

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne School District

CDS Code: 19-64592

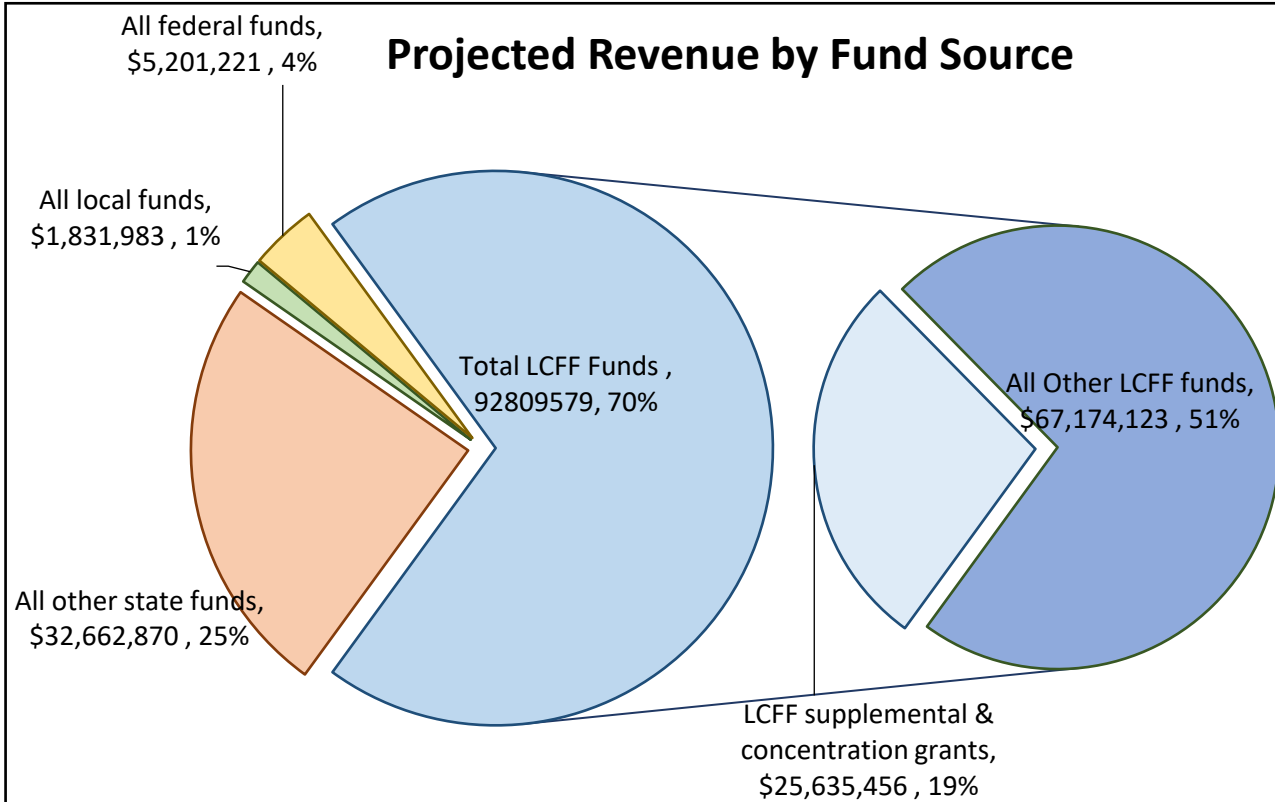
School Year: 2024-25

LEA contact information: Mara Pagniano, Associate Superintendent

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

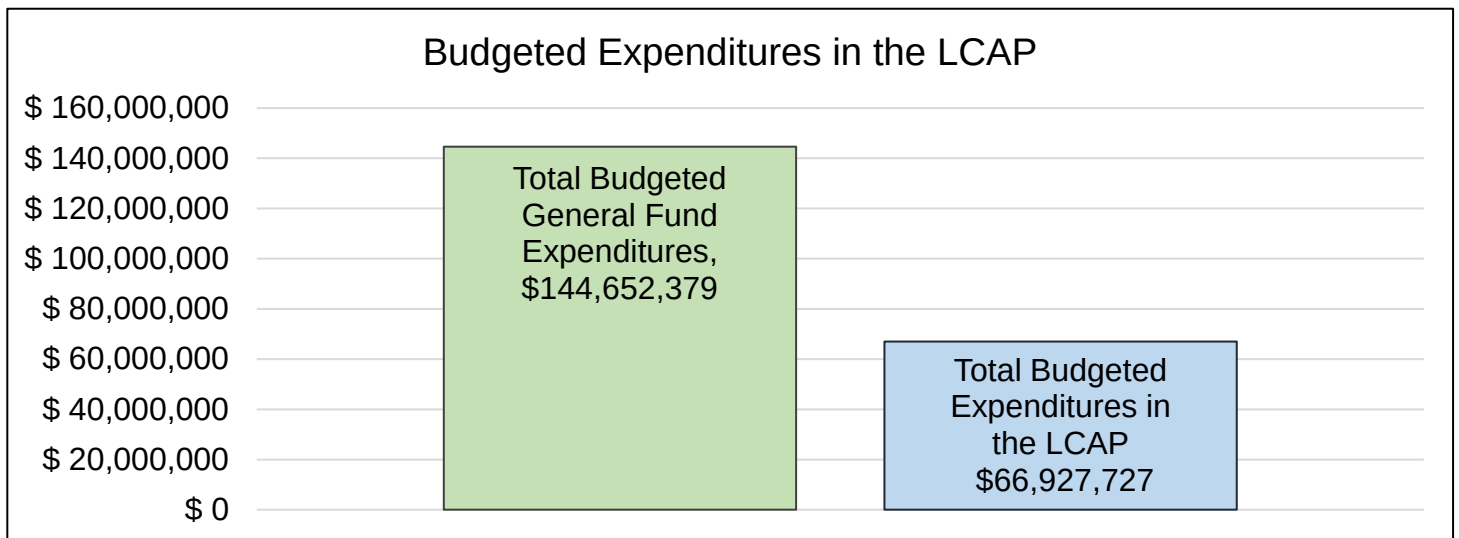


This chart shows the total general purpose revenue Hawthorne School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne School District is \$132,505,653.00, of which \$92,809,579.00 is Local Control Funding Formula (LCFF), \$32,662,870.00 is other state funds, \$1,831,983.00 is local funds, and \$5,201,221.00 is federal funds. Of the \$92,809,579.00 in LCFF Funds, \$25,635,456.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawthorne School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hawthorne School District plans to spend \$144,652,379.00 for the 2024-25 school year. Of that amount, \$66,927,727.00 is tied to actions/services in the LCAP and \$77,724,652.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

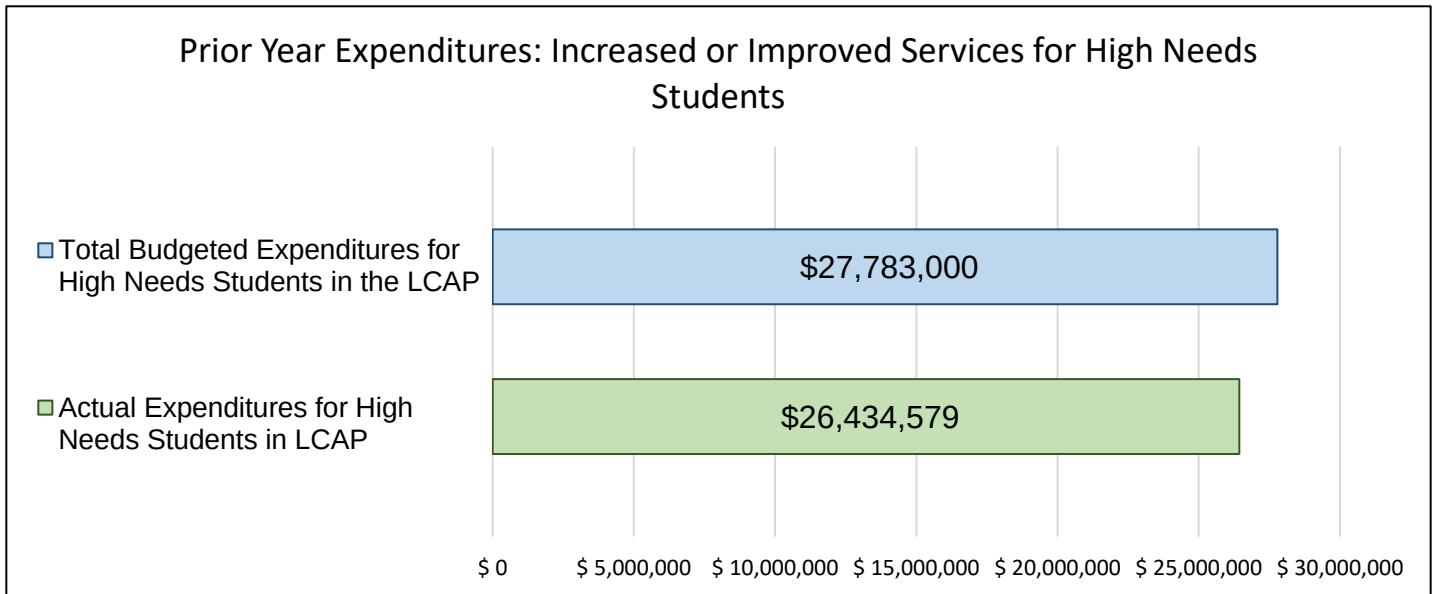
Expenditures related to the District's core educational program are not included in the LCAP. These expenditures encompass salaries and benefits for administration, custodial staff, maintenance, business services, human resources, special education teachers, psychologists, educational services, pupil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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hawthorne School District is projecting it will receive \$25,635,456.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne School District plans to spend \$25,997,760.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Hawthorne School District's LCAP budgeted \$27,783,000.00 for planned actions to increase or improve services for high needs students. Hawthorne School District actually spent \$26,434,579.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$1,348,421.00 had the following impact on Hawthorne School District's ability to increase or improve services for high needs students:

The total expenditures in our contributing actions exceeded our supplemental and concentration funding allocation. However, there was no impact on actions and services as we leveraged other abundant funding streams, such as ESSER III and various one-time funds. These additional resources allowed us to achieve our goals and meet the needs of high-need students, providing robust, high-quality supports.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hawthorne	Erika Ayala Assistant Superintendent, Educational Services	eayala@hawthorne.k12.ca.us 3106762276

