

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hawthorne Middle School	19645926013965	12/16/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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School Vision and Mission

School Vision

A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

Mission Statement

To maximize each student's potential to achieve educational excellence and social and emotional well-being.

School Profile

ABOUT THIS SCHOOL

Hawthorne Middle School first implemented a Title I Schoolwide Program (SWP) in the 1996-97 school year authorized under the Improving America's Schools Act (IASA) legislation and continues as a SWP under ESSA. The process for developing the Title 1 SWP involves the School Site Council (SSC), an English Learner Advisory Council (ELAC), and the school staff members. SSC and ELAC meet monthly to discuss the various programs, events, goals, and needs of the school.

At the beginning of each school year, a comprehensive needs assessment is developed with the input from the English Language Advisory Council, School Site Council, and school staff. The School Plan is modified based on the current needs of the school and its students. The strategies, programs, and resources described in the following Title I SWP plan reflect the results of annual review and necessary modifications of the School-wide Plan. We have been able to focus our resources, categorical funds, special projects teachers, and teachers toward the goals of improving instruction, time on task, research and standards-based instruction, core and supplemental materials for the improvement of student achievement.

Hawthorne Middle School is one of eleven schools in the Hawthorne School District located in the city of Hawthorne. We service a highly diverse multicultural population. Hawthorne Middle School is recognized by the State of California as a Gold Ribbon School and a Title One Academic Achievement School. Most recently, HMS was named a recipient of the Schools to Watch designation by the California Department of Education and the California League of Educators. HMS will become a California School to Watch in March 2023 and a National School to Watch in June 2023. In addition, the Hawthorne School District renewed a multi-year grant with GEARUP (Gaining Early Awareness and Readiness for Undergraduate Programs). HMS is working with partners from California State University of Dominguez Hills to increase the number of low-income students who are prepared to enter and succeed in college.

Adjustments in education operations have drastically changed. For the health and safety of students, families, and staff, and to help reduce the spread of COVID-19, we closed our campus on March 13, 2020. At the end of the 2020-2021 school year, we had created a hybrid model in which students who chose to come back to school did so every other day and also had remote learning on the days they did not attend brick and mortar school. We resumed the 2021-2022 school year on campus. There is a small amount of students on Independent Study, who decided to continue their education virtually. As the educational practices have had its challenges, the staff has worked tirelessly to continue to reach students. With that being said, Hawthorne Middle School is committed to program improvement and staff development. Content experts and professional development will be an integral part of program implementation and capacity building. Professional Development will focus on dealing with educational gaps, best practices, tools for the classroom, district adopted curriculum, ELD instructional strategies, student collaboration, AVID instructional strategies, writing, academic vocabulary, data analysis, and lesson planning. In our 2022-2023 school year, HMS is regaining its momentum back with providing supports and enrichments we have incorporated in the past, along with creating and developing new resources.

In the context of a continuous learning process, Hawthorne Middle School has multiple representatives on the district Instructional Leadership Team. The team works in collaboration with content experts, district support staff and administrators to develop and implement site based professional development, monthly meetings, administrator professional development, IAB assessment and accountability, instructional materials for filling in the gaps, pacing, report cards, and other curriculum related topics that expand and improve the implementation efforts.

Hawthorne Middle School will continue to implement and refine AVID implementation for the 2022-2023 school year. The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Seventh and eighth grade students will be eligible to participate in the AVID program. Implementation of AVID "WICOR" strategies will be school-wide.

The master schedule at HMS is designed to meet the needs of all students. Students are challenged to take rigorous coursework. HMS will continue to focus its efforts on curriculum and instruction with the goal of teaching the Common Core Standards to all students in all core instructional areas. Math teachers in sixth, seventh, and eighth grade use Springboard math textbooks to align their instruction with Common Core Standards. Language Arts teachers align their instruction to Common Core Standards using the StudySync curriculum.

During the 2022-2023 school year, HMS is offering Language Arts support. These sections serve general education students to assist in increasing performance levels. Students took a language assessment last year to determine whether the support class was needed. All students in support will have additional support in reading comprehension for the 2022-2023 school year. Sheltered English Immersion and Long Term English Learner students receive an ELD support class to help them access the core curriculum. All students will have access to Star Reading as part of their intervention program. In the school year, HMS will continue offering the Business, Two Way Bilingual Immersion, and AVID Academy.

The advanced math program is designed to prepare 6th grade students for Algebra in 8th grade. The district math policy identifies the criteria in order to accelerate the curriculum for students. In order to prepare students for Algebra in 8th grade and beyond, HMS offers an extra math period every day. Students receive a Targeted Academic Support (TAS) class each school day. The curriculum for TAS is aligned to the pacing guides used in the core math classes. Lessons focus on current curriculum support through reteaching and extension, problem solving, lesson review, math fluency, and student reflections.

For 2022-2023, we will implement IXL, Olweus Bullying Prevention program, Second Step, and GEAR UP. The goal of the programs are to help students stay engaged in school, make good choices, and experience social and academic success. Staff models not only academic coursework, but also essential communication, coping, and decision-making skills that help adolescents navigate around common pitfalls such as peer pressure, substance abuse, and bullying.

Social and emotional skills are critical to the future of a productive workforce. By developing the collaborative, creative, and problem solving skills in our students, we will prepare them to compete in a changing global economy.

As a staff and administrative team, HMS continues to use semimonthly subject-area and grade-level collaboration, coaching, content area experts, classroom observations, and district level coaches to focus on maximizing instructional time as well as reflecting on practices in the classroom. Teachers use SchoolNet to review selection tests, chapter and unit tests. Depending on the type of assessment, teachers refer to this data on a weekly, monthly, and trimester basis, to evaluate student growth and modify curriculum and instructional strategies based on student needs. Teachers and staff have access to additional testing data through STAR. This computerized norm-referenced test is taken periodically to monitor growth in reading and math. Teachers adhere to curriculum pacing guides in Language Arts, ELA Support, Math, and Targeted Academic Support - Math.

Students who score Proficient or Advanced on the language arts portion of the district assessments or state standards assessments qualify to participate in our exploratory program. Our exploratory classes include Spanish, Exploring Careers, Financial Literacy, Art, yearbook, business communications, and Project Lead the Way.

To balance our students' academic lives, we also offer extracurricular programs such as tutoring, algebra support, student government, Ecology club, GATE, and MESA. HMS staff coordinates and runs the Hawthorne Middle School reward programs, extended day enrichment programs, remediation programs, and parental notification. Reward programs include Positive Behavior Interventions and Supports, monthly PBC raffles, Student of the Month, assessment growth certificates, Honor Roll, Trimester awards, and graduation awards: the Hartman Scholarship and CAMs Finalist awards. The after school program provides a structured after hours program that operates until 6:00 pm on school days. They provide homework help, clubs, and fine arts activities.

The HMS staff organizes and coordinates parent involvement parent nights and informational meetings. These include, but are not limited to Parent Academy-Seminars, parent conferences, PowerSchool/Technology, English Learner parent meetings, Back to School, AVID Nights, Literacy/Math Nights, High School night, and Open House. Seminars are held in English and Spanish at different times to facilitate parent attendance. The meetings are now held as in-person meetings. Parents are encouraged to call the campus, and participate in the School Site Council and English Language Advisory Council.

Teachers are assigned to grade level and subject areas based on California Teaching Credentials and authorizations. Many of the teachers are involved in continuing education programs at local colleges and universities to enhance their teaching expertise. A skilled staff serves all students by providing specialized services from our Title I SWP (Special

Projects) teachers, math coach, literacy coach, counselor, psychologist, resource teachers, school security officer, speech and language specialist, and special education teachers.

The staff at HMS believes that students succeed when expectations are high for all students and appropriate interventions are in place to assist students in meeting those expectations. Interventions include Learning Loss Mitigation teachers, Targeted Academic Support in Math, PowerUp in Language Arts. The Student Resource Team will receive information from various sources when a particular student has special needs. The team includes the school psychologist, counselor, Title 1 SWP teachers, RSP teachers, speech and language specialists, and classroom teachers. They work together to decide the specific interventions that need to be implemented for each identified student to be successful in school. We have worked to ensure that our students and teachers have access to the most comprehensive and effective in class and online learning tools available. We have worked towards being proficient in having prosperous standard-based lessons through the Google Suite platform. Now, we are working on engaging students during instructional time, taking in consideration remediation versus acceleration and addressing learning gaps.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Comprehensive Narrative

Provide an analysis of your site data in narrative form: Outline your school-wide and subgroup academic areas of strength, and the areas the data suggests you may need to improve upon. Include any key findings from your 2021-2022 SPSA year-end monitoring and/or plan evaluation.

As we plan for the 2022-2023 in-person school year, we continued to consider social emotional issues, learning loss and gaps in all areas of content, best instructional practice, and effective technology usage. Teachers have had the opportunity to attend professional development sessions from the beginning of the school year that focused on planning instruction in StudySync, Newline Interactive Board, Special Education, Social Emotional Learning, Coping Strategies, Building Positive Relationships, English Learner strategies, and Assessment Analysis in Mathematics. ELA and Math staff will receive ongoing professional development from the Instructional Leadership Team throughout the year on strategies and best practices for English Learners, along with a variety of instructional models in order to meet the new challenges of learning loss.

We are in the seventh year of our textbook adoption (StudySync) for the 2022-2023 school year. We have a full time Literacy Coach who works directly with the teachers. The coach leads grade level curriculum planning collaborations, data analysis and provides professional development. In addition, the coach works with teachers individually by observing lessons, providing feedback, and also provides demonstration lessons when requested by a teacher.

The CAASPP comparison of 2019 to the 2022 in ELA and Math:

For (then) sixth grade students: not met in ELA was a 9 point increase; nearly met a 3 point increase; for met there was a decrease of 12 points; and exceeded a 1 point increase. For Math it was a increase for not met of 7 points; increase for nearly met of 2 points; decrease in met of 6 points; and increase in exceeded of 1 point.

For (then) seventh grade in ELA, not met increased by 1 point; nearly met decreased by 4 points; met increased by 2 points; and exceeded increased by 1 point. For Math, the not met stayed the same from 2019 to 2022; a decrease of 3 points for nearly met; a 3 point increase for met; and 1 point increase for exceeded.

For (then) 8th grade ELA, 6 point increase for the not met; 5 point increase for the nearly met; 8 point decrease for the met; and 4 point decrease for the exceeded. For Math, 19 point increase for the not met; 11 point decrease for the nearly met; 5 points for the decrease for the met; 4 point decrease for the exceeded.

We are in the eighth year of the district adoption of the SpringBoard curriculum based on the common core standards. While SpringBoard curriculum is aligned with the common core state standards, there are areas where the curriculum has been and will continue to be supplemented with other common core resources. Professional development on supplemental resources will continue to be offered to teachers to increase their knowledge and conceptual understanding of grade level content standards. Results from PowerSchool grades, STAR math tests, and attendance will guide professional development and intervention strategies.

Hawthorne Middle School has a full time math coach who works directly with teachers. The coach leads grade level collaborations twice a month, data analysis of unit assessments, and unit planning. The coach also provides professional development to math teachers and TAS intervention teachers.

The math coach works with teachers by observing lessons, providing feedback, and demonstrating lessons in classrooms.

Reading/Language Arts

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

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

Effective Core Instructional Programs/Strategies – Reading/Language Arts	
Programs, strategies or activities that are currently in place, or that will need to be implemented, in order to support increased pupil achievement and meet grade level standards in Reading/Language Arts:	
Strengths – What core instructional components are essential and will be maintained or built upon?	Areas of Need – Where are the systemic deficiencies that need to be address or improved upon to progress academically and/or close achievement gaps?
Supply Pouches	Accelerated Reader
StudySync Curriculum	Resources for Novels
Staff: Literacy coach & learning loss mitigation teachers	Grammar / Writing genres
One to one technology; newline boards	Intervention class for struggling readers
Novel studies, interactive notebooks	Include more AVID strategies school-wide, ie. collaborative study groups and focused note-taking
ACE and AVID strategies	
TCI connection to StudySync	

Supplemental Interventions in Reading/Language Arts:	
Interventions or activities that are currently in place, or that will need to be implemented, in order to support increased pupil achievement and meet grade level standards in Reading/Language Arts:	
Strengths – What specific supplemental (outside of the core) instructional interventions are already being conducted by site support staff?	Areas of Need – What specific supplemental (outside of the core) instructional interventions will be added by site support staff in order to reach targeted strategic or intensive students in ELA ?
Lunchtime tutoring	Continue tutoring
GEAR UP tutoring	Focus groups for learning loss mitigation teachers
Learning loss mitigation teachers	
Lexia Power Up program	
Sondae Program	

Assessment:	
Strengths	Need
STAR Reading	Assessment aligned closer to CAASPP
Unit Assessment	

Extended writing project	
Writing prompts	

Mathematics

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

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

Effective Core Instructional Programs/Strategies - Mathematics	
Programs, strategies or activities that are currently in place, or that will need to be implemented, in order to support increased pupil achievement and meet grade level standards in Mathematics:	
Strengths – What core instructional components are essential and will be maintained or built upon?	Areas of Need – Where are the systemic deficiencies that need to be address or improved upon to progress academically and/or close achievement gaps?
Pacing guides	More opportunities for skill review
Math adoption (aligned to standards)	More practice questions similar to test questions
Newline boards	Test taking strategies
Calculators	Learning loss due to Covid
Math Coach	Students not fluent in Math facts (timetables and other operations)
Rigorous curriculum	Lack of retention
Spiraling key concepts Practicing Focused Note-taking Opportunities to collaborate	

Supplemental Interventions in Mathematics:	
Interventions or activities that are currently in place, or that will need to be implemented, in order to support increased pupil achievement and meet grade level standards in Mathematics:	
Strengths – What specific supplemental (outside of the core) instructional interventions in mathematics are already being conducted by site support staff?	Areas of Need – What specific supplemental (outside of the core) instructional interventions will be added by site support staff in order to reach targeted strategic or intensive students in mathematics?
TAS Support	More learning loss mitigation (more teachers)
IXL	TAS: supporting the non-Math teachers teaching TAS classes
AVID tutorials	LLM: more assessments to track student progress
Library Tutoring; GEAR UP tutoring	More opportunities for tutoring students
Learning loss mitigation teachers (push-in and/or pull-out)	

