster Youth, Low Income	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Provide personnel, materials, and resources to support parent education workshops.	All	\$145,000.00	\$0.00	\$0.00	\$0.00	\$145,000.00
3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support. (repeated expenditure, Goal 3, Action 2)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	7	Provide professional development and resources for teachers to support	English learner (EL), Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)						
4	1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Low Income, Foster Youth, English learner (EL)	\$287,000.00	\$0.00	\$0.00	\$0.00	\$287,000.00
4	3	Provide staffing, transportation, and facilities to support CIF Sports program.	Low Income, Foster Youth	\$365,000.00	\$0.00	\$0.00	\$0.00	\$365,000.00
4	4	Maintain/increase afterschool supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.		\$325,000.00	\$0.00	\$0.00	\$0.00	\$325,000.00
4	5	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health. (repeated expenditure, Goal 4, Action 4)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	6	Support the administration of the Healthy Kids Survey or a		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		local equivalent measure.						
4	7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation. (repeated expenditure, Goal 3, Action 2)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	8	Provide translation services, both oral and written, to parents.	English learner (EL)	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
4	9	Provide personnel, materials, and resources to support parent outreach activities. (repeated expenditure, Goal 3, Action 2)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	10	Provide personnel, materials, and services to support parent outreach of unduplicated student population. (repeated expenditure, Goal 3, Action 2)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	11	HMSA administration will work with staff, parents, and students to encourage participation on School Site Council, English Learner Advisory Committee, and WASC focus groups.	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00

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
\$6,299,713.00	\$1,764,991.00	28.02%	0.00% - No Carryover	28.02%	\$2,581,000.00	0.00%	40.97%	Total:	\$2,581,000.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	\$2,581,000.00

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	3	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$300,000.00	0.00%
1	4	Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%

1	5	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. (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
1	7	Provide instructional materials and technology that have components for universal access. (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
1	8	Enhance library and computer lab services.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$350,000.00	0.00%
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$210,000.00	0.00%
2	2	Provide expanded access to printing capabilities. (repeated expenditure, Goal 1, Action 8)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$200,000.00	0.00%

2	5	Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	6	Offer mandatory College and Career elective for all 12th graders (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$0.00	0.00%
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$273,000.00	0.00%
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$340,000.00	0.00%
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$250,000.00	0.00%
3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%

3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support. (repeated expenditure, Goal 3, Action 2)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
3	7	Provide professional development and resources for teachers to support academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$0.00	0.00%
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$287,000.00	0.00%
4	3	Provide staffing, transportation, and facilities to support CIF Sports program.	Yes	Schoolwide	Low Income, Foster Youth	All Schools	\$365,000.00	0.00%
4	5	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health. (repeated expenditure, Goal 4, Action 4)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%

4	7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation. (repeated expenditure, Goal 3, Action 2)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
4	8	Provide translation services, both oral and written, to parents.	Yes	Schoolwide	English learner (EL)	All Schools	\$6,000.00	0.00%
4	9	Provide personnel, materials, and resources to support parent outreach activities. (repeated expenditure, Goal 3, Action 2)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
4	10	Provide personnel, materials, and services to support parent outreach of unduplicated student population. (repeated expenditure, Goal 3, Action 2)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$6,785,356.00	\$6,761,768.00

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	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	No	\$2,992,578.00	\$3,083,801.00
1	2	Provide professional development, personnel, materials, and supplies to support standard-based instruction.	No	\$244,774.00	\$540,000.00
1	3	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	Yes	\$335,384.00	\$267,167.00
1	4	Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
1	5	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. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00