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
ELA CAASPP Results	The percentage of all students scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 47.80%. The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 12.31% . In light of the pandemic	In light of the pandemic resulting in the suspension of the CAASPP administration in 2020, and the disruption of students' educational programming in 2021, our goal was to establish an additional baseline utilizing our local assessments that replaced the CAASPP administration in Spring 2021. The district utilized the STAR Reading assessment to fulfill the	As a result of the pandemic students' learning environment was disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results. However, it is evident as we continue to monitor the STAR reading and CAASPP results that there is growth in academic	The percentage of all students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments was 41.02%. This was a 0.06 increase from the 2022 ELA CAASPP results.	The percentage of all students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments will be 56.8% or higher. The percentage of English learners scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments will be 21.31% or higher. The District's goal is to have continuously increased by

	that has disrupted student's educational programs and resulted in unfinished learning for the 2020 and 2021 school years, our goal is to establish an additional baseline utilizing our local assessments (Star Reading) results from June 2021, develop benchmark goals to increase each year in the overall percentage of students meeting or exceeding state benchmark goals from Renaissance Enterprise in the area of English Language Arts. This baseline data will be shared with year-one outcomes.	state assessment requirement for 2021. Utilizing this data the District established goals to closely monitor academic progress within the school year by reviewing and analyzing the overall percentage of students meeting or exceeding standards in the area of reading and English Language Arts. This baseline data of the spring 2021 STAR reading administration is being shared as year one outcomes. The percentage of all students scoring at the Meeting or Exceeding level on the spring 2021 STAR reading assessments was 33%.	achievement. The district utilized the STAR reading assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely continue to monitor academic progress at the end of each trimester and analyze the overall percentage of students scoring at the Meeting or Exceeding level in the STAR reading results. The percentage of all students scoring at the Meeting or Exceeding level in the spring 2021 STAR reading administration was 33%. Furthermore, the spring 2022 CAASPP results indicated that the percentage of all students Meeting or Exceeding was 41%. This was an 8% increase. The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 ELA CAASPP assessments was 12.31%. The percentage of ELs scoring the Meeting or Exceeding level in the 2022 CAASPP was 15%. That is an increase of 2.69%.		5% in the overall percentage of students meeting or exceeding state benchmark goals from Renaissance Enterprise (our local assessment) in the area of Star Reading.
Math CAASPP Results	The percentage of all students scoring at the Meeting or Exceeding	In light of the pandemic resulting in the suspension of the	As a result of the pandemic students' learning environment was	The percentage of all students scoring at the Meeting or Exceeding level	The percentage of all students scoring at the Meeting or Exceeding level

level on the 2019 Mathematics CAASPP assessments was 32.28%. The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 Mathematics CAASPP assessments was 11.37%. In light of the pandemic that has disrupted student's educational program and resulted in unfinished learning the last two academic years, our goal is to establish an additional baseline utilizing our local assessments (Star Reading) results from June 2021, develop benchmark goals to increase each year in the overall percentage of students meeting or exceeding state benchmark goal from Renaissance Enterprise in the area of mathematics. This baseline data will be shared with year one outcomes.	CAASPP administration in 2020, and the disruption of students' educational programming in 2021, our goal was to establish an additional baseline utilizing our local assessments that replaced the CAASPP administration in Spring 2021. The district utilized the STAR mathematics assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely monitor academic progress within the school year by reviewing and analyzing the overall percentage of students meeting or exceeding standards in the area of mathematics. This baseline data from the spring 2021 STAR mathematics administration is being shared as year one outcomes. The percentage of all students scoring at the Meeting or Exceeding level on the spring 2021 STAR mathematics assessments was 23%.	disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results. However, it is evident as we continue to monitor the STAR mathematics and CAASPP results that there is growth in academic achievement. The district utilized the STAR mathematics assessment to fulfill the state assessment requirement for 2021. Utilizing this data the District established goals to closely continue to monitor academic progress at the end of each trimester and analyze the overall percentage of students scoring at the Meeting or Exceeding level in the STAR mathematics results. The percentage of all students scoring at the Meeting or Exceeding level in the spring 2021 STAR mathematics administration was 23%. Furthermore, the spring 2022 CAASPP results indicated that the percentage of all students Meeting or Exceeding was 29%. This was a 6% increase. The percentage of English learners scoring at the Meeting or Exceeding level on the 2019 Math	on the 2023 Math CAASPP assessments was 31.5%. This was a 2.28% increase from the 2022 Math CAASPP results.	on the 2023 Math CAASPP assessments in 2023-24 will be 41.28% or higher. The percentage of English learners scoring at the Meeting or Exceeding level on the 2023 Math CAASPP assessments will be 20.37% or higher. The District's goal is to have continuously increased by 5% in the overall percentage of students meeting or exceeding state benchmark goal from Renaissance Enterprise (our local assessment) in the area of Star mathematics.
---	--	---	--	--

			CAASPP assessments was 11%. The percentage of ELs scoring the Meeting or Exceeding level in the 2022 CAASPP was 12%. That is an increase of 1%.		
English Learner Performance Index (ELPI)	The District is currently not receiving ELPI results. Thus, the District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. Therefore, the District's ELPAC percentage of all English Learner students scoring at level 3 or Level 4 on the 2019 ELPAC assessments was 54%.	The District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. The District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2020 was 56%. This was an increase of 2% from the 2019 administration. In light of the pandemic, in 2021 the summative ELPAC assessments were administered remotely. However, many ELPAC assessments were not completed because of the difficulties and inconsistency with technology and the remote testing of secure browsers. Furthermore, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2021 after a school year of distance learning was 45%. This was an 11% decrease.	The District is monitoring English learner performance utilizing the English Language Proficiency Assessment for California (ELPAC) results. The District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2021 was 45%. Furthermore, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 in 2022 was 50%. This was an increase of 5% from the 2022 administration.	The District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 on the 2023 ELPAC was 50.27%.	The District's summative ELPAC results will demonstrate an increased percentage of 60% scoring at level 3 or Level 4 on the 2023 ELPAC assessments.
Equity Report	Per 2019 California School Dashboard report the Foster Youth student	The District's desired outcome is for no student group to score two or	The District's desired outcome is for no student group to score two or more	Per the CA Dashboard, no student group scored two or more performance levels	The District's desired outcome for 2023-24 is for no student group to score

group of 32 students scored two performance levels behind the performance level for all students in ELA and mathematics CAASPP assessments. No other student group scored two or more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments.	more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments. However, as a result of the pandemic 2020, CAASPP assessments were suspended and in 2021 LEAs were able to administer a local assessment in lieu of the CAASPP assessments. The District monitors ongoing academic progress by administering the local assessments called, STAR reading and STAR mathematics at the end of each trimester (fall, winter, and spring). Therefore, the most recent student subgroup data utilized to demonstrate progress is from the winter 2022 administration. This student group data has been monitored and compared to the District's overall academic achievement. The results are as follows: The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment during the winter 2022, mid-year administration, compared to overall results of the winter 2022 administration was an overall 2% decrease from	performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments. However, as a result of the pandemic students' learning environment was disrupted and many students have experienced learning loss, evidenced by the 2022 CAASPP results in comparison to our 2019 (pre-pandemic) CAASPP results. The District continuously monitors academic progress by administering the STAR reading and STAR mathematics assessments at the end of each trimester. Therefore, the most recent student subgroup data utilized to demonstrate progress is from the winter 2023 administration. This student group data has been monitored and compared to the District's overall academic achievement. The results are as follows: The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the winter 2022-23 STAR reading results compared to the winter 2023 overall results, there was a difference of 0% from 28% of African American students	behind the performance level for all students on either the ELA or mathematics CAASPP assessments.	two or more performance levels behind the performance level for all students on either the ELA or mathematics CAASPP assessments.
---	--	--	---	--

31% of African Americans achieving Met of Standard Exceeded to 33% of all students achieving Standard Met or Standard Exceeded.	achieving Met of Standard Exceeded to 28% of all students achieving Standard Met or Standard Exceeded.
The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 1% decrease from 22% of African Americans achieving Met of Standard Exceeded to 23% all students achieving Standard Met or Standard Exceeded to	The percentage of African American students achieving at the Standard Met or Standard Exceeded level on the winter 2023 STAR mathematics assessment, compared to overall results of the winter 2023 administration was an overall difference of 0% from 24% of African Americans achieving Met of Standard Exceeded to 24% all students achieving Standard Met or Standard Exceeded. The percentage of African American students achieving the Standard Met or Standard Exceeded level on the STAR reading and STAR mathematics assessments is identical to the overall percentage of students achieving Standard Met or Standard Exceeded.
The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 27% decrease from 6% of English Learner students achieving Met of Standard Exceeded to 33% of all students achieving Standard Met or Standard	Baseline 2022 CAASPP results demonstrate that the percentage of African American students achieving the Standard Met or Standard Exceeded level on the ELA CAASPP and Math CAASPP assessments in comparison to the overall had a difference of 7% from 34% of African American students

Exceeded to	achieving Met or Standard Exceeded to 41% of all students achieving Standard Met or Standard Exceeded in the 2022 ELA CAASPP results and 22% of African American students achieving Met or Standard Exceeded to 29% of all students achieving Standard Met or Standard Exceeded in the 2022 CAASPP mathematics results.
The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessments from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 15% decrease from 8% of English Learner students achieving Met of Standard Exceeded to 23% of all students achieving Standard Met or Standard Exceeded.	The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 28% from 4% of English Learner students achieving Met of Standard Exceeded to 28% of all students achieving Standard Met or Standard Exceeded to
The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment from winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 19% increase from 52% of Reclassified-Fluent English Proficient students achieving Met of Standard Exceeded to 33% of all students achieving Standard Met or Standard Exceeded.	The percentage of English Learner students achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessments from winter 2023, compared to overall results of the winter 2023 administration was an overall difference of 15% decrease from 9% of English Learner students achieving Met of Standard Exceeded to 24% of all
The percentage of Reclassified-Fluent English Proficient students	

achieving at the Standard Met or Standard Exceeded level on the STAR mathematics assessment winter 2022, mid-year STAR administration, compared to overall results of the winter 2022 administration was an overall 14% increase from 37% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 23% of all students achieving Standard Met or Standard Exceeded.	students achieving Standard Met or Standard Exceeded. The percentage of English Learner students achieving the Standard Met or Standard Exceeded level on the 2022 ELA CAASPP and the overall 2022 ELA CAASPP results have a difference of 26% from 15% of English Learner students achieving Met or Standard Exceeded to 41% of all students achieving Standard Met or Standard Exceeded and a 17% difference from 12% of English Learner students achieving Met or Standard Exceeded to 29% of all students achieving Standard Met or Standard Exceeded in the 2022 CAASPP mathematics results. The percentage of Reclassified-Fluent English Proficient students achieving at the Standard Met or Standard Exceeded level on the STAR reading assessment in winter 2023, compared to the overall results of the winter 2023 results was a difference of 17% above the overall results from 45% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 28% of all students achieving Standard Met or
--	---

Standard Exceeded.