Assessment:	
Strengths	Need
ATAR assessment data	More practice problems that are similar to test questions

District level tests	Common error questions need to be revamped Students make mistakes due to wording of question.
Ample time to finish tests	Unit test needs to be revised
AIMSweb (LLM testing)	
Test questions aligned with CAASPP	

Addressing Targeted/High Priority Populations

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

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

English Language Learners

Effective Instructional Programs/Strategies to Support English Learners Programs, strategies or activities that are currently in place, or that will need to be implemented, in order to support increased EL achievement and meet grade level standards in ELA/ELD and mathematics.	
Strengths – What instructional components are essential and will be maintained or built upon? Which Title III Improvement Plan objectives/tasks are currently in place?	Areas of Need – Where are the systemic deficiencies that need to be address or improved upon to progress academically and/or close achievement gaps? Which Title III Improvement Plan objectives need to address?
ELD support classes	EL SP Aide supporting teachers and students
AVID strategies	Print Rich environment
StudySync / ELD Pathways	Tutoring
Collaboration	Access to technology
Access to technology STAR Reading Lexia/Power Up Novels in Spanish EL Special Projects teacher Amplify Science curriculum in Spanish	

Supplemental Interventions Designed for English Learners: Interventions or activities that are currently in place, or that will need to be implemented, in order to support increased EL achievement and meet grade level standards in ELA/ELD and Mathematics:	
Strengths – What specific supplemental (outside of the core) instructional interventions in are already being conducted by site support staff?	Areas of Need – What specific supplemental (outside of the core) instructional interventions will be <u>added</u> by site support staff in order to increase achievement
Reading selections with audio and visuals	Listening and speaking opportunities
Choral reading and response	Enrichment classes / Art classes
AVID strategies (WICOR)	After School clubs / workshops (art, cooking, etc)
Core and support Language Arts classes	Tutors
collaborative groups / push-in / pull-out	Rich print environment

Low Socio-Economic Student Subgroup

Effective Instructional Practices/Strategies Programs, practices, strategies or activities that are currently in place, or that will need to be implemented, in order to support the achievement of pupils in the low socio-economic subgroup.	
Strengths	Areas of Need
Second Step program	Home internet access (hotspots, mifi's)
Food services: breakfast in classroom and free lunch	More parent involvement
District-wide parent workshops available	School to home communication
Supplies provided at beginning of year (pencil pouch with supplies)	Tutoring
Chromebooks 1:1 Prompt identification of needs of students Programs to support families: New Star Staff projects to support needs of students and families Two counselors Professional development offered to teachers	Enrichment classes

Supplemental Interventions: Interventions or activities that are currently in place, or that will need to be implemented, in order to support the achievement of pupils in the low socio-economic subgroup.	
Strengths	Areas of Need
On-site tutoring at lunch and after school	Access to technology & internet access
ALL program after school	Student mentoring program (ie. WEB)
ELA support classes	
Support Staff	
small group instruction Student agendas	

**Special Education Students (SDC, RSP, Speech, Students with an IEP)
Students with Disabilities Subgroup**

Effective Instructional Practices/Strategies Programs, practices, strategies or activities that are currently in place, or that will need to be implemented, in order to support the achievement of students with disabilities.	
Strengths	Areas of Need
Graphic organizers, sentence frames	Implementation of AIMSweb
Google classroom	Need of more instructional aides in SDC
Chromebooks	More parent involvement
Math and ELA STAR testing	More scaffolds and/or visuals
Effective intervention strategies Consistent behavior management RSP/SDC teacher communication Flexible teachers (pull-out)	Intervention program for Math and ELA Reading programs for non-readers Learning Center during period 1 Full-time school psychologist

**Supplemental Interventions:
Interventions or activities that are currently in place, or that will need to be implemented, in order to support the achievement of students with disabilities.**

Strengths	Areas of Need
After school class for RSP students	Sign language instruction for students who are non-verbal
Test taking support, which includes additional assessment time	Alternative communication devices for students who are non-verbal
Adaptive PE	

Gifted and Talented Education (Gate) Students

**Effective Instructional Practices/Strategies
Programs, practices, strategies or activities that are currently in place, or that will need to be implemented, in order to support the achievement of GATE students.**

Strengths	Areas of Need
STEAM seminars	More funding for projects and field trips
Field trips	Academic enrichment and competition opportunities
Parent meetings	Materials for student seminars
Identifying GATE and MCL students	
GATE lead liaison teacher	

**Supplemental Support or Enrichment:
Activities or program that are currently in place at the school site, or that will be implemented at the school site, in order to support the achievement of gifted students.**

Strengths	Areas of Need
Accelerated Math (7th grade)	Professional development on differentiated instruction
Algebra (8th grade)	More opportunities for enrichment classes
Business Academy	
Academic achievement recognition	
Honors ELA	

Promoting Opportunities for Broad Course of Study and Educational Enrichment

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

HSD LCAP Goal 2: Students will be actively engaged in their education and feel safe and supported while at school.

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

**Supplemental Support or Enrichment:
Activities or program that are currently in place at the school site, or that will be implemented at the school site, in order to support a broad course of study and provide opportunities for enrichment.**

Strengths	Areas of Need/ Proposed Program
	Arts, Sports, Clubs, Academic, Field Trips, Programs, Assemblies, Academy, Foster Youth, Low - SES, ELL/RFEP

GEAR UP College and Career club	Enrichment music and/or theater arts program
Clubs: MESA, Student Council, Ecology	Motivational assemblies and guest speakers
Tutoring: GEAR UP and teacher led	Technology based enrichment
After school seasonal sports	Expand college and career culture
SPCA (animal shelter volunteering)	More elective courses to offer (art, science, music)
Academies: AVID, Business, TWBI	Field trips
Exploratory classes; College Readiness classes	Funding for MESA
Science lab	Mentoring programs
Family Nights and Parent workshops	Community and business partnerships
Lunchtime counselor activities	Tutoring (for Spanish TWBI)

Professional Development and Staffing

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

HSD LCAP Goal 2: Students will be actively engaged in their education and feel safe and supported while at school.

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

Certificated Staff

Classes are taught by “highly qualified” (fully credentialed) teachers:

Strengths	Areas of Need
Full time counselor and dean	Instructional materials and supplies for multimodality learners
Bilingual staff	
Collaboration and data analysis	
Ongoing professional development - ELA and Math	
Collaboration time for all departments	

Teachers receiving high-quality professional development

Strengths	Areas of Need
Instructional Leadership Teams and Math & ELA	Peer observation
Monthly professional development sessions	Math intervention strategies
Site-level collaboration and data analysis meetings facilitated by our Literacy and Math coaches	

Classified Instructional Staff

Paraprofessionals who are qualified:

Strengths	Areas of Need

Regular instructional aide meetings	Additional instructional aide meetings facilitated by SpEd teams at site and/or district level
District-level professional development trainings	Funding services such as: classroom and one-on-one aides, occupational therapy, speech and language therapy, and adaptive PE

Safe Schools and Learning Environments

LCAP Alignment

HSD LCAP Goal 1: Students will demonstrate increased levels of academic achievement.

HSD LCAP Goal 2: Students will be actively engaged in their education and feel safe and supported while at school.

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

Students attend school in safe learning environments that are conducive to learning. Students are supported in healthy behavioral choices and school attendance is maximized.	
Strengths	Areas of Need
Olweus Bullying Prevention program / survey	More assemblies
School Attendance Challenge	Easy access to resources and opportunities for families
Healthy Kid survey	Social/emotional counseling for students
Social emotional learning lessons	Field trips
On-site computer tech for troubleshooting	Resolving conflict mediation
Positive Behavior Supports and Student Recognition: Student of the Month, Trimester Rewards, Awesome Hawk Award (AHA)	Social media awareness lessons
Assemblies: Kaiser Permanente educational theater	Establishing incentives to motivate students and parents
PBC incentives	Continue counseling for at-risk students
Reinforcement of expectations	
Supervision by staff	

Parental Involvement and Community Support

HSD LCAP Goal 3: Families will be visible and valued partners in their children's education.

Parent Involvement at the School Site	
Strengths What do you currently have in place?	Areas of Need What additional activities, programs, performances, events, outreach will you engage in to increase parental involvement?
Parent promotion meeting for at-risk 8th graders	Increase parental participation
Family Nights/Events: Back to School Night & High School Night	Guest speakers for parent sessions
Committees: School Site Council, ELAC, PTO	Continue school to home communication
Parent conferences	Parent workshops in resemblance to PIQE
Hawthorne Parent Academy for all grades	Incentives for students to encourage parents to attend meetings and workshops (1st period class prizes)

GEAR UP family events	
Parent promotion meeting for at-promise 8th graders	
Career Day	
Student Award Assemblies	
Students athlete sports games Different modes of contacting parents PowerSchool workshop Change in conference dates	

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To promote student growth and success in grades sixth through eighth, stakeholders are involved in developing our school goals for the 2022-2023 school year. At Hawthorne Middle School, we involve stakeholders consisting of students, staff, parents and community members to work together to identify our needs, set goals, and plan efforts to improve educational advancement. The stakeholders include members of the Leadership Team, School Site Council, English Learner Advisory Committee including parents, students and staff.

1. Leadership Team:

In September 2022, the Support Staff met and discussed the HMS Needs Assessment for 2022-2023. Each member was able to review and focus on their area of expertise, along with gathering information from teacher and parent stakeholders. Using last year's district data, benchmarks, and summative assessments as a starting point, team members worked on each section and met to discuss and add or remove items from the Needs Assessment. In November 2022, the Support Staff met and discussed the HMS SPSA for the 2022-2023 school year. Each member was provided with copies of the applicable sections of last year's SPSA and this year's Needs Assessment, Team members highlighted items needing updating and worked on developing section SMART goals. HMS' goals are aligned to the district LCAP goals.

2. ELAC

ELAC met during October 2022 and developed the EL section of HMS's Needs Assessment. HMS's ELAC President took the EL Needs Assessment section to the District English Learner Advisory Committee meeting. Sites shared, reviewed and revised their EL section of their site's Needs Assessment. No changes were made to HMS's Needs Assessment at the December ELAC meeting. At that meeting, ELAC reviewed last year's SPSA ELD and Parent Involvement sections and made recommendations.

3. SSC

SSC met on November 18, 2022 and reviewed, revised, and approved the HMS Needs Assessment. HMS SSC reviewed, revised and approved the SPSA at the December 16, 2022 meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- Teacher tutoring availability and student participation
- Enrichment courses limited
- Large ELA support class sizes
- Exploratory classes limited
- Limitation of one Algebra 1 class for 8th grade
- Math pacing guide and assessment revision and approval by district office

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.14%			1
African American	13.8%	14.44%	13.59%	112	109	98
Asian	2.1%	1.99%	2.36%	17	15	17
Filipino	1.2%	0.93%	0.97%	10	7	7
Hispanic/Latino	78.1%	78.15%	78.5%	636	590	566
Pacific Islander	2.0%	1.72%	1.66%	16	13	12
White	2.2%	1.99%	1.94%	18	15	14
Multiple/No Response	0.6%	0.53%	0.42%	5	4	3
	Total Enrollment			814	755	721

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	252	254	262
Grade 7	267	243	242
Grade 8	295	258	217
Total Enrollment	814	755	721

Conclusions based on this data:

1. Decrease in enrollment for all student subgroups.
2. The Hispanic/Latino and African American student groups remain our highest student group populations.
3. Combined total enrollment declined less than 10% since 2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	201	169	165	24.70%	22.4%	22.9%
Fluent English Proficient (FEP)	236	209	186	29.00%	27.7%	25.8%
Reclassified Fluent English Proficient (RFEP)	14			7.0%		

Conclusions based on this data:

1. Reclassification rates decreased due to the school closure and inability to test students effectively in 2020-21. Unable to earn a 4 on ELPAC as many students were unable to complete assessment.
2. School closures and the cancelling of CAASPP made it difficult for students to reclassify in 2020-2021.
3. This year with our second in-person learning year, we administer the STAR test and complete ELPAC testing in order to reclassify EL students who meet the criteria. We will continue to monitor the progress of all EL students through IABs, ELA grades and support classes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	246	248		0	246		0	246		0.0	99.2	
Grade 7	266	233		0	227		0	227		0.0	97.4	
Grade 8	295	260		0	252		0	252		0.0	96.9	
All Grades	807	741		0	725		0	725		0.0	97.8	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2494.			11.79			25.20			30.89			32.11	
Grade 7		2542.			14.10			34.80			24.23			26.87	
Grade 8		2526.			7.54			30.16			32.14			30.16	
All Grades	N/A	N/A	N/A		11.03			29.93			29.24			29.79	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		15.45			52.03			32.52		
Grade 7		15.86			62.56			21.59		
Grade 8		10.32			59.13			30.56		
All Grades		13.79			57.79			28.41		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.33			53.69			40.98	
Grade 7		15.86			61.23			22.91	
Grade 8		8.33			51.19			40.48	
All Grades		9.68			55.19			35.13	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.20			69.51			18.29	
Grade 7		10.57			75.77			13.66	
Grade 8		11.51			70.63			17.86	
All Grades		11.45			71.86			16.69	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.04			62.60			22.36	
Grade 7		18.94			64.32			16.74	
Grade 8		17.06			62.30			20.63	
All Grades		16.97			63.03			20.00	

Conclusions based on this data:

1. Last year's results decreased compared to the 2018-2019 school year.
2. Schools were closed beginning in March and CAASPP was not administered 2020-2021 school year to compare data
3. IAB's were administered to see if there is any growth with students after the learning loss from Covid