1	6	Purchase standards-aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)	No	\$0.00	\$0.00
1	7	Provide instructional materials and technology that have components for universal access. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
1	8	Enhance library and computer lab services.	Yes	\$434,787.00	\$123,566.00
1	9	Upgrade and maintain network for student and staff use. (repeated expenditure, Goal 1, Action 9)	No	\$0.00	\$0.00
1	10	Maintain staff responsible for technology support. (repeated expenditure, Goal 1, Action 8)	No	\$0.00	\$0.00
1	11	Upgrade and maintain school facilities.	No	\$100,000.00	\$72,620.00
1	12	Purchase equipment and materials necessary for maintenance of structures and outdoor areas. (repeated expenditure, Goal 1, Action 11)	No	\$0.00	\$0.00
1	13	Maintain staff responsible for improving physical school environment.	No	\$100,000.00	\$282,595.00
1	14	Replace/add furniture and equipment as needed. (repeated expenditure, Goal 1, Action 11)	No	\$0.00	\$0.00
1	15	Provide training to support standards of maintenance. (repeated expenditure, Goal 1, Action 13)	No	\$0.00	\$0.00
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Yes	\$184,021.00	\$259,155.00
2	2	Provide expanded access to	Yes	\$0.00	\$0.00

		printing capabilities. (repeated expenditure, Goal 1, Action 8)			
2	3	Technology hubs and infrastructure to sustain 1:1 (repeated expenditure, Goal 1, Action 8)	No	\$0.00	\$0.00
2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Yes	\$165,000.00	\$164,092.00
2	5	Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	\$244,400.00	\$164,092.00
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	\$305,256.00	\$224,025.00
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	\$496,456.00	\$548,009.00
3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	Yes	\$0.00	\$0.00
3	5	Provide personnel, materials,	No	\$130,185.00	\$122,701.00

		and resources to support parent education workshops.			
3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00
4	1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	\$256,914.00	\$50,861.00
4	3	Provide staffing, transportation, and facilities to support CIF Sports program.	Yes	\$465,831.00	\$470,000.00
4	4	Maintain/increase afterschool supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	No	\$323,257.00	\$352,796.00
4	5	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health. (repeated expenditure, Goal 4, Action 4)	Yes	\$0.00	\$0.00
4	6	Support the administration of the Healthy Kids Survey or a local equivalent measure.	No	\$0.00	\$0.00
4	7	Maintain or establish (physical or virtual) school site parent centers and	Yes	\$0.00	\$0.00

		programs with materials and resources to ensure effective operation. (repeated expenditure, Goal 3, Action 2)			
4	8	Provide translation services, both oral and written, to parents.	Yes	\$6,013.00	\$35,788.00
4	9	Provide personnel, materials, and resources to support parent outreach activities. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00
4	10	Provide personnel, materials, and services to support parent outreach of unduplicated student population. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00
4	11	HMSA administration will work with staff, parents, and students to encourage participation on School Site Council, English Learner Advisory Committee, and WASC focus groups.	No	\$500.00	\$500.00

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)
\$1,799,211.00	\$2,894,062.00	\$2,306,755.00	\$587,307.00	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	3	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	Yes	\$335,384.00	\$267,167.00	0.00%	0.00%
1	4	Provide collaboration, and professional development opportunities specific to the needs of our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	5	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. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%

1	7	Provide instructional materials and technology that have components for universal access. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	8	Enhance library and computer lab services.	Yes	\$434,787.00	\$123,566.00	0.00%	0.00%
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Yes	\$184,021.00	\$259,155.00	0.00%	0.00%
2	2	Provide expanded access to printing capabilities. (repeated expenditure, Goal 1, Action 8)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Yes	\$165,000.00	\$164,092.00	0.00%	0.00%
2	5	Provide funds to support college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	\$244,400.00	\$164,092.00	0.00%	0.00%
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	\$305,256.00	\$224,025.00	0.00%	0.00%
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	\$496,456.00	\$548,009.00	0.00%	0.00%

3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	\$256,914.00	\$50,861.00	0.00%	0.00%
4	3	Provide staffing, transportation, and facilities to support CIF Sports program.	Yes	\$465,831.00	\$470,000.00	0.00%	0.00%
4	5	Maintain/increase afterschool supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health. (repeated expenditure, Goal 4, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	8	Provide translation services, both oral and written, to parents.	Yes	\$6,013.00	\$35,788.00	0.00%	0.00%
4	9	Provide personnel, materials, and resources to support parent outreach activities. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%

4	10	Provide personnel, materials, and services to support parent outreach of unduplicated student population. (repeated expenditure, Goal 3, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
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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)
\$5,821,371.00	\$1,799,211.00	0.00%	30.91%	\$2,306,755.00	0.00%	39.63%	\$0.00 - No Carryover	0.00% - No Carryover