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

The percentage of Reclassified-Fluent English Proficient students achieving the Standard Met or Standard Exceeded level on the 2022 ELA CAASPP and the overall CAASPP results have a difference of 25% above the overall from 66% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 41% of all students achieving Standard Met or Standard Exceeded in the 2022 ELA CAASPP results and a 28% difference above the overall results from 47% of Reclassified-Fluent English Proficient students achieving Met or Standard Exceeded to 29% of all

			students achieving Standard Met or Standard Exceeded in the 2022 CAASPP mathematics results.		
Reclassification Rate	The District's reclassification rate in 2020 was 5%.	The District's RFEP rate for 2022 is 8%	The District's RFEP rate for 2023 is 7%	The District's 2023-24 reclassification rate is at 7.65%.	The District's desired outcome for 2023-24 is for the District's reclassification rate for 2024 to be above 10%.
CAST (California Science Test)	In light of the pandemic, the 2021 California Science Test administration was waived therefore our baseline data was derived from our 2022 CAST administration. The percentage of all students scoring at the Meeting or Exceeding level on the 2022 CAST assessments was 23%			The percentage of students scoring on the CAST at the Meeting or Exceeding level in 2023 was 23.36%. That was a .36% increase.	Our desired goal is to increase the number of students achieving the level Met or Exceeded by 5 % by the 2023 administration of the CAST.

Goal Analysis

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

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

The services and actions related to goal #1, predominantly involved the maintenance of staff and the implementation of evidence-based practices that support students in meeting academic standards. The actions and services within Goal#1, work in tandem to create a comprehensive and multi-tiered system of support and enrichment for all staff and students and individual student groups. Furthermore, all actions were executed as planned—substantive differences (challenges) were identified as not having enough time. More time is requested for implementation actions in goal one are tied to building capacity and providing teacher training sessions focused on new learning behind the science of reading, MTSS framework, and the development of our own MTSS model, inclusive practices, UDL implementation, Co-Teaching and Capturing Kids Hearts and data-driven instruction provided by our intervention teachers.

A high number of student absences also heavily impacted student learning and student engagement. Students must be in class to receive their core instruction, targeted academic support, extended learning opportunities, interventions, behavior, and social and emotional support to assist them with their ongoing learning. Thus, we have managed to experience positive results in our local and state assessments aligned with student academic achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between planned contributing actions and estimated actual expenditures within Goal 1 include 1.3, 1.10, 1.11, and 1.12:

1.3 The difference is due to professional development opportunities funded through alternative funding streams. Significant one-time funds and competing initiatives were available, resulting in this allocation not being fully utilized.

1.10 Opportunities for technology initiatives to be funded through alternative funding streams. Significant one-time funds and competing initiatives were available, resulting in this allocation not being fully utilized.

1.11 Tutoring was provided through competing afterschool programs, which resulted in the allocation not being fully utilized.

1.12 The intervention model staff was funded out of other federal and state funding streams in current year as funds were available and expiring. Despite the variations in Goal 1, the District fully exhausted its Supplemental and Concentration funding allocation for increased or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions and services within Goal #1, work in tandem to create a comprehensive and multi-tiered system of support and enrichment for all students and individual student groups. This was evident throughout our cycles of learning and behavior walks, debrief sessions from our instructional leadership team meetings, MTSS Leadership meetings, special projects meetings, district office department meetings, dean of students, PBIS, and Capturing Kids Hearts meetings.

Furthermore, under this current climate the effectiveness of actions 1-15 and services aligned to Goal 1, are extremely difficult to measure because of our status in which we have several data collection software s to monitor. Therefore as a district we are working with PowerSchool to help us remove others data collection barriers by providing us all the MTSS data in one locations through the following suites:

Behavior support, attendance intervention ,support, MTSS analytics , Performance Matters suite to help monitor academic, attendance, and behavior outcomes for the whole child.

program to house all of our academic, behavioral, and mental health data. Through our leadership meeting, it has come to light that we are establishing a Multi-Tiered system of support, however our barrier is that we have too many databases, and tracking of student support may need to be refined so that we do not create a barrier for our students to access their resources or supports.

In light, of the challenges mentioned above and the inconsistency in the implementation of the actions and services associated with Goal #1, we have experienced success with positive results aligned with student academic achievement via our local assessments. Preliminary 2024 CAASPP results look promising and demonstrate academic success in various areas.

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

No changes at this time.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Overall Suspension Count	As of April 1, 2021, during an unprecedented school year of distance learning because of the COVID-19 pandemic, two students were suspended that was a percentage rate of .03%. Pre pandemic, during a more traditional school year 8/2019- 3/2020 there were 27 students suspended. That was a percentage rate of 0.34%.	After returning from a school year of distance learning, and in year two of the COVID-19 pandemic we have experienced an increase in the suspension rate. As of April 1, 2022, the District suspension rate of .03% has increased to 2.83%.	As of April 1, 2023, the District suspension rate of 2.83% has increased to 2.9%. This is a 0.07 % increase.	The District's suspension rate as of April 1, 2024 was 3.8%. This is also an increase from last year of 1.0%.	Pre pandemic, during a more traditional school year 8/2019- 3/2020 there were 27 students suspended. That was a percentage rate of 0.34%. The District's desired outcome is to obtain a suspension percentage rate of 0.34% or lower.
Suspension Disproportionality	As of April 1, 2021, of the two students who were suspended from school, neither of them were African American. Currently, there is no disproportionality between the African American student population and their	As of April 1, 2022, there were 94 African American students suspended out of 191 total suspensions. That was 49% of the total suspensions.	As of April 1, 2023, there were 90 African American students suspended out of 190 total suspensions. That was 47.37% of the total suspensions. This is a decrease of 1.63% from 49% in 2022.	As of April 1, 2024, of the 254 students who were suspended from school, 109 were African American. That was 42.91% of the total suspensions. That was a 7.13% decrease.	In 2021, during an unprecedented year of the COVID-19 pandemic there was no disproportionality between the African American student population and their representation in the total number of suspensions. However, pre pandemic, during a more traditional school year

	representation in the total number of suspensions. However, pre pandemic, during a more traditional school year 8/2019-3/2020 there were 8 African American students suspended out of 27. That was a 30% of the total suspensions. African American students make up 21% of the student population in the District, so the disproportionality in suspensions for this student group is 9%.				8/2019- 3/2020 there were 8 African American students suspended out of 27. That was a 30% of the total suspensions. African American students make up 21% of the student population in the District, so the disproportionality in suspensions for this student group is 9%. The District's desired outcome is to obtain a 0% in disproportionality in suspensions for this group.
School Climate Perceptions	Below are the 2021 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following, Item 1- I feel safe in my school virtual learning environment. (96% agreed) Item 2- I am treated fairly and with respect by my peers. (95% agreed) Item 3- I am treated fairly and with respect by staff members. (96% agreed) Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (91% agreed) Item 5- I receive meaningful feedback from my teacher/s on a regular basis. (80% agreed)	Below are the 2022 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following, Item 1- I feel safe in my school. (75% agreed) Item 2- I am treated fairly and with respect by my peers. (78% agreed) Item 3- I am treated fairly and with respect by staff members. (86% agreed) Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (83% agreed) Parent results demonstrate the following, Item 1- Their child feels safe in my school. (95% agreed) Item 2- Their child is	Below are the 2023 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following: With respect to engagement the 2022 student LCAP results indicated that students needed more social and emotional support therefore this year we added a survey item that asks, I feel I am provided with social and emotional learning opportunities. (76% agreed) Student benefit from additional resources and support in the area of mental health and social and emotional learning	Below are the 2024 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Student results demonstrated the following, I feel I am provided with social and emotional learning opportunities. (76% agreed) Students benefit from additional resources and support in the area of mental health and social and emotional learning providers such as Social Workers, etc. (93% agreed) Research shows that students learn best when they feel cared for and connected to their teachers and classmates. Therefore, we asked the following questions: Item 1- I feel safe in my school. (72% agreed) This	In 2024 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported will demonstrate the following: For students, Item 1- I feel safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 96% agreeing. Item 2- I am treated fairly and with respect by my peers. Results will demonstrate that the baseline percentage will maintain or increase from 95% agreeing. Item 3- I am treated fairly and with respect by staff members. Results will demonstrate that the baseline percentage will maintain or increase from 96% agreeing.