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	246	248		0	246		0	245		0.0	99.2	
Grade 7	266	233		0	228		0	228		0.0	97.9	
Grade 8	295	260		0	255		0	255		0.0	98.1	
All Grades	807	741		0	729		0	728		0.0	98.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2495.			13.88			18.78			28.57			38.78	
Grade 7		2515.			11.84			19.74			33.77			34.65	
Grade 8		2492.			9.80			14.90			18.82			56.47	
All Grades	N/A	N/A	N/A		11.81			17.72			26.79			43.68	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		15.57			42.21			42.21		
Grade 7		9.65			56.58			33.77		
Grade 8		10.59			42.75			46.67		
All Grades		11.97			46.91			41.13		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.20			50.61			39.18	
Grade 7		12.72			59.65			27.63	
Grade 8		9.80			49.02			41.18	
All Grades		10.85			52.88			36.26	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.80			63.67			26.53	
Grade 7		10.09			64.04			25.88	
Grade 8		7.84			58.82			33.33	
All Grades		9.20			62.09			28.71	

Conclusions based on this data:

1. As a site in the 2018/19 school year, the number of students showing proficiency in mathematics, according to CAASPP data, dropped 1.46 percentage points.
2. Due to the pandemic and school closures, no CAASPP data for student performance for 2019/20. CAASPP was not administered in the 2020/21 school year. Students went back to in-person for the 2021-2022 school year. In order to gather data on student growth, interim assessments at each grade level were given in late November and early December of 2020. This data was compared to the interim assessment data from 2019/20. However, one aspect to note is student performance for math achievement was evaluated only by Above, Nearly, or Below as shown above in the standards for math practice, as opposed to Above, Met, Nearly, or Below as shown for 2018/19. STAR data scaled scores and grade proficiency is being compared per trimester for the 2021-2022 school year.
3. 2021-2022 data shows a decrease in most but not all scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1502.7	1526.3		1494.2	1522.6		1510.7	1529.4		63	52	
7	1525.4	1530.1		1522.6	1526.2		1527.6	1533.6		52	65	
8	1559.8	1538.8		1565.2	1533.3		1553.8	1543.8		66	52	
All Grades										181	169	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	3.17	17.31		33.33	46.15		42.86	28.85		20.63	7.69		63	52	
7	11.54	15.38		38.46	38.46		28.85	35.38		21.15	10.77		52	65	
8	19.70	17.31		45.45	51.92		24.24	17.31		10.61	13.46		66	52	
All Grades	11.60	16.57		39.23	44.97		32.04	27.81		17.13	10.65		181	169	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.70	32.69		46.03	51.92		28.57	11.54		12.70	3.85		63	52	
7	28.85	26.15		36.54	40.00		21.15	26.15		13.46	7.69		52	65	
8	36.36	34.62		40.91	40.38		19.70	11.54		3.03	13.46		66	52	
All Grades	25.97	30.77		41.44	43.79		23.20	17.16		9.39	8.28		181	169	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1.59	1.92		15.87	21.15		46.03	63.46		36.51	13.46		63	52	
7	0.00	7.69		30.77	20.00		40.38	50.77		28.85	21.54		52	65	
8	6.06	5.77		39.39	32.69		34.85	40.38		19.70	21.15		66	52	
All Grades	2.76	5.33		28.73	24.26		40.33	51.48		28.18	18.93		181	169	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.87	1.92		61.90	75.00		22.22	23.08		63	52	
7	17.31	6.15		63.46	63.08		19.23	30.77		52	65	
8	28.79	13.46		62.12	67.31		9.09	19.23		66	52	
All Grades	20.99	7.10		62.43	68.05		16.57	24.85		181	169	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	23.81	75.00		65.08	19.23		11.11	5.77		63	52	
7	42.31	73.85		50.00	18.46		7.69	7.69		52	65	
8	56.06	57.69		40.91	28.85		3.03	13.46		66	52	
All Grades	40.88	69.23		51.93	21.89		7.18	8.88		181	169	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.76	5.77		26.98	44.23		68.25	50.00		63	52	
7	15.38	13.85		42.31	40.00		42.31	46.15		52	65	
8	18.18	19.23		40.91	38.46		40.91	42.31		66	52	
All Grades	12.71	13.02		36.46	40.83		50.83	46.15		181	169	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.52	3.85		79.37	92.31		11.11	3.85		63	52	
7	0.00	12.31		88.46	78.46		11.54	9.23		52	65	
8	4.55	0.00		87.88	84.62		7.58	15.38		66	52	
All Grades	4.97	5.92		85.08	84.62		9.94	9.47		181	169	

Conclusions based on this data:

1. Students perform better in the Oral Domain of the ELPAC, therefore EL Special Projects teacher and Aide will continue to support classroom teachers and students with the higher concentration of EL students.
2. Writing and Reading Domains continues to have a larger amount of students at a level 1 in the ELPAC. Pull-out groups and ELD 68 course will continue to provide additional practice for EL students.
3. No students appear in the Beginning level of the Writing and Speaking Domains which demonstrate the added support provided by ELA coach and new StudySync curriculum.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
755	70.6	22.4	0.3
Total Number of Students enrolled in Hawthorne Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	22.4
Foster Youth	2	0.3
Homeless	2	0.3
Socioeconomically Disadvantaged	533	70.6
Students with Disabilities	74	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	109	14.4
American Indian		
Asian	15	2.0
Filipino	7	0.9
Hispanic	590	78.1
Two or More Races	4	0.5
Pacific Islander	13	1.7
White	15	2.0

Conclusions based on this data:

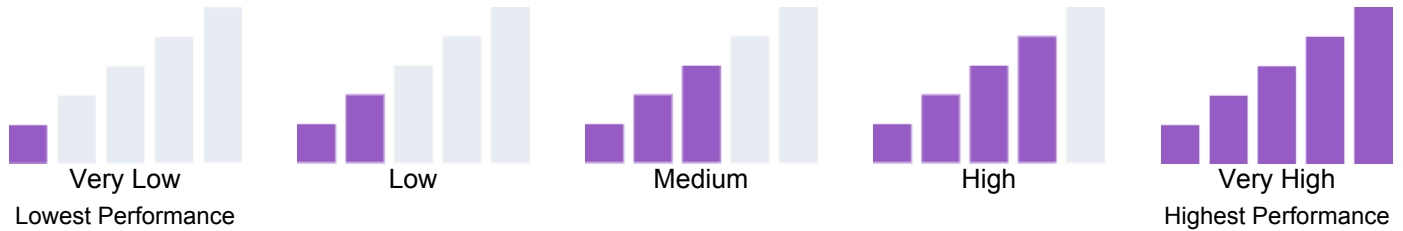
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School and Student Performance Data

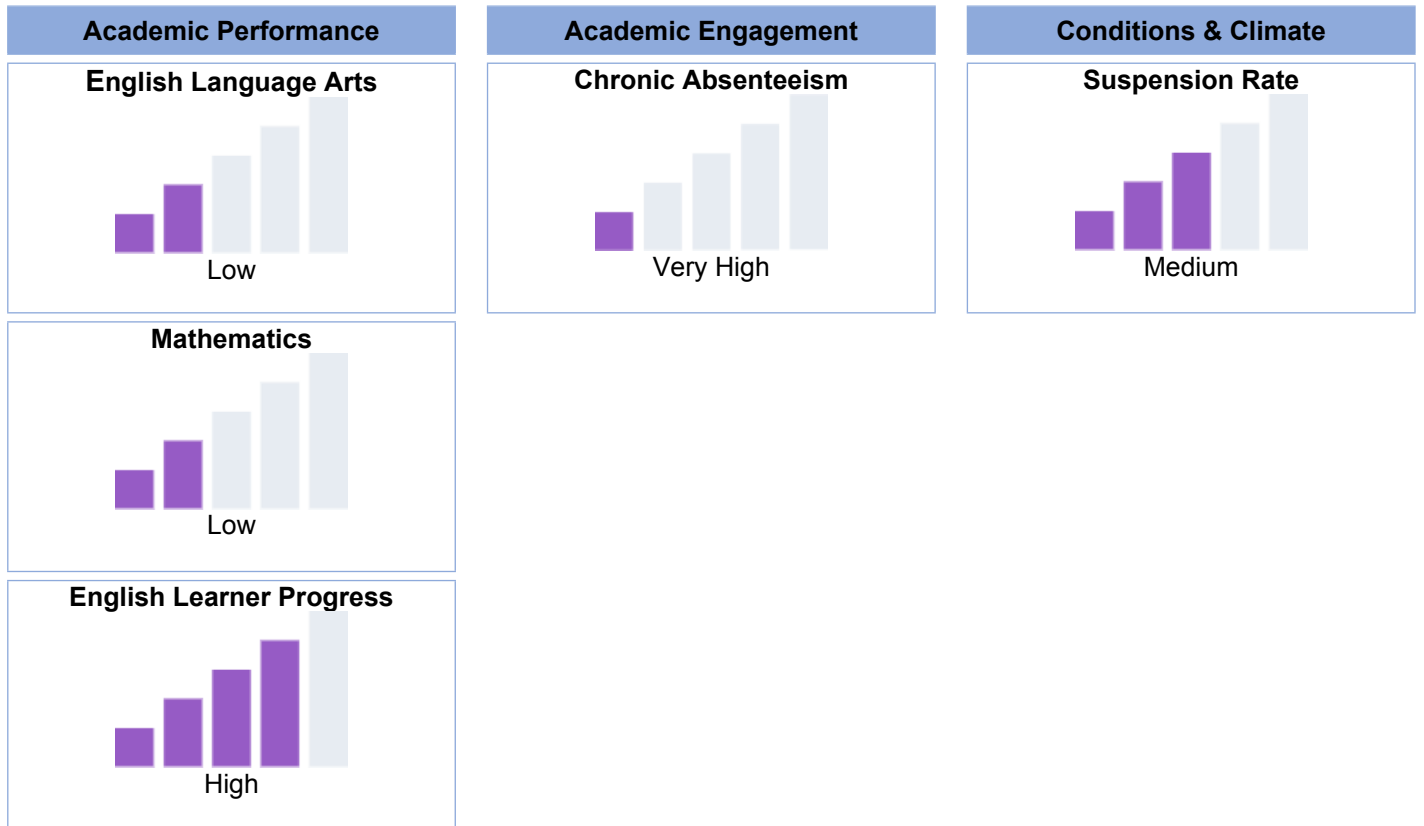
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

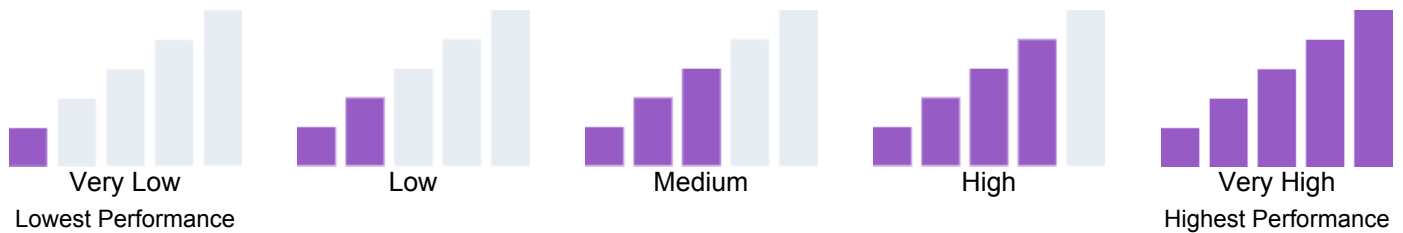
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School and Student Performance Data

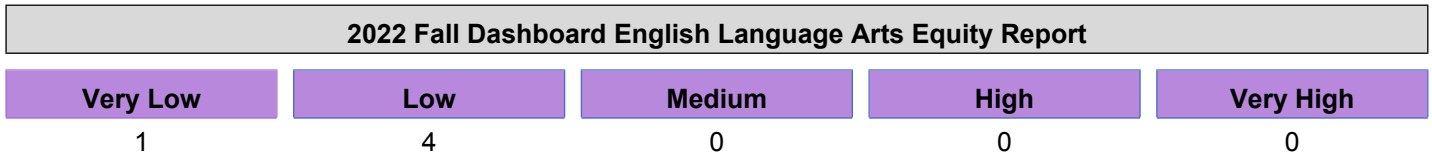
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

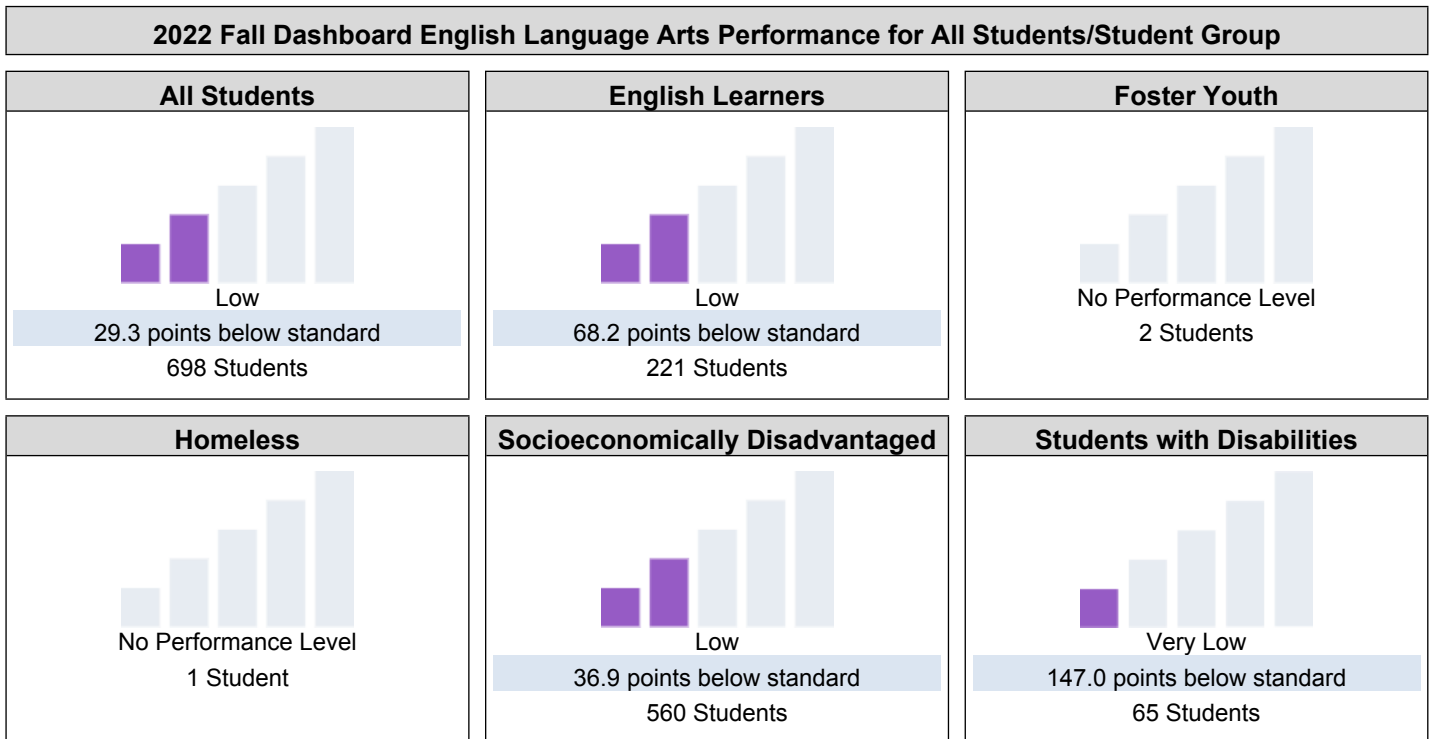
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