Parent results demonstrate the following, Item 1- Their child feels safe in my school virtual learning environment. (99% agreed) Item 2- Their child is treated with respect and dignity. (97% agreed) Teacher results demonstrate the following, Item 1- I feel safe in my school virtual learning environment. (98% agreed)	treated with respect and dignity. (96% agreed) Teacher results demonstrate the following, Item 1- I feel safe in my school. (98% agreed) Item 2- Students are treated with respect and dignity by the staff. (98%) (this item was a new survey question added this year, 2021-22. This would be our baseline data and moving forward our desired outcome is to maintain or increase this percentage).	providers such as Social Workers, etc. (93% agreed) Research shows that students learn best when they feel cared for and connected to their teachers and classmates. Therefore, we asked the following questions: Item 1- I feel safe in my school. (54% agreed) Item 2- I am treated fairly and with respect. (69% agreed) Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed) Parent results indicated whether their child felt safe or not and if their child was treated with respect and dignity through a ThoughExchange. Survey items asked - if they felt their child felt safe in their school. (95% agreed) -if they felt their child was treated with respect and dignity. (96% agreed) Teacher results demonstrate the following, Item 1- I feel safe in my school. To identify if the 98% that agreed last year was at both elementary and middle school we disaggregated on data this year. 82 % of staff at the	was an increase of 18% from last year. Item 2- I am treated fairly and with respect. (66% agreed) This was a decrease of 3% from last year. Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed) This stayed the same. Parent results indicated whether their child felt safe or not and if their child was treated with respect and dignity through a ThoughExchange. Survey items asked - if they felt their child felt safe in their school. (91% agreed) This decreased by 4% from last year. -if they felt their child was treated with respect and dignity. (93% agreed) This is a decrease of 3%. Teacher results demonstrate the following, Item 1- I feel safe in my school. 90% of staff at the elementary level agreed. This is an increase of 8%. 77% of staff at the middle school level agreed. This is an increase of 6%. Item 2- Students are treated with respect and dignity by the staff. Last year, it was 93% of staff agreed this year we implemented Capturing Kids Hearts and wanted to	Item 4- I feel that there are caring adults that I can talk to at school if there is a problem. Results will demonstrate that the baseline percentage will increase from 91% to 96% of the students agreeing. Item 5- I receive meaningful feedback from my teacher/s on a regular basis. Results will demonstrate that the baseline percentage will increase from 80% to 85% of the students agreeing. For Parents, Item 1- Their child feels safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 99% agreeing. Item 2- Their child is treated with respect and dignity. Results will demonstrate that the baseline percentage will maintain or increase from 97% agreeing. For teachers, Item 1- I feel safe in my school's virtual learning environment. Results will demonstrate that the baseline percentage will maintain or increase from 98% agreeing. Item 2- Students are treated with respect and dignity by the staff. (98%) (this item was a new survey question added in 2021-22. This would be our baseline data and moving forward our desired outcome is to
--	---	---	--	---

			elementary level agreed. 71% of staff at the middle school level agreed. Item 2- Students are treated with respect and dignity by the staff. (93% agreed)	disaggregate the between elementary and middle school Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (97% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (94% agreed) Both demonstrate an increase from last year.	maintain or increase this percentage).
Attendance Rate	As of March 2020, pre pandemic, the District's average daily attendance rate was 96%?	This year the District's average daily attendance was heavily affected by the pandemic and the increase of student COVID-19 positive, quarantine, and isolation cases. As of April 1, 2022, the District's average daily attendance rate was 89%. That is a 7% decrease from spring 2020 when the District's ADA was at 96%.	The first half of this school attendance rates were still being affected by the pandemic. As of April 1, 2023, the District's average daily attendance rate was 92%. That is a 3% increase from spring 2022.	As of April 1, 2024, the District's average daily attendance rate is 93%.	The District's desired outcome for the average daily attendance rate is 96% or higher.
Chronic Absenteeism	As of April 1, 2021, the District's rate of chronic absenteeism is 15%. Pre pandemic, during a more traditional school year 8/2019- 3/2020 the District's rate of chronic absenteeism was 11%.	As of April 1, 2022, the District's rate of chronic absenteeism is 33%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has increased from 15% to 33%. This is a 17% increase in chronic absenteeism. The district was heavily impacted by the COVID-19 pandemic	As of April 1, 2023, the District's rate of chronic absenteeism is 38.62%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has increased from 33% to 38.62%. This is a 5.62% increase in chronic absenteeism.	As of April 1, 2024, the District's rate of chronic absenteeism is 25%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has decreased from 38.62% to 25% . This is a 13.62% decrease in chronic absenteeism.	Pre pandemic, during a more traditional school year 8/2019- 3/2020 the District's rate of chronic absenteeism was 11%. The District's desired outcome is to obtain a chronic absenteeism rate of 8% or lower.

		and the surges during several months out of the school year.			
Middle School Dropout Rate	The 2018-19 Fall CALPDS submission for the District shows 3 middle school dropouts or students whose current enrollment status could not be verified.	The 2021 Fall CALPDS submission for the District shows 7 middle school dropouts or students whose current enrollment status could not be verified.	The 2022 Fall CALPDS submission for the District demonstrates 15 middle school dropouts or students whose current enrollment status could not be verified.	The 20223 Fall CALPDS submission for the District demonstrates 12 middle school dropouts or students whose current enrollment status could not be verified. This is a decrease of 3 students.	The number of recorded middle school dropouts associated with the District will remain below 5 students. (Students who transfer to other districts but who are not enrolled properly by those districts in the state student database show up as dropouts on the District's state report, making it difficult to ever achieve the desired level of 0 middle school dropouts.)
Expulsion Rate	As of April 1, 2021 there are no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2022, there are no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2023, there were no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2024, there were no expulsions. The expulsion rate for the District is 0%.	There will be no expulsions. The expulsion rate for the District will remain at 0%.

Goal Analysis

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

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

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

Chronic absenteeism and suspension rates were on the rise. Some families operating on tight margins have struggled to rebuild the habits necessary to help their children attend school every day. These challenges caused difficulty for students to be connected and actively engaged in their education. Districtwide initiative to be a "Capturing Kids Hearts" district has been successfully initiated. We are in phase one of implementation. A challenge that has risen is how to continue to sustain and maintain momentum.

Provide ongoing refresher training sessions and unique strategies to continue to support building relationships between students and students with staff.

Students' academic, social and emotional, and behavioral needs have also been accelerated therefore there has been an increase of students that need additional support. With the increase of counselors, social workers, BCBAs, and therapists more students have been able to receive appropriate targeted social and emotional, and behavioral interventions to assist them with obtaining positive learning outcomes. This is a success in itself.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between planned contributing actions and estimated actual expenditures within Goal 2 include 2.2, 2.3, 2.5, 2.10, 2.11, 2.12, and 2.13: 2.2 Staffing continues to be a challenge for classified staff supporting in this area. Multiple vacancies throughout the year contributed to the difference in budget to estimated actuals.

2.3 The difference is due to professional development opportunities funded through alternative funding streams. Significant one-time funds and competing initiatives were available, resulting in this allocation not being fully utilized.

2.5 The need for support from professionals in the area of behavioral support continues to grow district-wide. Additional staff was secured in order to meet this need.

2.10 The variation is due to increases in staffing salaries and benefits.

2.11 The variation is due to increases in negotiated pay range changes, salaries and benefits.

2.12 The variation is due to increases in staffing salaries and benefits.

2.13 The need for support from professionals in the area of mental health continues to grow district-wide. Additional staff was secured in order to meet this need.

Despite the variations in Goal 2, the District fully exhausted its Supplemental and Concentration funding allocation for increased or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions and services associated with Goal #2 were focused on increasing positive disciplinary outcomes and providing a more engaging and supportive school environment. To that end, the District increased the support and teacher training on student engagement, PBIS, and Capturing Kids Hearts. Social workers, therapists, and BCBAs were hired to provide effective and proactive behavior, and mental health support for students, staff, and families. The successes of implementation of their services and actions have been effective thus far. The staff and their families continue to work together to ensure students are provided with a safe and nurturing learning environment. In addition to working with our educational partners, we have partnered with the California Center for School Climate to support us in implementing collaborative practices in which we disaggregate our student survey data and discipline data to identify areas of need and strengths. Through this process, we have identified a positive uptick in students receiving the appropriate support.

We are still experiencing high percentages of attendance disruptions and an increase in suspensions in the middle schools. However, we have implemented the new PowerSchool suites we hope to have a better system to monitor the implementation of services, frequency, and duration of services, and the effectiveness of the services students are receiving.

In light of the challenges mentioned above we have also depicted (from student surveys and focus group conversations) that for another year feedback

pertaining to students not feeling connected or desiring to attend school, is in alignment with what the United States survey data demonstrates in a newly released article in Education Week. The link is mentioned below.
(<https://www.edweek.org/leadership/most-students-dont-have-strong-connections-to-their-teachers-survey-finds/2023/05>).

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

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

With regard to the increase of suspension, the District continues to increase services in action 3, the District continues to increase the frequency of offerings of professional development, training sessions, and support to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Family Engagement Count	As of March 13, 2020, internal records demonstrate at least 36,000 documented instances of family participation in school events.	As of March 2022, internal records demonstrate at least 14,304 documented instances of family participation. This was a decrease of 21,696 instances of family participation from pre covid numbers of parent	As of March 2023, internal records demonstrate at least 28,546 documented instances of family participation. This was an increase of 27,026 instances of family participation from the previous year however, it is still a 7,454 decrease	As of April 2024, internal records demonstrate at least 43,471 documented instances of family participation. This was an increase of 18,324 instances of family participation from the previous year. These results are an average of 7,471 from our 3-year goal of 36,000.	The District's desired outcome in 2024 if for internal records to show at least 40,000 documented instances of family participation in school events.

		participation on school site campuses. The pandemic has made it difficult to implement many of our past practices for parent participation. Therefore, many of our family events had to be provided virtually. The count of 14,304 instances of family participation for this year is an increase of 4,944 from last school year of 9,360 during distance learning.	from pre covid numbers of parent participation on school site campuses.		
Awareness of Opportunities to Make Decisions	90% or more of parents and guardians who responded to the associated item on the 2021 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	91% or more of parents and guardians who responded to the associated item on the 2022 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels. This is an increase of 1% from last year.	91% or more of parents and guardians who responded to the associated item on the 2023 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels. This percentage is stagnant.	88% or more of parents and guardians who responded to the associated item on the 2024 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels. This percentage decreased by 3 %.	The District's desired outcome is for the results from the internal LCAP surveys to maintain or increase from 90% of parents and guardians who responded indicate that they feel they are presented with opportunities to take part in decisions made at the school and district levels.

Goal Analysis

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

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

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

The actions and services associated with Goal #3 were focused on making families more visible and valued in their children's education. This year we were able to overcome those barriers evidenced by our high numbers of parent participation and parent workshop offerings. We were even able to fulfill some parents' requests regarding bringing ESL classes to our campuses

With Goal #3, we have experienced increased numbers of parent participation in school events (evidenced by our metric measuring tool of Family Engagement Count).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between planned contributing actions and estimated actual expenditures within Goal 3 include 3.7 and 3.9:

3.7 An increased need at school sites throughout the District for translation and interpreters accounts for the increase in the action.

3.9 The new Community Schools initiative supported a great deal of training for middle school families resulting in the allocation not being fully utilized. Despite the variations in Goal 3, the District fully exhausted its Supplemental and Concentration funding allocation for increased or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions and services associated with Goal #3 were focused on making families more visible and valued in their children's education. During the pandemic, this was truly a challenge. This year the parents were well involved in such parent engagement activities and programs as Parent Empowerment Network (PEN), Hawthorne Parent Academy workshops, school site Multi-Cultural Fairs, festivals, carnivals, movie nights, Literacy nights, math nights, ESL classes, adult education classes, Mental Health workshops, and a parent institute by CAFE.

The District's internal records and the attendance for the family events at our school sites have increased from 2023 to 2024. We were also able to increase by 500 participants at our community family event the STEAM Expo where there were more than 2,000 students, parents, and community members that attended.

This year we have experienced positive results in increasing parent involvement as well and the District has been more active in providing representation in community events. Through our Community School Partnership Program initiative, our resources and services to our students and community have been thriving.

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

Not at this time

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

Goal

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

Measuring and Reporting Results

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

	instructional materials to ensure implementation of state standards. 2020-2021 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.	ensure implementation of state standards. 2021-2022 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.	ensure implementation of state standards. 2022-23 Internal instructional materials inventories document sufficient access to adopted instructional materials at all schools.	state standards.	instructional materials. Internal instructional materials inventories will document sufficient access to adopted instructional materials at all schools.
Districtwide implementation of standards based programs, utilization of pacing guides and instructional schedules, classroom observations, demonstration lessons and learning walks to collect internal evidence of implementation of standards.	2020-21 District pacing guides and instructional plans include evidence of: *implementation with fidelity of standards' based curriculum, *implementation of strategies that support implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication ELA standards *and implementation of activities designed to promote the the articulation of that practices and mathematical reasoning.	2021 -2022 District pacing guides and instructional plans include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of that practices and mathematical reasoning.	2022-23 District pacing guides and instructional plans include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of that practices and mathematical reasoning.	2023-24 District pacing guides and instructional plans include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of that practices and mathematical reasoning.	The District's desired outcome for 2023-24 is for all pacing guides and instructional plans to include evidence of close reading activities, performance tasks, collaborative strategies, and activities designed to promote the articulation of mathematical reasoning.
Classroom Observations	Classroom observations and internal data collection during the 2019-20 school year yielded evidence of appropriate levels of student collaboration, critical thinking and conceptual understanding as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection during the 2021-22 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection during the 2022-23 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection during the 2022-23 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	The District's desired outcome for 2023-24 is for all classroom observations and internal data collection to continue to yield evidence of appropriate levels of student collaboration, critical thinking and conceptual understanding as well as instructional practices designed to support these

					outcomes.
Appropriately Assigned and Fully Credentialed Teachers	2020-21 Internal records indicate that all teachers are appropriately assigned and fully credentialed.	2020-2021 Internal records indicate that all teachers are appropriately assigned and fully credentialed. Pending 2020-2021 teacher misassignment data from CDE 2020-2021 has not been currently released. The Year 1 outcome data may not match the CDE 2020-21 teacher misassignment data which will apply the federal definitions.	The 2021-22 CalSAAS report indicates that 15 teachers are not appropriately assigned. This is a result of our Learning Loss Intervention teachers being coded incorrectly.	The 2022-23 CalSAAS report indicates that 15 teachers are not appropriately assigned. This is a result of our Learning Loss Intervention teachers being coded incorrectly.	The District's desired outcome for 2023-24 is for all teachers to be appropriately assigned and fully credentialed.
Course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups and students with special needs.	In 2020-2021, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to broad course of studies as defined by California Education Code 51210 and 51220.	In 2021-2022, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2022-23, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2023-24, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	The District's desired outcome for 2023-24 is to maintain, quantitatively, 100% of Hawthorne School District's (HSD) students have full access to broad course of studies as defined by California Education Code 51210 and 51220.

Goal Analysis

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

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

All actions were carried out successfully. Differences relate primarily to offerings of our afterschool programs or clubs. We have brought in more offerings based on student interest and survey results. As a result of the student input and requests, we have brought in intention math tutoring, a coding club, a golf club, and mariachi, and looking at bringing an eSports program for next year.

Regular classroom observations were conducted in a variety of forms (formal and informal observations) with school coaches and administration staff to identify an area of strength and need with regard to instructional practice and implementation of our technology enhancements to support instruction. It was through classroom observations that successful implementation was observed and it was evident that the instructional experience provided for students is rigorous, robust, meaningful, and relevant to today's demands beyond high school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between planned contributing actions and estimated actual expenditures within Goal 4 include 4.4, 4.7, 4.8, 4.9, and 4.12:

4.4 The variation is due to increases in staffing salaries and benefits.

4.7 There were multiple opportunities for applications to be funded through alternative funding streams. Significant one-time funds and competing initiatives were available, resulting in this allocation not being fully utilized.

4.8 Opportunities for material purchases through expiring funding streams.

4.9 A great deal of professional development was provided with the use of expiring one-time funds resulting in savings in this action.

4.12 The variation is due to increases in staffing salaries and benefits.

Despite the variations in Goal 4, the District fully exhausted its Supplemental and Concentration funding allocation for increased or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness and success of these actions are evident in the staff, parent, and student feedback.

Significant efforts have been made to ensure that the instructional experience provided for students is rigorous, robust, meaningful, and relevant to today's demands beyond high school. In addition to implementing current, standard-aligned programs, large teams of classroom teachers, instructional coaches, and administrators met monthly to explore evident struggles and how to accelerate learning. These ELA and Mathematics Instructional Leadership Teams (ILTs) also facilitated these professional learning sessions with colleagues at each school site. A similar structure was maintained in the areas of science, History, Social- Science, physical education, and transitional kindergarten in order to build internal capacity to expand and improve programming in each of these areas. All of these teams were coordinated by the Curriculum, Instruction, and Assessment Coordinator, the District literacy and mathematics coach.

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

This year the District hosted a STEAM EXPO event in which student inventions and STEAM projects were highlighted in Inventor's Alley at the STEAM EXPO. Also, as an Arts for All District, arts integration activities were implemented in accordance with the District's Strategic Plan for Arts Education. The success of these initiatives was evidenced by the community participation numbers which were over 2,000.

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
not at this time

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hawthorne	Erika Ayala Assistant Superintendent, Educational Services	eayala@hawthorne.k12.ca.us 3106762276

Plan Summary 2024-2025

General Information

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

The Hawthorne School District (HSD) serves approximately 6,500 students in kindergarten through 8th grade, with an additional 550 students enrolled in its dependent charter high school, Hawthorne Math and Science Academy (HMSA). The District also provides preschool instruction at a designated location. The student population in the HSD is 72% Hispanic/Latino, 21% Black/African American, 2% Asian, 1% Filipino, and 2% White, with 1% of students reporting mixed or no ethnic affiliation. Approximately 67.4% of students are socio-economically disadvantaged, 28.5% are English learners with another 8% having been reclassified to fluent English proficient (RFEP), and .5% are foster youth.

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

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

Reflections: Annual Performance

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

In reflecting upon our annual performance based on reviewing the California School Dashboard and local data we have identified numerous successes to be celebrated and challenges to overcome. Per the 2023 CA Dashboard an increase in the percentage of all students achieving at the Standard Met or Standard Exceeded level on the 2023 CAASPP assessments was

identified in the following areas:

ELA

- .06% growth in the overall percentage of students achieving at the Standard Met or Standard Exceeded level on the 2023 ELA CAASPP assessments. This was an increase from 40.96% to 41.02%.

- 2.5% increase in third grade from 35.9% to 38.4%
- 1.1% increase in fourth grade from 36.7%to 37.7%
- 0.62% increase in sixth grade from 34.09% to 34.71%
- 1.89% increase in eighth grade from 41.55% to 43.44%

Mathematics

- 2.28% growth in the overall percentage of students achieving at the Standard Met or Standard Exceeded level on the 2023 Mathematics CAASPP assessments. This was an increase from 29.2% to 31.5%

- 4.91% increase in third grade from 39.3% to 44.2%
- 9.46% increase in fourth grade from 26.9%to 36.4%
- 2.89% increase in fifth grade from 26.3% to 29.2%
- 1.80% increase in sixth grade from 26.7% to 28.5%

Reflection Challenges:

-Currently, per the 2023 CA Dashboard the District does not have any schools that received the lowest performance level in ELA or Mathematics.

-Per the 2023 Dashboard, the District received the lowest performance level in ELA for their student group of students with disabilities. However, within this student group, the District has decreased the current ELA status average distance from the standard by 2.0 from 2022 to 2023.

The schools within the LEA that obtain a student group of students with disabilities are the following:

Bud Carson Middle School BCMS), Hawthorne Middle School (HMS), Prairie Middle School (PVMS), Ramona, York, and Zela Davis.

Thus, the school sites in which the student group of students with disabilities performed at the lowest performance level were BCMS and PVMS.

Therefore, the literacy, mathematics coaches, and admin at these schools' sites will complete biweekly observations of data-driven small group intervention lessons being implemented to provide students explicit support on what they need to obtain access to their grade level standards-based lessons. Content coaches and classroom teachers work together to develop core lessons that provide Universal Designed Learning opportunities for our students with disabilities.

Increase the frequency of data meetings in which the general Education teacher and resource teacher will dig deeper into the supports for students with IEPs whether they are for ELA, Math, or Speech.

One RSP teacher has been assigned to each grade level at each of the middle schools to provide more intentional and specific grade-level support to our students with disabilities.

Speech and Language Pathologist will provide professional development for the school sites

RSP teachers providing PD at the school sites for classroom teachers, for example: reviewing IEPs, goals, and appropriate supports, how to support discrepancies in reading and math,

Work on demonstrating a symbiotic relationship between special and general ed teacher on how to support the whole child

The current schools that received the lowest performance levels in ELA/ Mathematics in any student group are the following:

Bud Carson Middle School English Learners, and students with disability student groups received the lowest performance level in ELA CAASPP results. Bud Carson Middle School student group of students with disabilities also received the lowest performance level in the 2023 mathematics CAASPP results.