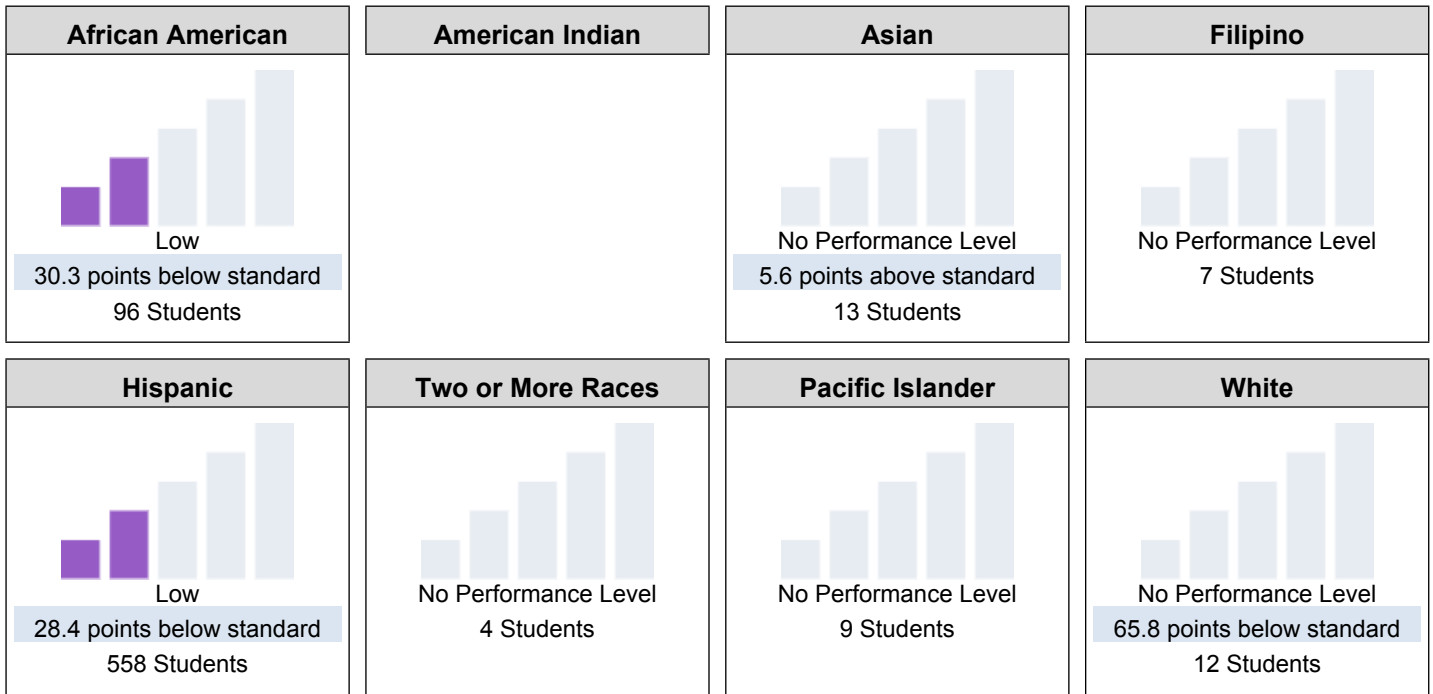
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard 155 Students	10.2 points above standard 66 Students	30.1 points below standard 339 Students

Conclusions based on this data:

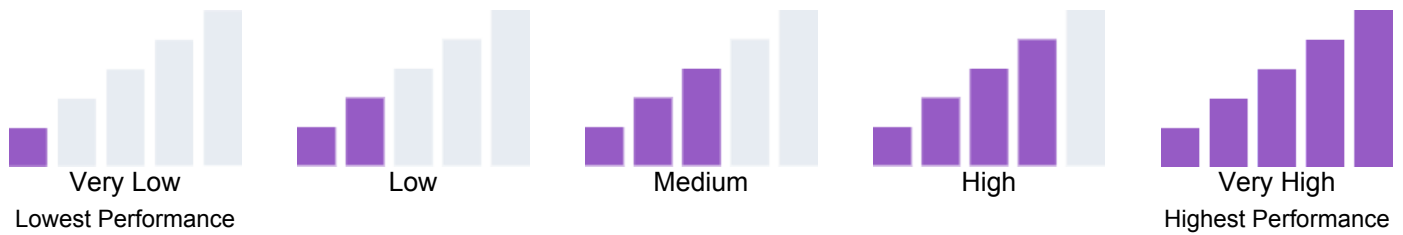
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School and Student Performance Data

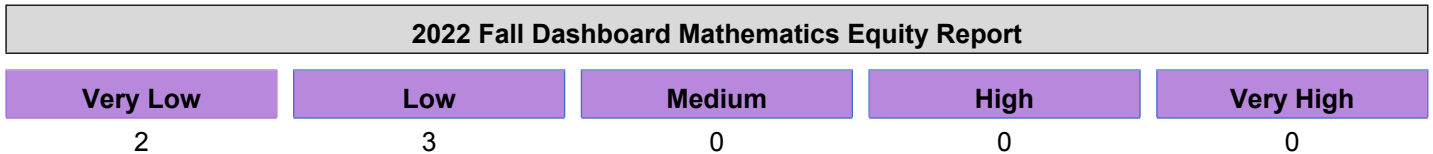
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

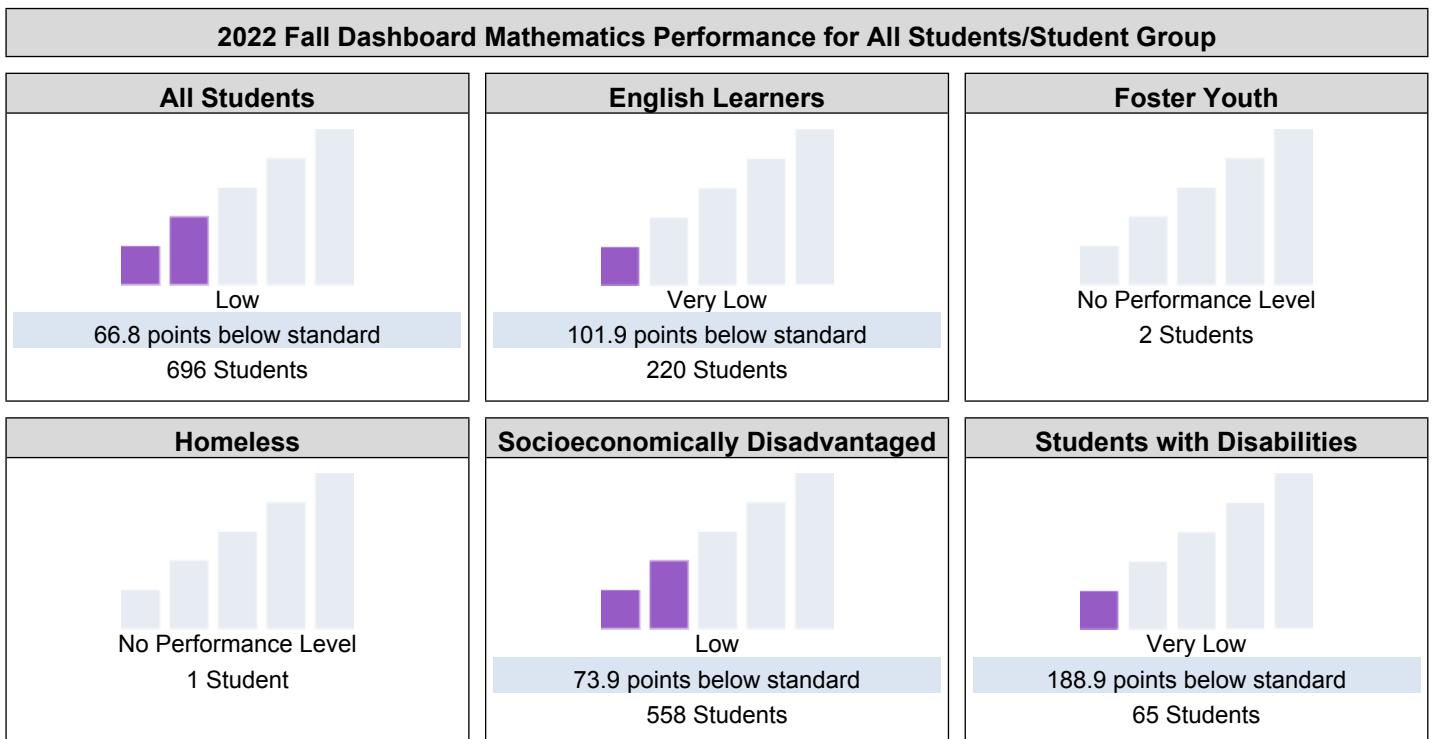
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



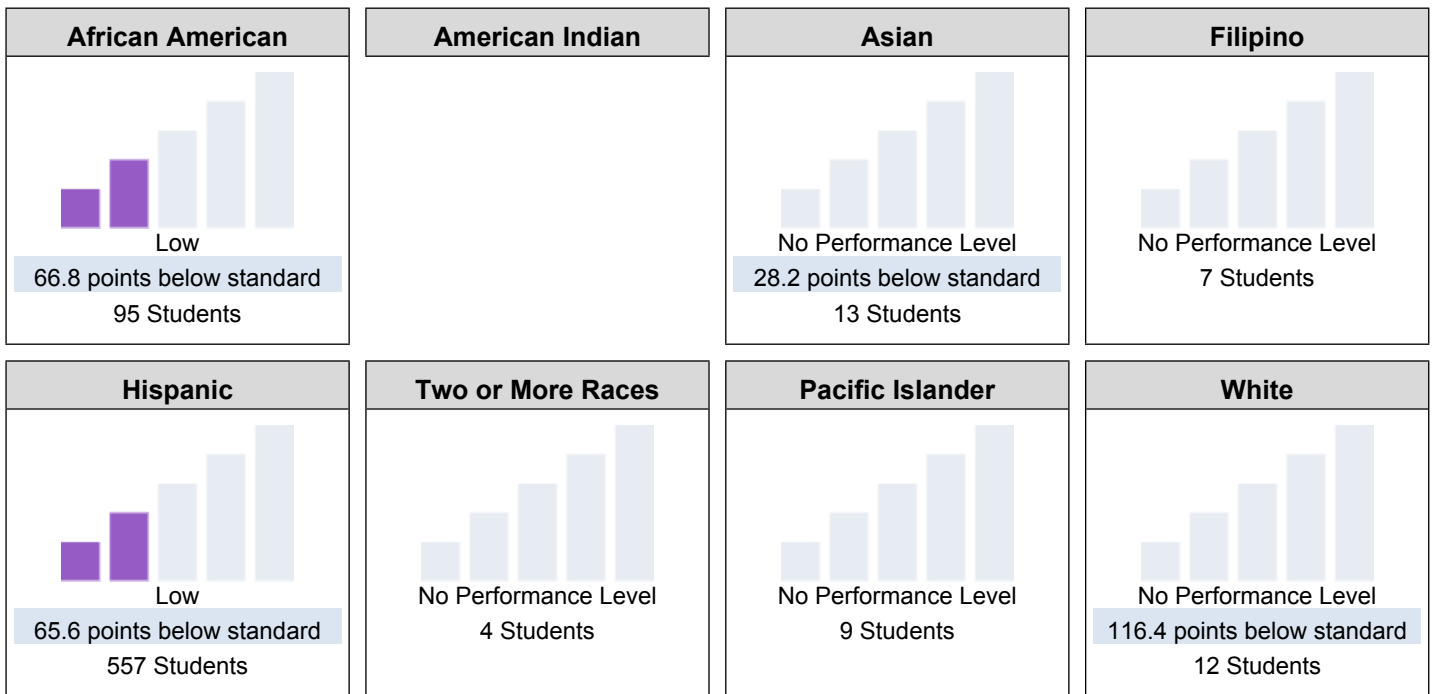
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="text-align: center;">136.0 points below standard 154 Students</p>	<p style="text-align: center;">22.2 points below standard 66 Students</p>	<p style="text-align: center;">68.6 points below standard 338 Students</p>

Conclusions based on this data:

- As there is no CAASPP data for 2019/20, student performance on interim assessments will be used to identify subgroup proficiency. Subgroups that will be identified will be Hispanic, African American, EL, RFEP and Foster Youth. Data will be gathered in late November and early December using interim assessments at each grade level and compared to interim assessment data from 2019/20 in January at the first monitoring.