Prairie Vista Middle School English Learners and students with disabilities student groups received the lowest performance level in the ELA CAASPP results.

Prairie Vista Middle School African American, English Learners, Students with disabilities, Hispanic, and socioeconomically disadvantaged student groups received the lowest performance level in the 2023 mathematics CAASPP results.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups:

Literacy, mathematics coaches, and administrators at these schools' sites will complete biweekly observations of data-driven small group intervention lessons being implemented to provide students explicit support on what they need to obtain access to their grade level standards-based lessons. Content coaches and classroom teachers work together to develop core lessons that provide Universal Designed Learning opportunities for our students with disabilities, English Learners, Hispanic, and socioeconomically disadvantaged students. These school sites will provide students with bi-weekly academic progress updates, assist students create their individual goals, and provide incentives as they progress in their academic journey.

Math tutors specifically targeting supports using the trimester results from the iReady assessment to support students in the following student groups: African American, English Learners, students with disabilities, Hispanic, and socioeconomically disadvantaged students.

Kornblum School English Learners student group received the lowest performance level in the 2023 ELA CAASPP results.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups:

EL special projects TOSA, and admin will complete biweekly instructional rounds of intervention data-driven ELD designated and or integrated lessons.

EL special projects TOSA will provide daily intervention group ELD-designated lessons

EL special projects TOSA will work with District EL District TOSA to provide ongoing classroom supports

Eucalyptus, Ramona, and Zela Davis Schools English Learner student group received the lowest performance level in their 2023 summative ELPAC.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups:

EL special projects TOSA will provide daily small group ELD-designated lessons and will work to increase teacher professional development sessions, demonstration lessons, and observations on how to better support English Learners. The district will provide a substitute to administer the ELPAC assessments so that our teachers and EL special projects can provide an increased number of interventions. All EL special projects teachers will be trained in the utilization of digiCoach to provide coaching support to the classroom teachers.

District-wide the implementation of the EL road map, revision of the EL master plan, continued training and implementation of inclusive practices, and multi-tiered system of support will increase support and resources for our students.

The District will also maintain and increase, where needed, the following services:

- the continued support and building of internal instructional leadership capacity through the maintenance of Instructional Leadership Teams (ILTs) in ELA and mathematics, and continue the learning of universal design for learning
- the provision of the common core state standards-aligned instructional materials and resources to all students
- continued focus and professional development in the areas of increasing student collaboration academic discourse to solve problems, using mathematical reasoning to justify and explain their thinking as confirmed by numerous classroom observations and data collection tools
- literacy and math coaches
- English learner special projects teachers
- extended year program offerings (summer and spring/winter breaks)

- continue and increase extended learning and enrichment opportunities
- data-driven unit planning, collaborations, and instructional rounds
- STEM Teacher on Special Assignment
- standards-aligned instructional materials
- expanded learning and enrichment opportunities
- professional development sessions
- Footsteps2Brilliance early literacy program
- AVID college and career program at all middle schools
- ST Math elementary math program
- increase technology and Ed Tech tools
- one to one with devices
- implementation of Learning Loss Mitigation Team – consists of principal and learning loss intervention teachers
- Maintain SmartTutors
- expansion of Project Lead the Way (PLTW) STEM program
- the continued implementation of the District's early literacy initiative, the Literacy Launch, which is inclusive of the entire Hawthorne community,

Challenges:

- The District currently does not have any schools within the LEA that receive the lowest performance level in chronic absenteeism on the 2023 CA Dashboard
- Overall the District did not receive the lowest performance level for any student groups in regards to chronic absenteeism in the 2023 CA Dashboard.
- Currently, the schools that had a student group received the lowest performance levels pertaining to chronic absenteeism are the following sites:

Bud Carson Middle School, Washington School, and York School have high numbers of students with disabilities chronically absent.

Chronic absenteeism among students with disabilities can be particularly challenging due to a range of factors, including health issues, transportation difficulties, and the need for specialized services. Implementing tailored strategies to address these challenges is essential for schools in Additional Targeted Support and Improvement (ATSI) status. Early Identification and Personalized Monitoring of attendance data specifically for students with disabilities allows us to identify patterns of absenteeism and intervene.

These schools will review and update Individualized Education Programs (IEPs) to ensure they address attendance issues and include specific goals and interventions. The school teacher, counselor, and case carrier will establish frequent, open communication channels with parents and caregivers to discuss the importance of attendance and collaboratively address barriers. The district Social worker will provide referrals to community organizations and healthcare providers to offer resources and support for families, such as medical care, counseling, and transportation assistance.

Eucalyptus School student group of English Learners received the lowest performance level in chronic absenteeism.

Kornblum School's Hispanic students received the lowest performance level in chronic absenteeism.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups:

*-For these specific schools absenteeism reports will be reviewed daily by the counselor, and students identified at risk will be conferenced with and checked in daily, focus groups of students will be checked in with by the counselor for small group or individual counseling, parent workshops will be designed around the interest of the identified students/ families interest, and provide student incentives at the school level, grade level, and classroom level.

Based on the review of a local evaluation rubric in the form of LCAP surveys collected from parents, students, and staff, an identified need can be found in the area of student engagement/motivation in our middle schools. The District will continue to work with the three middle schools to implement more student engagement activities, as well as explore other options for enhancing student engagement opportunities. With regard to reconnecting with students, the District will increase access to school site social workers, counselors, and SEL support by increasing staff and professional development to increase student and teacher connectedness. The District will also increase its implementation and support as a Capturing Kids Hearts district

Challenges:

-Currently, Bud Carson and Prairie Vista Middle Schools received the lowest performance levels for their overall suspension rates on the 2023 CA dashboard.

-Per the 2023 CA Dashboard the following student groups at the district level received the lowest performance levels in suspension:

Students with disabilities and African American student groups

*As a district what actions are we implementing?

"Capturing Kids' Hearts" is a program designed to improve school culture and climate by fostering positive relationships, building trust, and creating a supportive environment. Implementing this program can significantly benefit African American students and students with disabilities by addressing their unique needs and promoting their academic and social-emotional success.

The program emphasizes building strong, positive relationships between teachers and students, which is crucial for African American students and students with disabilities who may feel marginalized or misunderstood. Establishing trust and respect can help these students feel more comfortable and supported in the school environment. For African American students and students with disabilities, feeling connected to their teachers can increase engagement and motivation to learn. African American students and students with disabilities often face unique stressors, and SEL skills can equip them to handle these effectively. Teaching students techniques for emotional regulation and self-management can help them cope with stress and challenges.

*-The schools with the student groups that received the lowest performance levels in the 2023 CA Dashboard state indicator pertaining to suspension are the following:

Bud Carson Middle School's Hispanic, and socioeconomically disadvantaged student groups received the lowest performance level in the suspension state indicator.

Student Listening Circles, as advocated by WestEd, offer numerous benefits for both students and the school community. These circles are structured, inclusive forums where students can voice their thoughts, experiences, and concerns in a supportive environment. Bud Carson Middle School will include multiple representatives from the school's Hispanic and Socioeconomically Disadvantaged student groups.

Student Listening Circles enhance student engagement and empowerment. Listening circles allow students to express their ideas and feelings, fostering a sense of ownership and involvement in their school community. Facilitates a culture where student input is valued and considered in school policies and practices. Fosters empathy by allowing students to hear diverse viewpoints and experiences from their peers.

Hawthorne Middle School's African American student group received the lowest performance level in the suspension rates.

WestEd student listening circles offer a structured and supportive forum for African American students to voice their thoughts, experiences, and concerns. Implementing these circles specifically for African American student groups can provide numerous benefits, addressing unique challenges and fostering a more inclusive and supportive school environment.

Student listening circles with African American students create a safe and respectful environment where African American students can freely express their experiences and feelings without fear of judgment or retaliation. It recognizes and addresses the unique challenges and experiences of African American students, such as racial discrimination, microaggressions, and cultural misunderstandings. Generates valuable feedback from African American students that can inform school policies, practices, and programs.

Prairie Vista Middle School's African American, socioeconomically disadvantaged, and students with disabilities student groups received the lowest performance level in their suspension rates.

Implementing WestEd student listening circles with African American, Socioeconomically disadvantaged, and students with disabilities student groups offers numerous benefits, from providing a safe space for expression to informing school policies and enhancing academic success. These circles foster a more inclusive and supportive school

environment, addressing the unique challenges faced by the student groups and promoting a culture of equity and respect.

Listening Circles allows staff to address academic barriers and challenges specific to African American, Socioeconomically Disadvantaged, and students with disabilities student groups, such as biases in curriculum and teaching practices. It allows the school to develop targeted interventions and support programs based on the specific needs and concerns of African American, Socioeconomically Disadvantaged, and students with Disabilities student groups

Kornblum School's African American and Students with Disabilities student groups received the lowest performance level in their suspension rates.

Implementing WestEd student listening circles with African American and students with disabilities student groups offers numerous benefits, from providing a safe space for expression to informing school policies and enhancing academic success. These circles foster a more inclusive and supportive school environment, addressing the unique challenges faced by the student groups and promoting a culture of equity and respect.

Student listening circles help educators build trust and rapport with their students, creating a more positive and supportive classroom environment. It encourages reflective practice and professional growth, helping educators develop more inclusive and responsive teaching strategies.

*Targeted actions implemented to decrease suspension rates in the identified specific schools and specific student groups:

Monitoring suspension data is vital for the student groups that were identified. Therefore, the District behavior coach will review data biweekly and meet with the school site deans to facilitate observations of the implementation of PBS, Capturing Kids Hearts.

The District is committed to fully supporting all students in their learning, which includes providing behavioral interventions similar to how academic interventions are provided. There is a strong implementation of Positive Behavioral Interventions and Supports (PBIS) and Olweus Bullying Prevention Program (OBPP) throughout all schools in the District. Every elementary and middle school maintains a dean of students with the purpose of reducing bullying behaviors and improving peer relations. These individuals' responsibilities are to ensure that positive student behaviors are encouraged and that inappropriate student behavior is addressed in an appropriate manner in which minimal loss of instructional time is affected. Deans of students will continue to receive and deliver professional development designed to equip all staff members with the knowledge and skills necessary to support students who are experiencing behavioral challenges.

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

We also plan to maintain and increase the following services:

- District-wide implementation of a social-emotional learning curriculum (Second Step) -implementation of a common anti-bullying program
- increase access to School Counselors and SEL support implementation of a reading intervention program in the middle schools
- social workers
- social worker interns
- deans of students
- continue to maintain and increase the number of counselors
- security officers
- continue to maintain and expand community school resources and staff
- increase social and emotional professional development sessions for school site staff
- increase access to School Counselors and SEL support implementation of a reading intervention program in the middle schools.

Reflections: Technical Assistance

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

The district is receiving differentiated assistance for because the student group of students with disabilities received the lowest performance level in suspension state indicator, ELA, and Mathematics performance in the 2023 CA Dashboard.

In addition to targeting supports and resources mentioned above to the school that contributes to this designation, the District will also work with:

- the Speech and Language Pathologist to provide professional development for the school sites

- RSP teachers providing PD at the school sites for classroom teachers, for example: reviewing IEPs, goals, and appropriate supports, how to support discrepancies in reading and math.

- continue to work in the implementation of Capturing Kids Hearts, provide a safe and nurturing environment for students to thrive, provide inclusive practices school-wide, and work on demonstrating a symbiotic relationship between special and general ed teachers on how to support the whole child.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee	District Advisory Committee (DAC) meets once a month and is composed of eleven school site members including the Director of Special Projects. Meeting topics are centered around categorical requirements, student achievement, community partnerships, curriculum and instruction, staff, school and community events, and initiatives for school improvement.
School Site Councils	Family Outreach Teacher on Special Assignment attend all School Site Council (SSC) meets once a month and shares and obtains parent input and feedback from all the school sites.
Hawthorne Education Teachers Association	Several meetings and consultations with our Educational Partners were facilitated before finalizing the LCAP. Through consultations with our educational partners (in such settings: as parent meetings, administration meetings (7 elementary and 3 middle schools, support staff, and leadership meetings) the sharing of LCAP survey responses, and feedback gathered during budgetary discussions, the new LCAP was developed. Timeline of the process and meetings with educational partners initiated in January with noting recommendations, feedback, and input regarding the 2022 LCAP surveys for educational partners. The District created comprehensive surveys differentiated for parents/guardians, staff (including but not limited to classified staff at school sites and district, teachers, and support staff), and students and made them available in print format and digitally through a link. The parent/guardian surveys were created in both English and Spanish. Educational partners' input was collected via surveys from March 1- March 22. LCAP responses were shared with the cabinet starting in April. School site responses were also shared with the administrators. Presentations of the LCAP overview and survey results were developed and presented to certificated and classified bargaining units, principals, and at school site meetings. The presentation highlighted the LCAP goals, actions, current services, budgetary realities, and fiscal implications, and solicited input (due by June 1st).
Hawthorne Federation of Classified Employees	Several meetings and consultations with our Educational Partners were facilitated before finalizing the LCAP. Through consultations with our educational partners (in such settings: as parent meetings, administration meetings (7 elementary and 3 middle schools, support staff, and leadership meetings) the sharing of LCAP survey responses, and feedback gathered during budgetary discussions, the new LCAP was developed. Timeline of the process and meetings with educational partners initiated in January with noting recommendations, feedback, and input regarding the 2022 LCAP surveys for educational partners. The District created comprehensive surveys differentiated for parents/guardians, staff (including but not limited to classified staff at school sites and district, teachers, and support staff), and students and made them available in print format and digitally through a link. The parent/guardian surveys were created in both English and Spanish. Educational partners' input was collected via surveys from March 1- March 22. LCAP responses were shared with the cabinet starting in April. School site responses were also shared with the administrators. Presentations of the LCAP overview and survey results were developed and presented to certificated and classified bargaining units, principals, and at school site meetings. The presentation highlighted the LCAP goals, actions, current services, budgetary realities, and fiscal implications, and solicited input (due by June 1st).
Administrative Team	Met with the administrative team regularly to review and collaborate regarding the LCAP metrics and the actions to improve academic social and emotional outcomes for students and their families.
Community School Advisory Councils	Met with the Community Schools Partnership Program administrative team regularly to review and collaborate regarding the LCAP metrics and the actions to improve academic social and emotional outcomes for students and their families and how we can align our work to work more collaboratively and increase support from our community partners.
School Site Leadership Teams	School Site Leadership Teams - meet regularly and share input and feedback regarding academic social and emotional progress as well as LCAP actions to support the work. This feedback with shared with the District through the administration team.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate increased levels of academic achievement.	Broad Goal
State priorities address by this goal.		
2, 4		
An explanation of why the LEA has developed this goal.		
The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will learn and demonstrate increased levels of academic achievement.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments was 41.02%. LI: 40.04% Met or Exceeded standards for ELA.			The District's California Dashboard will demonstrate a percentage of all students scoring at the Meeting or Exceeding level on the 2026 ELA CAASPP assessments will be 46% or higher. LI will demonstrate 46% Meeting or Exceeding standards for ELA.	

2	Math CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2023 Mathematics CAASPP assessments was 31.5%. LI: 30.37% Met or Exceeded standards for mathematics.			The District's California Dashboard will demonstrate a percentage of all students scoring at the Meeting or Exceeding level on the 2026 Math CAASPP assessments will be 36.5% or higher. LI will demonstrate 35% Meeting or Exceeding standards for mathematics.	
3	English Learner Performance Index (ELPI)	Per the 2023 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 on the 2023 ELPAC was 50.27%. 49.46 % LI demonstrate proficiency level 3 or level 4.			The District's Summative ELPAC results will demonstrate an increased percentage of 55% scoring at Level 3 or Level 4 on the 2026 ELPAC assessments. 55% % LI demonstrate proficiency level 3 or level 4.	
4	Equity Report	Per the 2023 California School Dashboard report the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and mathematics CAASPP assessments.			The District's California School Dashboard will report no student group will perform below the District's overall performance level in ELA and mathematics CAASPP assessments	
5	Reclassification Rate	The District's reclassification rate in 2023 was 7.94%.			The District's desired outcome for 2026 is for the District's reclassification rate to be at or above 10%.	

6	CAST (California Science Test)	The percentage of all students scoring at the Meeting or Exceeding level on the 2023 CAST assessments was 23.36%. LI students demonstrated 22.73% met or exceeded standards in science.			Our desired goal is to increase the number of students achieving the level Met or Exceeded by 5 % by the 2026 administration of the CAST. LI students will demonstrate 27% meeting or exceeding standards in science.	
---	---------------------------------	---	--	--	---	--

Goal Analysis for 2024-2025

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

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

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure 100% of teachers fully credentialed and appropriately assigned.	Maintain instructional staff at all sites in an effort to ensure 100% of teachers will be fully credentialed and appropriately assigned to provide high-quality instruction to our students. Studies demonstrate that with high-quality instruction, students increase in levels of academic achievement. Therefore, it is critical that we increase the opportunities for our student population to receive high-quality instruction. (Priority 4)	\$29,963,578.00	No
2	Maintain literacy and math content experts for elementary and middle school sites.	Maintain literacy and math content experts for elementary and middle school sites to support teachers with the implementation of standards-based instruction, providing differentiated supports for students and interventions. This will increase student access to strong implementation of core (tier one) instruction to our vulnerable student population. (Priority 4)	\$3,500,000.00	Yes
3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Continue to provide district-wide professional development training, materials, and personnel to support teachers with addressing the learning needs using evidence-based strategies for our identified unduplicated students.	\$2,328,839.00	Yes
4	Maintain English Learner Special Projects staff at each site.	Maintain English Learner Special Projects staff at each site to provide professional development sessions specific to English Learner needs and implementation of our language acquisition programs (SEI and ELM), and closely monitor EL assessments and EL student academic progress at the school sites. (Priority 4)	\$1,534,887.00	Yes
5	Data management system and for effective data analysis practices.	Maintain and support the utilization of a data management system and effective data analysis practices to identify English learners and low-income pupils and to provide evidence-based programming and supports for targeted intervention. (Priority 4)	\$500,000.00	Yes
6	Provide materials to facilitate success at school for foster youth.	Provide specific materials per needs assessment such as: Age / Grade specific backpacks with or without school supplies Age / Grade specific school supply bags with school supplies School supplies: box of crayons box of markers Pencils Erasers Highlighter pencil sharpener, ruler, glue stick, graph paper notebook, lined paper, spiral notebooks, and grade specific resource materials for English language arts, math, science, history, and physical education. Tennis Shoes Beanies Hats Underwear Socks Personal Hygiene Kits Wi-Fi Devices Chromebooks to facilitate success at school for foster youth. (Priority 4)	\$15,000.00	Yes