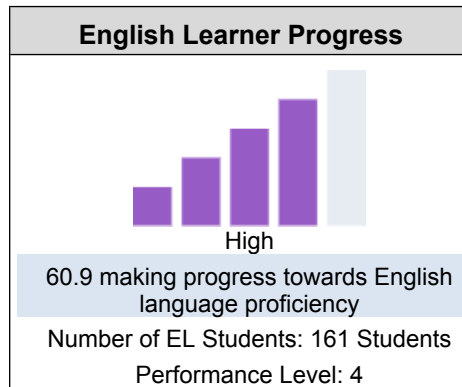
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.2%	28.0%	4.3%	56.5%

Conclusions based on this data:

- Based on this data, the students on Level 4 should meet the criteria to reclassify, therefore we need to review the reasons why they are not reclassifying. Students are either not meeting the grade requirement in their ELA class of a C or better, they have a scored a Does Not Meet standard on the SBAC or they scored less than a 35% on the STAR assessment. If they are not meeting the ELA grade criteria, they are being recommended to attend tutoring provided by Special Projects teachers and coaches. If students earned a 4 on the ELPAC and did not meet the SBAC criteria to reclassify, they will continue to take the STAR assessment to meet that goal.
- Students who earned a 3 on the ELPAC will need to take the practice tests provided by ELPAC prior to February (when ELPAC testing window opens).
- Students earning a 2 on ELPAC are enrolled in ELA support courses and ELPAC 1 students are enrolled in a support/ELD course and are part of designated pull-out groups.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

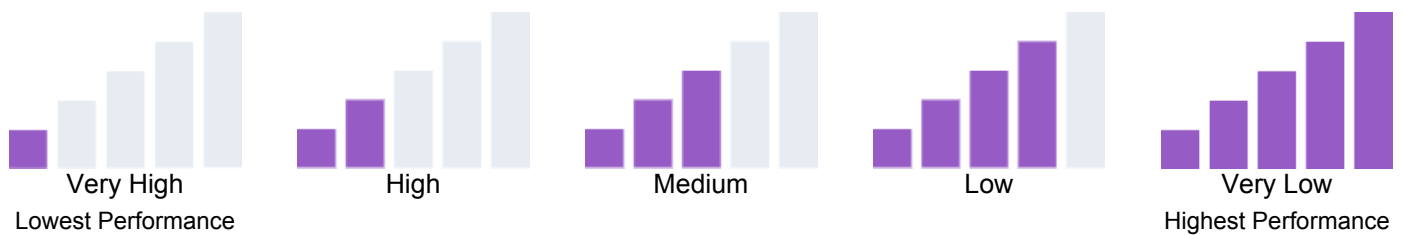
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School and Student Performance Data

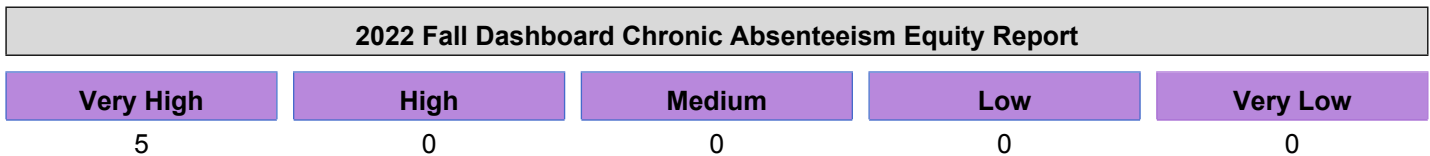
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

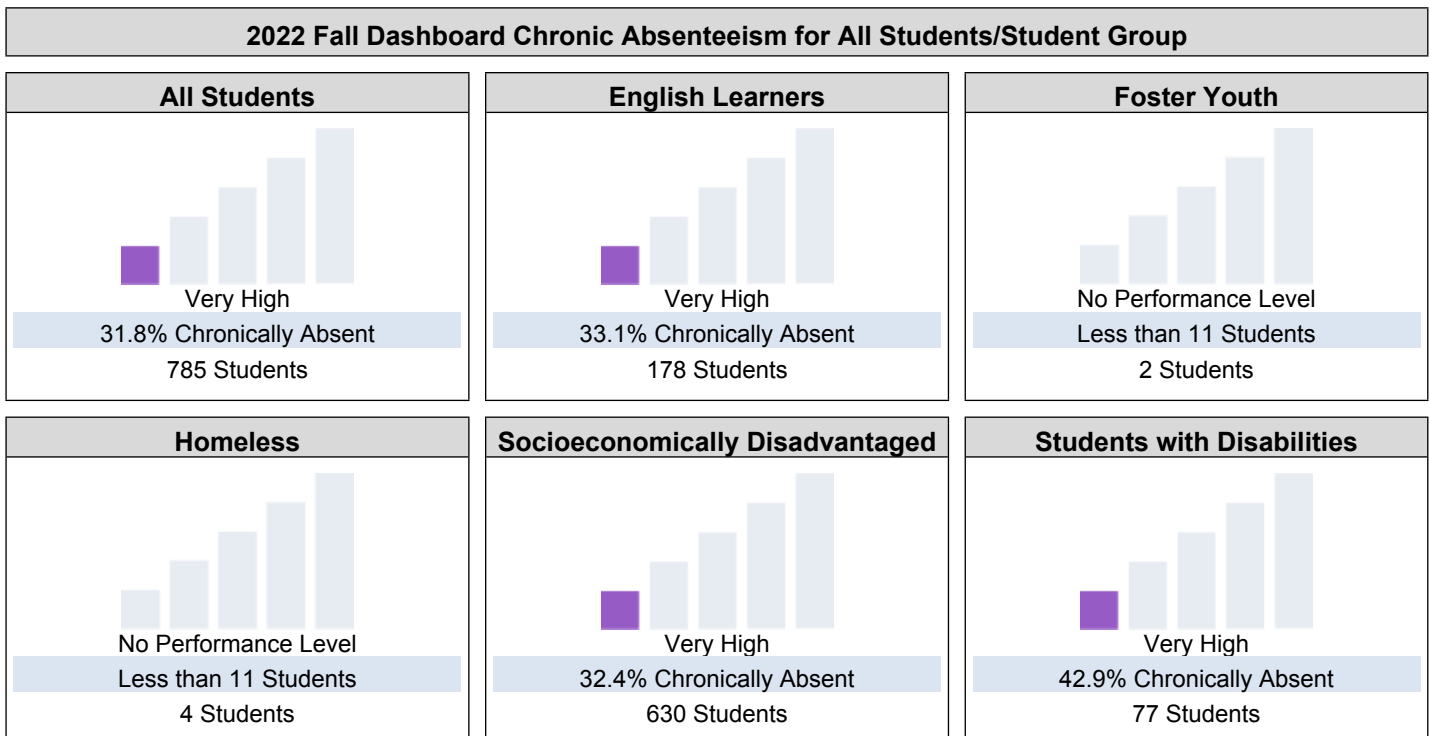
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



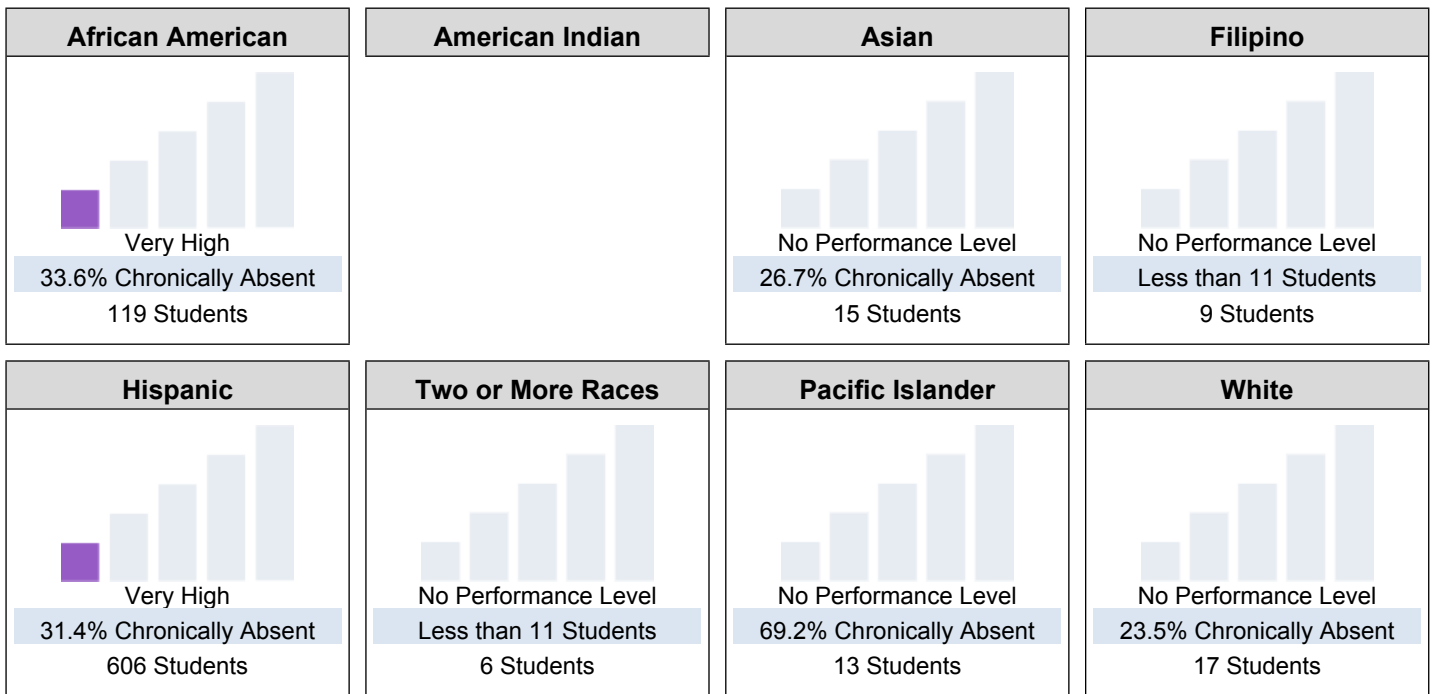
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

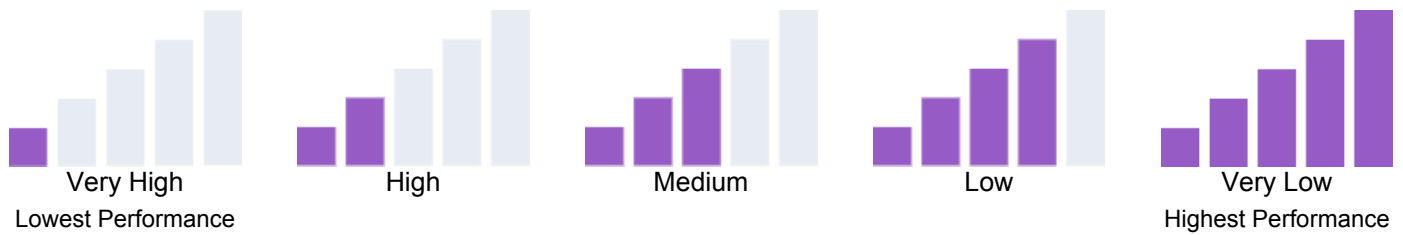
- 1.

School and Student Performance Data

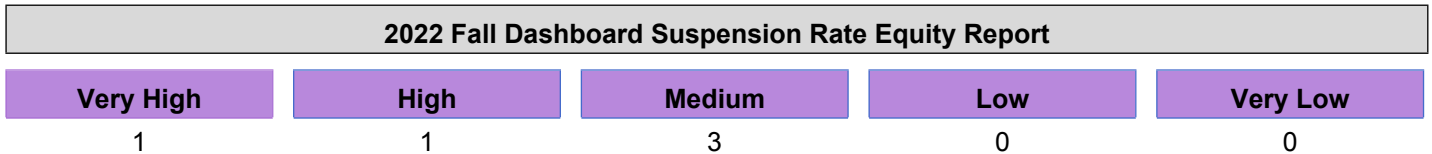
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

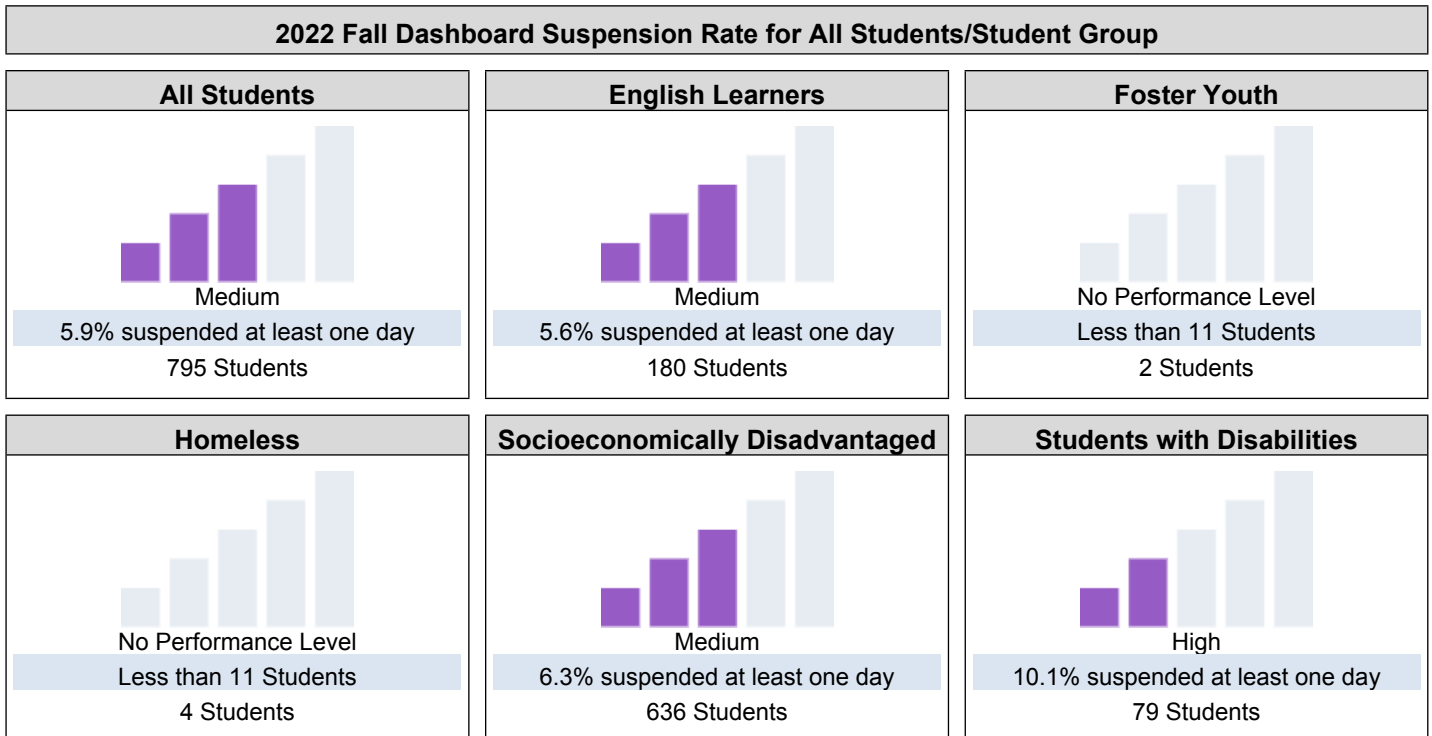
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



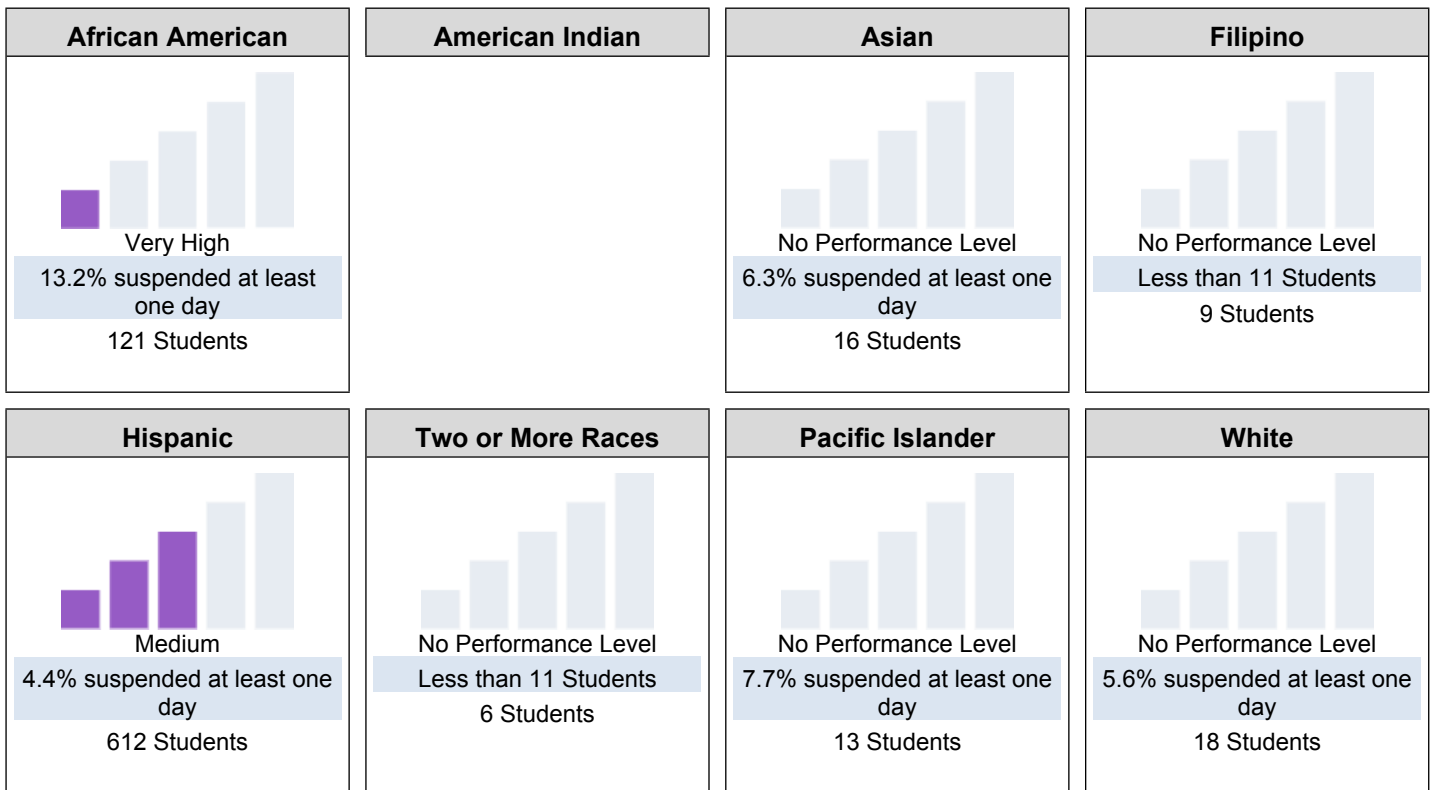
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal 1: Students will demonstrate increased levels of academic achievement in English Language Arts.

Goal 1

Every grade level will show academic improvement of 3-5% by the end of 2022-2023 trimester three in ELA.

Identified Need

The focus is to increase ELA proficiency in all grade levels schoolwide has been determined by CAASPP, district benchmarks, and STAR data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading	Baseline scale scores in early November 2022 through ELA classes: 6th grade 1043 7th grade 1043 8th grade 1058	Increase grade level scaled score average by 3-5% when Star Reading is taken in June 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Standards-Aligned Instruction

Students will have access to current, standards-aligned instructional materials and other necessary tools for learning.

Actions

Instructional Materials

Tasks

Continue implementation of Common Core State Standards with the use of StudySync Curriculum. Continue professional development for teachers with the use of StudySync and adjust ELA pacing guides as needed.

Increasing student access to mobile technology, software, and web-based resources.

Universal Access: Purchase standards-aligned instructional materials and resources, and ensure that all students have access to materials.

Measures:

Pacing guides

Teacher Lesson plans

Collaboration minutes

Administration Observations

Purchase orders

Renaissance: Star Reading

ELA content expert observations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000.00

Title I

Instructional Supplies and Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incorporating AVID strategies (WICOR)

Tasks

Teachers will collaborate to implement the AVID strategies known as WICOR: Writing, Inquiry, Collaboration, Organization, and Reading into their Studysync stories and activities. Continue supplementing Studysync lessons with strategies such as ACE.

Provide Professional development: Through curriculum planning, collaboration meetings, and Instructional Leadership Team professional development focusing on increasing student achievement by providing tools and skills.

Teachers will use strategies such as focused note-taking, writing in the margins, and collaborative study groups.

Measures

Studysync weekly prompts and activities

Writing rubrics: Assignment Grades

Lesson plans

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500.00	Title I Instructional Supplies and Materials
3,000.00	Title I Conferences/Certificated Stipend

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration and Professional Development

Tasks

Language Arts teachers will meet bimonthly during first period with PE covering classes, by grade level/content to discuss curriculum, assessments, historical data, and researched based instructional strategies. Teachers also work collaboratively to evaluate benchmark written assessments after school. Teachers will identify reteach and front-loading concepts/skills. Teachers will identify English learner strategies and structured student collaboration activities for all students with the help of EL Special Projects teacher that also attends the collaboration meetings.

Collaboration is built into the school day during the first period to allow for consistent and ongoing dialogue.

HMS staff will continue to receive research-based professional development to improve teaching strategies and remain knowledgeable about current educational trends. Staff will also receive in-house professional development provided by content experts (Literacy Coach).

Teachers will meet with content experts to discuss instructional practices and get feedback regarding improvement of instructional strategies and student engagement. Teachers will have the opportunity to observe their peers to improve their practices during their prep hour.

Measures

Sign in sheets

Agendas/minutes

Assessment reports

Schoolnet Reports/ Unit Test

Star Reading Data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Title I Certificated Stipend and Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SBAC Administration

Tasks
Provide teacher and student support during testing windows that includes but is not limited to pulling out small groups of students to test, and removing disruptive students into other testing environments.

Measures
Extra substitutes on campus or use of support staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Certificated Stipends/Subs/Benefits
1,000.00	Title I Teacher Release Time

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Day and Academic Enrichment Learning Opportunities

Tasks

After or before school tutoring will be offered for students who are having difficulty mastering grade level standards.

Tutoring is also offered during lunch time at the library.

Gear up tutoring will also be available for all 7th graders.

Learning Loss mitigation teachers available for push-ins and pull-outs.

Air tutoring service is available for all students if they choose to sign up for the extra help.

Small group instruction will address EL student needs in Language Arts and Writing with EL Specialist through their 2 classes.

Measures

After school class attendance

Teacher timesheets

Assessment data

Air tutors name list

Gear Up sign in sheets

Library log during lunch

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCFF

Certificated Stipend

1,200.00

LCFF

Certificated Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA Intervention

Tasks

Students requiring intensive intervention, based on teacher input, STAR Reading Test and other measures, will receive one class period of intervention instruction using EL strategies to support core instruction and one period of Core StudySync Curriculum.

Students with ELA support will use the program Lexia Power Up that focuses on individual support to fill in learning gaps. Students will work on the program 3x a week for 20 minutes at a time. Teachers also have access to mini lessons that they can provide whole group/ small group from the program.

Strategic students with a potential to succeed in the StudySync Language Arts Program will be placed in a Core StudySync ELA class with an additional language arts support class.

Provide interactive and engaging lessons that utilize multiple modalities of learning: audio, visual and kinesthetic.

Students showing growth will exit the additional support class with the EL special projects teacher and be placed in a StudySync core class and ELA support class.

Supplemental materials will support classroom instruction to remediate, maintain, and enrich student skills and learning.

Measures

- Studysync writing prompts
- STAR Enterprise Assessment Reports for EL's
- Teachers' observations/recommendations: increased achievement
- Report Card Grades
- Power Up class reports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	Title I Instructional Supplies and Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Content Expert: Literacy Coach

Tasks

HMS staff will continue to receive research-based professional training to improve teaching strategies and remain knowledgeable about current educational trends and developments. Staff will also use demonstration/ observation and in-house professional development provided by the literacy content expert.

Staff will meet with Literacy Coach bimonthly to plan curriculum during first period.

Teachers will meet with content experts to discuss instructional practices and get feedback regarding improvement of teaching strategies.
 Teachers will observe their peers and ELA content experts to improve their classroom practice when applicable.

Measures:

- Curriculum planning sign ins
- Agendas
- Brochures/ flyers
- Site meeting/Staff Development-Agendas
- Content Expert Activity Log
- Meeting Minutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Instructional Supplies and Materials
1,500.00	Title I Professional Development Institutes
14,500.00	Title I Certificated Salary and Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Literacy Coach- Coach held bi monthly collaboration meetings during first period where the teachers were able to collaborate on upcoming instruction. This is possible with the coverage help of the PE department teachers during that time. Coach also provided several demo lessons and conducted classroom observations when possible. This allowed teachers to see said instructional practices in use with the students and give them opportunities to bounce ideas off each other for best practices.

ELA Intervention- Students needing extra support were placed in Support classes on the master schedule. A new program was adopted, Lexia Power Up, and was implemented during Support classes. The program focuses on Word Study, Comprehension and Grammar. Aside from the new program, a learning loss mitigation teacher was added to the school to assist in filling the gaps for these support students through a pull out/ push in method.

Before and After School Classes- These classes were offered throughout the year by various teachers.

SBAC Administration- Testing schedule was created and ran from end of April to Mid May. All credentialed teacher/ staff administered the assessment. Testing took place Tuesday through Thursday with Friday being used as make up testing days.

Collaboration/ Professional Development- ELA teachers collaborated bi monthly during first period. Agendas were created by the coach and teachers were always able to give input during collaborations. A series of professional developments were provided by the coach in collaboration with the Special projects teachers on District-led initiatives. Also, District PD's were offered about once a month by the coach addressing topics brought forth by the ILT team.

Writing- The focus for the entire year was writing overall. The ACE strategy was implemented for the 6th graders and enforced with the other 2 grade levels.

Standards Aligned Instruction- We have had the Studysync curriculum for a few years now, that is aligned to the Common Core standards and it also has a huge focus on writing. Students get an equal time with technology versus text interaction. This curriculum also lends itself to various opportunities for student collaboration. The online version proved to be critical after schools were shut down.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year served as a year to try and get back to all the things implemented before Covid, the biggest obstacle was student behavior. Students had to relearn the expectations of a school setting after being home for so long.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

One major change this year is the use of Star Reading as an indicator. Students will take the test a total of 4 times throughout the school year to see possible growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Students will demonstrate increased levels of academic achievement in mathematics.

Goal 2

Every grade level will show academic improvement of 3% by the end of 2022-2023 trimester three in Math.

Identified Need

The focus to increase Math proficiency in all grade levels schoolwide has been determined by CAASPP, district benchmarks, and STAR data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scaled score data for students will be obtained for each administration of the assessment in the year 2022/23.	<p>Data from the administration of the Star assessment in September of 2022 will be compared to data for March 2023. March data will be compared to the final administration in June 2023.</p> <p>Baseline scale scores in September 2022 through Math classes:</p> <p>6th grade- 1031 7th grade- 1051 8th grade- 1061</p>	Expected outcomes for the 2022/23 school year are that students will increase by 3% on each administration of the assessment. Each grade level will be compared separately.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Standards-Aligned Instructional Materials

Teachers will use the SBE-adopted instructional materials including ancillary materials for struggling learners and English learners. Teachers will also use IXL for Targeted Academic Support.

Actions

District Adopted Curriculum

Tasks

Teachers will use district adopted curriculum-Springboard materials and pacing guides created and adopted by the district. TAS teachers will also use IXL.

Teacher will utilize instructional materials and supplies for universal access and student collaboration.

Teachers will collaborate to plan curriculum.

Teachers will analyze student performance data from teacher-created formative assessments, STAR assessments as well as Unit Benchmark tests to guide instruction.

Teachers will attend professional development.

Measures

Adherence to Pacing Guides

Lesson Plans

Classroom Observations/Administration & Instructional coach

Teacher created Formative assessments and STAR assessment

Professional Development/Collaboration Sign-in Sheets

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000.00	LCFF Instructional Supplies and Materials
2,250.00	LCFF Certificated Benefits
4,500.00	LCFF Certificated Stipend/Substitute Costs
4,500	Title I Instructional Supplies and Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Time and Pacing

HMS will use the district-adopted pacing guides and will follow the instructional minutes designated by the District.

Actions

Targeted Academic Support

Tasks

HMS will continue to use Targeted Academic Support as a learning loss mitigation tool for all students. The teachers will use district-adopted materials, review/reteach material provided by math coach/math teachers and IXL. TAS will focus on front-loading vocabulary, reviewing basic skills, re-teaching standards, student self-reflections, and targeted intervention content provided by math teachers.

Measures

IXL reports

Report Card Grades

Teacher Recommendations

Pacing Guides/Lesson plans/Use of the TAS Planner

Trimester Reports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

LCFF

Instructional Supplies and Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Materials and Tools for Learning

Tasks

HMS will issue all students Chromebooks to access online and on-site instruction. Teachers will utilize Google Classroom as deemed necessary. Students received all necessary school supplies including spiral notebooks, a text book (Springboard) and calculators. Throughout the year, teachers will continue to receive Newline Boards to further enhance their instruction.

Measures
Observations
Purchase orders
Lesson plans

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000.00

Source(s)

LCFF

Instructional Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Achievement Monitoring

Teachers and administration will utilize STAR assessment data, IXL data, and District Benchmark data to monitor student achievement. This data will be analyzed to determine the strengths and weaknesses of the curriculum, and the effectiveness of teaching strategies. It will also help identify reteach material (just in time) and point to needed professional development. Teachers will also administer teacher-created formative assessments to identify the effectiveness of their teaching strategies and to identify review or reteach curriculum content as needed.

Actions

Teacher Collaboration, Data Analysis, and Professional Development

Tasks

Teacher Collaboration/Data Analysis.

Teachers will collaboratively plan lessons and identify research-based instructional strategies. Data Analysis will include the analysis of curriculum-embedded assessments (Benchmarks), guide instructional decisions, planning, and student monitoring.

Discussions at collaboration meetings will provide an opportunity for teachers and administrators to make informed, instructional decisions based on the needs of students.

Professional Development:

HMS staff will attend staff development, professional training, workshops, and conferences.

Teachers will meet with content experts to discuss instructional practices and strategies for evaluating daily student performance. Teachers will meet twice a month to discuss data and collaborate in meetings facilitated by the math content expert.

Measures

Curriculum: Teacher created formative assessments for adopted curriculum
STAR assessments

Student Grades
 Classroom Observations
 Sign-in sheets from collaboration and professional development
 Professional Development Institutes: Brochures/flyers
 Site Meeting/Staff Development-Agendas
 Collaboration/Professional development meeting minutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Certificated Stipend and Benefits
5,000.00	
5,000.00	Title I Instructional Supplies and Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended Day/Academic Enrichment

Tasks

Math Coach and teachers will provide after-school and lunchtime tutoring.
 Both Special projects and Learning Loss Mitigation teachers will push into classrooms to support at-risk students.

Teachers will use supplemental materials from the adopted curriculum, STAR Enterprise resources, IXL and SBAC Practice Tests to reteach standards not mastered.

Measures

After school rosters
 STAR results
 IXL results
 Unit test/Benchmark Data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I Instructional Supplies, Equipment and Materials
2,500.00	Title I Certificated Salary and Benefits
4,600.00	Title I Classified Salary: Extra Aide Hours and Benefit

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Content Expert: Math Coach

Tasks
HMS staff will continue to receive research-based professional training to improve teaching strategies and remain knowledgeable about current educational trends and developments. The coach will conduct collaboration and data meetings twice a month during period 1 for each grade level. Data will be analyzed and strategies to improve and enhance student learning will be discussed. Teachers will be trained all year long on how to implement Learning Acceleration strategies to mitigate the learning loss experienced last year.

Measures
Sign-in sheets
Agendas
Brochures/flyers
Site meeting/Staff Development-Agendas, evaluations, minutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	Title I Instructional Supplies and Materials

1,500.00

Title I

Professional Development Institutes

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school plan for mathematics was implemented as planned. The pacing guides were followed and the assessments were administered as scheduled. Supplemental program, IXL, was also used throughout the year. Data was used to make adjustments to lessons throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Before and After School Classes: After-school classes were offered every Tuesday and Thursday however, the level of participation was lower than was anticipated.

SBAC Administration: The test was administered as scheduled.

Collaboration/Professional Development: In order to improve instruction, math teachers met bi-monthly, to collaborate with their grade level team and the math coach in person. Content was discussed and data was analyzed as planned.

Technology: All students used their Chromebooks to do IXL and interact with Google Classroom, and all other applications that were used by teachers throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the results seen on the CAASPP test, 8th grade was determined as the grade to watch, therefore more support will be provided by the tutoring staff to help incoming 8th-grade students perform better in the 22-23 school year.

Due to learning deficits that occurred during the pandemic, we were able to secure an LLM teacher who will pull/push into classrooms on a regular basis to help fill in the learning gaps.

We will administer the STAR test 4 times as we did last year for 7/8th grade and 3 times for 6th grade. We hope to see growth each time the students take the test.

In addition to the 8th-grade tutoring that will be offered in 22-23 by school staff, tutoring will also be offered for 7th-grade students in 22-23 via GEAR UP. They began their program too late in 21-22 to be effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners (EL)

LEA/LCAP Goal

LCAP Goal: EL students will demonstrate increased levels of academic achievement.

Goal 3

Forty percent of English learner students will improve in their language proficiency levels by the end of the 2022-2023 school year.

Identified Need

The focus is to increase EL proficiency in all grade levels has been determined by ELPAC, CAASPP, and STAR data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Comparing data for 168 students who tested in 2020-2021 and 21-22, 39% demonstrated improvement by increasing their Overall Placement Level.	This year, 40% of students taking the ELPAC will show growth in their Overall Placement Level comparing it to 21-22 scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Instructional Strategies and Program

The following interventions and instructional programs will be implemented in order to raise Language Proficiency scores for all subgroups: Language Arts Support, StudySync ELD pathways, Break out sessions for underperforming students and tutoring after classes, as well as designated ELD instruction to SEI emerging English Learner students.

Teachers will use technology to meet the diverse needs of the students. Equipment such as document cameras and NewLine Boards and a diverse array of applications and programs to enhance a lesson and provide more opportunities for students to participate. Teachers will provide a variety of opportunities for students to collaborate through the use of collaborative groups and

other strategies to improve verbal fluency. Visuals from video streams and the internet will be used to enhance learning for EL students.

All EL students and specially students who meet the criteria to reclassify will take the STAR Enterprise Assessments. This information will be a monitoring tool for student attainment of grade level standards and used for student placement. Student placement in ELD courses will be monitored to maintain appropriate student placement and ensure rigorous curriculum exposure. Implement AVID strategies school wide: WICOR, Cornell Notes, Socratic Seminars, Inquiry Method, and critical reading and writing strategies for all students.

Small collaborative groups will focus on Long Term English Learners not meeting reclassification criteria. Staff development will focus on instructional strategies, vocabulary development, collaboration strategies and reading comprehension. Language Arts teachers will follow and implement standards based curriculum and adhere to the lesson pacing and schedule. District content experts will work with staff to model, develop and provide feedback on lesson delivery in the following sections Literary and Reading Skills Focus and Academic Vocabulary.

Formative Assessment: Learning Targets- staff development will be provided to all staff members. Increase student access to technology, software, and web-based resources.

Actions

Student Placement: ELPAC Administration, Parent Notification, STAR assessments, and POWER UP monitoring.

Tasks

The results will inform student placement along with CAASPP and ELPAC results. Due to lack of CAASPP scores, the STAR assessment will be used.

Support staff will support student screening, assessment, parent meetings, and evaluation of testing related data.

Measures

Assessment results
Student schedules

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	Title I Certificated Stipend and Benefits
12,000.00	LCFF Instructional Supplies and Materials
5,0000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Reading, Comprehension, Listening/Speaking and Writing

Tasks

Students will retell stories using setting, plot, summary and analysis.

Teachers will plan structured student collaboration activities through small group collaborations that provide opportunities for students to practice speaking academic English.

Students will use StudySync ELD pathways computer program to increase listening and fluency skills.

Students will gain access to the ELD instruction path materials through their Language Arts class.

This class will concentrate on vocabulary development, reading comprehension and basic writing skills. Standards based instructional strategies will be used for vocabulary development, multiple online graphic organizers, and use of online applications and programs.

StudySync workbooks and online texts will be used to give these students access to the core language arts curriculum and the ELD instructional path.

LTEL students will work on PowerUP lessons 3 times a day for 20 minutes.

HMS will offer after class tutoring to all students with emphasis on students identified as an English Learner ready to reclassify. Additionally, this group of students will be monitored by Special Projects Teachers and classroom teachers to ensure a high rate of reclassification.

EL Special Projects teacher will support ELA classroom teachers with the highest concentration of EL students.

Measures

STAR Enterprise Reports: Accelerated Reading/English in a Flash

Student Grades

ELPAC Scores

StudySync Assessments

POWER UP monitoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500.00

Title I

Instructional Supplies and Materials

1,500.00

Title I

Software License

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Teacher Collaboration and Professional Development

Tasks

Teachers will attend professional development to meet the needs of English language learners. District content experts will provide professional development on research-based strategies to increase comprehension.

Teachers will meet with EL Special Projects teachers and collaborate to refine instructional strategies in the classroom. The school will also provide materials and strategies recommended by district specialists.

Language Arts teachers will meet bimonthly by grade level and department during period 1 for curriculum planning and data analysis. Teachers will identify strategies to facilitate English Learner student achievement and focus a strategy to facilitate access to the core. Teachers will also debrief how the strategy is working within the next two collaborations after implementation.

EL Special Projects teacher will collaborate with Language Arts curriculum specialist to support EL students in Language Art classes.

Student Collaboration: teachers will design activities that facilitate purposeful student collaboration through a variety of modalities (socratic seminars, group work, partner share, philosophical chairs). EL Special Projects teacher will meet with school site ELA coach to analyze student data and plan out next steps.

Measures

Sign-in sheets

Agendas/Minutes

Data Analysis Sheets

Lesson plans

Schoolnet Reports

Classroom Push-Ins: EL Protocols-building background, strategies, Interaction, Practice Application

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Title I

Instructional Supplies and Materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year the majority of our students returned to on campus learning. We implemented an academic and emotional support plan on how to support our English Learners and all students. There were many issues around emotional well being and covid absences led to an interruption of the learning environment. The EL special projects teacher was able to pull out small groups of students for testing and writing projects. Along with small group pull-outs, we were able to push in and support students and teachers. EL student language placement was still monitored through the use of STAR testing and ELPAC scores. ELA teachers continued to implement EL and AVID strategies along with the StudySync program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementations were budgeted and therefore used to support EL students and increase achievement. Before school classes were budgeted and EL students received small group instruction however due to Covid absences, attendance and participation was very inconsistent. ELPAC testing was completed at 100 percent and offered individual testing for EL students on independent learning. EL Projects teacher was able to hold two ELD classes and push into classrooms to support EL students and pull out small groups of EL students for targeted instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to increase the scaled score median by 50 points, we will be offering before school classes will be offered, using EL strategies. We will administer the CAASPP and ELPAC state tests and continue to use STAR assessments to monitor language progress. EL special projects teacher continues to attend ELA collaboration meetings in order to provide teachers support on how they can support EL students. Teacher will also teach 2 trimesters of ELD for EL (Emerging/newcomer) students. Struggling EL students will be identified and a plan of action will be implemented in order to monitor progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal 2: Students will be actively engaged in their education and feel safe and supported while at school.
 LCAP Goal 4: Students will have access to well-maintained school facilities, current standards aligned instructional materials and programs, and a broad course of study that will serve and prepare them for college and/or career.

Goal 4

To foster a positive and safe school environment that promotes college and career readiness, and where students are engaged as active members who contribute to the social culture of the school. Olweus Bullying Questionnaire results will show that an average of 85% of students report that they like our school; a decrease of 1 % bullying reports in each grade level, and an increase of 1% of teacher/adults intervening in bullying incidents.

Identified Need

OBQ survey data and LCAP survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The Olweus Bullying Questionnaire administered in Spring.</p> <p>(1) Percentage of students reporting that they like our school.</p> <p>(2) Percentage of students reporting being involved in bullying</p> <p>(3) Percentage of students reporting that a teacher or other school adult who try to put a stop to it when a student is being bullied at school</p> <p>LCAP Parent survey results.</p>	<p>*Olweus Bullying Questionnaire (Spring):</p> <p>(1) An average of 85% percent of the student population report that they like our school</p> <p>(2) An average of 23% of the student population reported being bullied in the last couple of months (at least once).</p> <p>(3) An average of 59% of the student population reported that a teacher or other school adult tries to put a stop to it when a student is being bullied at school.</p> <p>LCAP Parent survey results: My child's school is safe 65% agreed. My child looks forward to attending school 87% agreed. Parents and guardians are presented with opportunities to</p>	<p>We will administer the Olweus Bullying Questionnaire in the the 2022-2023 school year.</p> <p>(1) Maintain average of over 85% of students reporting that they like our school.</p> <p>(2) Decrease the average of students across all three grade levels reporting being bullied by 1%.</p> <p>(3) Increase the average of students across all three grade levels reporting that a teacher or other school adult tries to put a stop to it when a student is being bullied at school by 1%.</p> <p>LCAP Parent survey results: 75% or more to agree for: My child's school is safe.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	take part in decisions made within the school/district 73% agreed.	90% or more for: My child looks forward to attending school. 75% or more for: Parents and guardians are presented with opportunities to take part in decisions made within the school/district.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Safe School Environment

HMS will increase efforts to provide a safe school environment by providing two full time counselors, a dean of students, access to district social workers, 1 full time therapist (housed on campus), yard supervision, after school clubs and enrichment activities. Additionally, teachers will implement the Second Staff SEL curriculum during TAS periods weekly.

Actions:

Positive Incentives and Reinforcement

Tasks:

Schedule school wide assemblies on the subjects of character, discipline, peer pressure, motivation, and/or academic achievement.

Continue to implement the Olweus Bullying Prevention Program (OBPP). Include "classroom meetings" lessons.

Second Step Lessons built into the TAS planner and implemented weekly.

College and Career Awareness will be promoted to increase academic motivation and planning.

Student talent shows will feature students who have kept their academic and citizenship grades up.

Trimester Reward days will be held at the end of each trimester to reward students for good grades, citizenship, and attendance as a positive incentive to students.

To increase positive actions on campus we will work on positive behavior rewards. Examples include distributing Positive Behavior Coupons (PBCs), student of the month rewards, student dances, Hawk Store, Tech Zone, monthly raffles, lunch time rewards, such as Fun Fridays, and HMS "AHAs" (Amazing Hawk Awards).

Establish a science lab with safety equipment and lab materials to enhance science lessons.

Measures

Student attendance, report cards, list of eligible students for trimester rewards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	LCFF Conferences and teacher stipends
15,000.00	LCFF Instructional Supplies and Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Emergency Procedures/Drills

Tasks
 Emergency/Disaster/Active Shooter drills will be held.
 Safety Team members will practice their responsibilities during each drill.
 Safety Team Coordinator will assess the strengths and weaknesses and make adjustments to the plan with the assistance of the Safety Team.

Measures
 Scheduled drills
 Safety Team meetings and debriefing sessions
 Safety Plan
 Monthly Fire/Earthquake Drill Report
 Evaluations by local agencies (i.e. police and fire department)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF Instructional Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior and Supports

Maintain a multi-tiered system of supports to address disruptive student behavior inside and outside of the classroom.

Actions

Positive Behavior Support

Mentorship Program

Student Leadership Opportunities

Tasks

Hawthorne Middle School will continue to implement Positive Behavior Support (PBS). PBS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, and support improved academic outcomes. Continual teaching of behavior expectations, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. HMS will apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students.

Maintain a positive school climate.

Measures

Office Discipline Referrals

Suspension rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF

Instructional Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development and Collaboration

Teachers and/or support staff will attend professional development opportunities that address classroom management, anti-bullying (via the Olweus Bullying Prevention Program), LACOE SEL Series, positive learning environments, and effective strategies to address at-risk behaviors. Teachers will attend collaboration meetings. Collaboration meetings will focus on program implementations, certification, monitoring of student progress, students, correlate lessons to ELA and Math Standards and adult extended learning opportunities.
Usage of necessary instructional materials and supplies for academy implementation.

Measures

- Agendas/minutes
- Sign-in sheets
- Certification
- Parent/Student Involvement

Actions

- Professional Development

Tasks

Provide opportunities for teachers to attend professional development opportunities that address classroom management, anti-bullying (via the Olweus Bullying Prevention Program), positive learning environments, and effective strategies to address at-risk behaviors of foster youth/homeless youth, English learners, and low-income pupils.

Measures

- Professional Development Surveys
- Sign-in Sheets
- Professional Development Calendar

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF Certificated Stipends and Benefits
5,300	LCFF Conferences and certificated stipends

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academy and AVID preparation

Currently, we have in-person workshops offered and accessible to educators. Teachers, support staff, and administration have an opportunity to attend AVID workshops and staff development in AVID and identified curriculum for the Business Academy. The AVID program has 2 sections per grade levels seventh and eighth. Both programs are fully implemented for the 2022-2023 school year. TWBI continues to refine and identify necessary program changes through collaboration and parent involvement. TWBI teachers will evaluate instructional materials to update TWBI program and Spanish elective. The Business Academy has expanded to include Project Lead the Way and will participate in career readiness activities.

Actions

Staff Development

Tasks

Teachers, site administration, and support staff will have opportunities to work with recognized experts in areas to support the Studysync, Springboard, Business Academy, Project Lead The Way, TWBI Academy and AVID program.

Usage of instructional software and supplies for staff development.

Measures

Sign-in forms

Informational flyers

Conference Summary Reports

Software Orders

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF Conferences
5,000	LCFF Certificated Stipends and Benefits/Substitute Costs
13,000	LCFF Field Trip Travel and Fees
3,000	LCFF Substitute Stipend and Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Educational Opportunities

Tasks

Extended educational opportunities are now more available to students for in-person activities. As the year progresses, we hope to include more activities in-person. After school tutoring is available; clubs and programs such as MESA and GATE are also being offered to students in-person. . Students have an opportunity to accessing resources at home, such as Air Tutors. GEARUP will work with the 7th grade cohort with college and career activities and lessons along with academic support. Virtual field trips and university tours are virtual as of now. Activities and curriculum in the Business Academy have shifted to in-person course. Field trip opportunities to access experiences for a college and career future (university campus, museums, businesses, etc).

Provide opportunities for students to develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

Measures

- Field Trip Request Forms
- Student Work Samples
- Consultant Contracts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

LCFF

Certificated Stipends and Benefits

5,000

LCFF

Transportation for Field Trips

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School Clubs , MESA, and Enrichment, Athletics

Tasks

Clubs, school sports, and enrichment activities for all students including: English Learners, low income pupils, reclassified students and foster youth have been incorporated within teacher's extra support/after school classes. By having these activities available, we hope to increase academic achievement, attendance rates, and parent participation by having such extracurricular activities available.

Measures

After School student rosters

Tasks

Students will develop important critical thinking skills and learn about various opportunities in the workforce. Students also discover exciting Math/Science and engineering careers by meeting professionals, conducting experiments, and participating in MESA virtual competitions and field trips.

Measures

Sign-in forms
 Site Liaisons in MESA
 Student Projects samples
 Competition enrollment and results
 Field Trip Request Forms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

LCFF

Certificated Stipends and Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Content Experts: Dean, Counselors, AVID Coordinator, GATE Liaison, Club Leads

Tasks

Content experts will monitor student progress and patterns and notify students and parents of issues and concerns.

HMS staff will continue to receive research-based professional training to improve teaching strategies and remain knowledgeable about current educational trends and developments.

Staff will also use demonstration/ observation and in-house professional development provided by the content experts.

Teachers will meet with content experts to discuss instructional practices and get feedback regarding improvement of teaching strategies.

Measures:

Sign ins

Agendas

Brochures/ flyers

Site meeting/Staff Development-Agendas

Content data

Meeting Minutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

LCFF

Certificated Stipends and Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The following activities were implemented through June 2022.

We were able to successfully maintain a full-time counselor and a Dean of Students. Fire drills were held monthly, we held one Active Intruder drill, and two earthquake drills. Safety committee members were updated on safety issues via email and during site and Support Staff meetings. In regards to the expected outcomes, our school had the following expected outcomes: (1) Based on the OLWEUS Bullying questionnaire, the percentage of students who reported that they "like school" is 40%. This number is down significantly from 82% during the last time that the OBQ was administered. It is important to note that approximately 579 students took the OBQ in the spring of 2022 and that 45.3% of the respondents answered that they, "neither like nor dislike" school. (2) The percentage of students involved in bullying decreased from 13% to 7.3%. (3) The percentage of students reporting that a school adult "often" or "almost always" put a stop to bullying decreased from 68% to 35.7%. (4) The number of suspensions increased from 3 to 66. It is important to note that prior to COVID, the Hawthorne School district operated a Short Term Opportunity Program (STOP) that was used as another means of correction prior to an out of school suspension. However, after COVID, the STOP program was discontinued, thus accounting for higher suspension numbers across the district.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Results from a school-wide survey will be used to target ways of increasing 8th grade student interest in receiving PBCs and reward incentives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 5

HMS will provide opportunities to increase parent involvement and community outreach by 35%.

Identified Need

HMS Family Event Attendance Form

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Event Attendance Form	2021-2022 Parent participation totalled at: 1104	2022-2023 Parent participation to total over 1500. (Over 35% increase)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent and Community Involvement

Since Covid, we have slowly increased the allowance of families and community to visit the campus in person, we have continued a number of parent workshops and communication remotely. HMS has increased efforts to involve the parents and community in school-based decisions and activities. Monthly School Site Council and English Learner Advisory Council meetings are held to discuss academic progress and strategies for learning while allowing parents to participate. This year we are holding SSC and ELAC in-person on site. Other parent meetings are held mostly virtually.

Actions

Parent Workshops, Newsletters, Fliers, Parent messages: email, all-calls, website postings.

Tasks

Establish regular, meaningful communication between home and school to promote and support student academic achievement while encouraging active parent participation. Parent involvement communication will center on important school information, academic needs, and goals of students. Parent communication will explicitly explain current events and activities, curriculum, data collection, and allow parents to access technologies used for these purposes.

Parents will have opportunities to provide input and ideas to build a nurturing culture along with expressing academic expectations.

AVID night will be established and include the use of AVID coordinator, students and tutors.

Strategies for improvement in ELA and Math will be discussed at parent workshops.

In-person and/or virtual meetings will be accessible to all parents.

Translation will be available and handouts will be translated into Spanish.

We will continue to increase usage of different platforms to disseminate school information. The HMS website, email, and social media forms of communication have been increased to improve parent involvement, communication, and knowledge.

Measures

Sign-in forms

Flyers

Emails

Website Update

Newsletters

Seminar Evaluations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,600

Source(s)

LCFF

Certificated Stipend and Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Recognition Events

Tasks

The impact of Covid has made it extremely difficult to not only undertake remote workshops and events but also have parents participate in activities we normally have during the school year. We are planning to have recognition events per trimester for those with high GPAs; and 8th grade promotion activities for those who qualify. We will communicate and encourage parents to virtually participate at events by providing prompt emails, newsletters, current website information, and

phone calls, along with accessible school office personnel. Communication and parent contact will either be made through phone conferences or Google/Zoom meets. Reclassification conferences, parent academic conferences, Title 1, and DELAC informational meetings, Trimester Award ceremonies, PowerSchool information meetings, Parent Informational meetings regarding grades, attendance, student monitoring system, High School Night are all but not limited activities and events.

Mail report cards, certificates, and rewards to students and parents for community building.

Measures

Sign-in sheets

Communication: flyers, marquee announcement, School Messenger, Parent Surveys, email, HMS website

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Parent Involvement

Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School to Home Communication

Tasks

Communication with parents will be ongoing and through many forms to include progress notes, emails, HMS website, flyers, letters home, phone calls from teachers and staff, report cards, parent conferences, phone messages through School Messenger, and postings on the marquee. Parents will be informed of upcoming dates, academic progress, discipline, homework, etc.

Measures

Phone messages

HMS website

Phone calls

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I Part A: Parent Involvement

Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English Learner Parent Involvement

Tasks

Use effective ways of communication with parents.

Inform parents of English Language Development Programs and Services: Integrated and Designated in ELA and Math.

Inform and explain language development programs for EL students and reclassification process.

Measures

Parent Letters

Agendas

School Calendar

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Parent Involvement

Materials and Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Workshops and Informational meetings

Tasks

Increase Parent participation at parent meetings
 Provide parents with information to support learning loss mitigation for students academically and emotionally during the 22-23 year.
 Provide opportunities for parents to interact with school staff in engaging activities, classes, workshops.

Measures

Sign-in sheets

Parent Letters

Agendas

School Calendar

Communication: flyers, marquee announcement, School Messenger, Parent Surveys, email, HMS website

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1652

Source(s)

Title I Part A: Parent Involvement

Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

HMS held virtual and a few in-person activities and events for families and community during the 2021-2022 school year. During Covid, our parent participation numbers had decreased just as our amount of events decreased in comparison to before COVID. For the 2021-2022 school year, the Family Event Attendance form listed all the events along with the number of families who participated. A few more years need to pass for things to get back to "normal" in order to measure participation. The support staff, administration, teachers, GEAR UP coordinators, and our district TOSA are working together to accomplish organized functions for students and parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to Covid and safety protocols, activities and events were limited. Going back to in-person learning affected the amount of activities held along with the number of parent participation. The

2021-2022 school year is a "rebuild" year as we started to increase the amount of events and parent participation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes that we can foresee for the 2022-2023 school year will deal with increasing the goal outcome; changing the metrics and activities may be a possibility. We are trying to develop different modes of communication with families, that were not commonly used before.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Donation

Title I

General Donation

	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,592
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$311,902.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$128,400.00
Title I Part A: Parent Involvement	\$4,152.00

Subtotal of additional federal funds included for this school: \$132,552.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$5,000.00
LCFF	\$174,350.00

Subtotal of state or local funds included for this school: \$179,350.00

Total of federal, state, and/or local funds for this school: \$311,902.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	148487	20,087.00
LCFF S/C	95115	95,115.00
Title I Part A: Parent Involvement	4054	-98.00
General Donation	10604.43	10,604.43
Hawthorne Education Foundation	315.53	315.53
Tier III Flexibility	5.71	5.71
Project Lead the Way	15000	15,000.00

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
LCFF	174,350.00
Title I	128,400.00
Title I Part A: Parent Involvement	4,152.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		5,000.00
	LCFF	174,350.00
	Title I	113,900.00

	Title I	14,500.00
	Title I Part A: Parent Involvement	4,152.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,200.00
Goal 2	74,350.00
Goal 3	66,800.00
Goal 4	107,800.00
Goal 5	7,752.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Martha Castellanos	Principal
Scott Miller	Classroom Teacher
Nicole Mullen	Classroom Teacher
Teresa Marquez	Classroom Teacher
Marcela Fernandez	Classroom Teacher
Jennifer Valdiviezo	Other School Staff
Miley Del Cid	Secondary Student
Victoria Mendoza	Secondary Student
Bigol Ayaz	Secondary Student
Diane Trevizo	Parent or Community Member
Gema Cruz	Parent or Community Member
Helen Mendiola	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/16/2022.

Attested:



Principal, Martha Castellanos on 12/16/22



SSC Chairperson, Miley Del Cid on 12/16/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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