7	Provide preschool support to increase student achievement.	Provide preschool support in the area of professional development sessions and unit planning to increase student achievement. Students who attend preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary school than children who did not attend preschool. Studies also demonstrate clear positive effects on children's early literacy and mathematics skills. Access to a high-quality instructional program and structured school environment at the earliest point possible is seen as being critical for our student population which is what drives the District's continued commitment to maintaining a robust preschool program. (Priority 4)	\$274,555.00	Yes
8	Provide expanded student transportation.	Provide expanded student transportation to increase attendance which will result in an increase in access to standards-based instruction for our vulnerable student population. A high number of student absences affect the frequency and duration of the services and support that students receive.	\$250,000.00	Yes
9	Provide expanded access to printing capabilities	Provide expanded access to printing capabilities to increase student and family access to our vulnerable student population. Such examples are printing parent resources packets, homework support resources, parent workshop packets, and packets with translations for parents to better support their children with homework. We have a high percentage of families that still request for their home-to-school communication to be in a print or hand-out form.	\$260,000.00	Yes
10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Provide technology infrastructure and training to effectively support staff and students who will now utilize and depend upon technology at school and at home to increase access and training (on interactive boards, AI, and Ed TechTools, to our vulnerable student population the same learning and technology experiences as in affluent areas.	\$500,000.00	Yes
11	Expand student support through after school tutoring utilizing contracts or district staff.	Expand student support via after-school effective tutoring utilizing third-party contracts or district staff that is trained on the skills and standards our students are missing. Increase access to tutoring and intervention support for our student population. (Priority 4)	\$200,000.00	Yes
12	MTSS Intervention Model	Maintain personnel, training, curriculum, and materials to provide evidence-based interventions, through our highly trained Learning Loss Mitigation teachers who provide supplementary and intensified data-driven support in Reading and Math during and after the school day. (Priority 4)	\$3,815,582.00	Yes
13	Maintain Class Size Reduction.	Maintain adequate numbers of teachers to ensure smaller class sizes. A smaller class size environment in which the classroom teacher provides core instruction in a small group setting with more laser-focused and prescribed supports for our vulnerable student population. It is also imperative to note that having large groups of students is not a research or evidence-based strategy when providing instruction for students with diverse needs. Research indicates that our vulnerable student population needs more one-to-one support and feedback, and a strong classroom setting where a strong relationship with the teacher can be cultivated. Therefore, some specific actions that can be implemented in a small class setting are the following: -more laser-focused and differentiated per student needs, -more prescriptive in mitigating learning loss, -more consistent and precise when providing immediate intervention which will result in fewer students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential. Maintaining a smaller class setting will allow for an increased amount of opportunities for students to build a strong trust connection with their teachers, and a closer sense of community which has also been linked to contributing factors for students in high-poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student	\$5,281,951.00	Yes

		population. (Priority 4)		
14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Nationally, there is abundant evidence that teachers with stronger and more credentials tend to teach in schools with more advantaged and higher-performing students. The disparity between the caliber of teachers found in a high-poverty or high-minority school and that of a teacher found in a low-poverty or low-minority school has a massive impact on student achievement. If the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher for four years in a row would be enough to close the black-white test score gap. Thus, we would like to provide opportunities for staff interested in obtaining a teaching credential, or interested in obtaining additional units or courses to develop expertise in a specific area of focus.	\$500,000.00	Yes
15	Professional development in the area of more inclusive practices and co-teaching	As a result of federal legislation and related policy changes, MTSS, co-teaching, and Universal Design for Learning have evolved rapidly as a strategy for ensuring that all students have access to the same curriculum and rigor while still receiving specialized instruction when needed. Therefore, as the District prepares to implement more inclusive practices for our students, it is critical that we learn more about this research-based model. The district will work to provide and build the knowledge, training, and support of the staff by contracting with experts to support this work and the journey we are about to embark on. Furthermore, educational partners' input and feedback for more training on the best first instruction (UDL), mainstreaming, and support with difficult behaviors have resulted in adding this action related to more inclusive practices and support.	\$50,000.00	Yes

Goal

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

State priorities address by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Overall Suspension Rate	The District's suspension rate as of April 1, 2024 All: 3.8% LI: 3.08% AA: 8.98% HL: 3.14% SWD:4.11%			The District's desired outcome is to obtain a suspension percentage rate of : All: 3% LI: 3% AA: 5% HL: 2% SWD: 3% or lower	
2	Suspension Disproportionality	As of April 1, 2024, 99 of our African American students were suspended out of the total 246 students who were suspended. That was 40.24% of the total suspensions. That was a 7.13% decrease.			African American students make up 20% of the student population in the District, so the disproportionality in suspensions for this student group is 40.24%. The District's desired outcome is to obtain a 0% in disproportionality in suspensions for this group.	
3	School Climate Perceptions	Research shows that students learn best when			Our desired outcomes is for our internal LCAP survey results on key items	

they feel safe and cared for and connected to their teachers and classmates. Below are the 2024 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported.

Research shows that students learn best when they feel cared for and connected to their teachers and classmates. Therefore, we asked the following questions:
Item 9- My school is safe and secure. (72% agreed)

Item 14- I am treated fairly and with respect. (66% agreed)
Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed)

Parent results demonstrate the following,
Item 8- My child feels safe at school. (91% agreed)
Item 10- My child is treated with respect and dignity. (93% agreed)

regarding school climate, will demonstrate the following:
Item 9- My school is safe and secure. (above 80% agree)
Item 14- I am treated fairly and with respect. (above 80% agree)
Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (above 80% agree)

Parent results demonstrate the following,
Item 10- My child is treated with respect and dignity. (maintain or increase above 90%)
Item 8- My child feels safe at school. (maintain or increase above 90%)

Elementary School Staff results demonstrate the following,
Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%)
Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%)
Item 20- Our school is safe. (maintain or increase above 90%)

Middle School Staff results demonstrate the following,
Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%)
Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%)

		School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (97% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (99% agreed) Item 20- Our school is safe. (90% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (94% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (95% agreed) Item 20- Our school is safe. (77% agreed)			Item 20- Our school is safe. (maintain or increase above 90%)	
4	Attendance Rate	As of April 1, 2024, the District's average daily attendance rate was 92.71 %.			The District's desired outcome for the average daily attendance rate is 95% or higher.	

5	Chronic Absenteeism	As of April 1, 2024, the District's rate of chronic absenteeism is 25%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has decreased from 38.62% to 25%. This is a 13.62% decrease in chronic absenteeism.			The District's desired outcome is to obtain a chronic absenteeism rate of 20% or lower.	
6	Middle School Dropout Rate	The 2024 Fall CALPDS submission for the District demonstrates 12 middle school dropouts or students whose current enrollment status could not be verified.			The number of recorded middle school dropouts associated with the District will remain below 10 students. (Students who transfer to other districts but who are not enrolled properly by those districts in the state student database show up as dropouts on the District's state report, making it difficult to ever achieve the desired level of 0 middle school dropouts.)	
7	Expulsion Rate	As of April 1, 2024, there were no expulsions. The expulsion rate for the District is 0%.			There will be no expulsions. The expulsion rate for the District will remain at 0%.	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a full-time counselor at each school site.	Maintain a full-time counselor at each school site to provide additional classroom-based social-emotional lessons that nurture students' social-emotional development competence and foundational learning skills. Counselors facilitate additional group setting discussions with and build social-emotional skills with our unduplicated student population. Various enhanced sessions utilizing a variety of media, activities, and interactive components help engage every learner and provide opportunities for culturally relevant teaching. Additional sessions are offered for our unduplicated student population which include: Growth Mindset and Goal Setting, Recognizing Bullying, Emotion Management, Managing Relationships, and Social Conflict, Empathy and Kindness, and Problem-Solving (Priority 5 and 6).	\$1,342,478.00	Yes
2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Maintain or increase the number of yard supervisors and security officers to support Positive Behavior Intervention and Support in the District. Yard supervisors and security play a unique role in the Hawthorne School District (HSD). Here in the Hawthorne School District, we redesign the role of yard supervisors and security officers to be restorative-where students feel safe, known, supported, and fully engaged in learning. School staff prioritize building and nurturing relationships of mutual support and high expectations among students, families, and staff. Campus security and playground supervisors receive paid professional learning time, including trauma-informed, social-emotional learning, relationship-centered, family engagement, and other whole-child practices grounded in the science of learning and development. Campus security and playground supervisors focus on making sure students and educators feel safe, known, supported, and engaged at school by: - Connecting 1:1 with every family and student - Welcome and greet students and families as they enter the school campus - Home Checks: provide support to the student and family - Dedicated time and space for relationship-building 2 by 10- meeting with a student for 2 minutes for 10 consecutive days. - Implementing Positive Behavior Intervention and Supports - Participating and implementing de-escalation strategies - Quit Taking It Personal: offering the benefit of the doubt - Communicating with I-Statements: During Victories, Challenges, and Redirect - Ask vs Tell: Recognize and ask what you need, rather than tell what is wrong - Story Telling: Tell stories to relate feelings, rather than make appoint - Walk the Talk: Model in words, actions, and attitudes what you expect from students - Recognizing students following school norms - Conference with students away from peers - Model appropriate behavior and interactions - Refer student to peer mediators and support staff Campus security and playground supervisors' interactions with the surrounding community have a significant influence on expanding the school culture into the wider community, connecting school activities with parents, caretakers, and community members, building relationships, preventing conflict, and promoting peaceful resolutions to conflict, focusing on what students have in common, identify student strengths	\$1,816,685.00	Yes

		and further demonstrate to them how to move forward and work side-by-side		
		Staff and student interaction and learning don't just happen in the classroom — it happens on school buses, in cafeterias, on the playground, and in school counselor offices. Campus security and playground supervisors contribute to and maintain a safe physical space, a supportive school climate, an academically and developmentally appropriate environment, and healthy relationships between students, peers, and staff. Through consistent training and inclusion in PBIS team meetings, these staff members can extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments. (Priority 5 and 6)"		
3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Provide training sessions and professional development opportunities for the Dean of students to receive further coaching on how to implement and support teachers with more positive behavior interventions and provide a positive learning environment with evidence-based strategies to address at-risk behaviors in our already extremely vulnerable student population. We have contracted with LACOE for PBIS support and training for our deans. We are in year two of PBIS support and PBIS observation walks. (Priority 5 and 6)	\$444,749.00	Yes
4	Implementation of an SEL multi tiered system of support	Implement a data-driven SEL MTSS support system- implement universal screeners, diagnostic assessments, personnel, and training to provide intensified mental health and social and emotional support.	\$278,694.00	Yes
5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Provide district personnel that will support the implementation of Positive Behavioral Interventions and Support (PBIS) strategies and how to effectively implement PBIS at all school sites resulting in an increase of PBIS access by our staff and students. This personnel will provide training for teachers to gain an understanding of student and family identity by respectfully exploring students' backgrounds, cultures, and values. This knowledge enables school staff to make more genuine connections with their students and families, rather than perpetuating stereotypes. Provide insight and teachings on valuing student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building, and Bridging. Train school staff to foster strong student and family connections by engaging families in two-way communication about what students are learning at school and providing support at home for learning. Train school staff to monitor positive behavior intervention data to identify strengths to build upon for increasing success, address barriers, and create positive and lasting student outcomes. These additional training sessions and implementation of strategies will increase support for our vulnerable student population. (Priority 5 and 6)	\$645,063.00	Yes
6	Maintain a full-time Dean of Students at each school site.	Maintain a full-time Dean of Students at each school site to increase access to students to more Social and Emotional Learning programs and support our vulnerable student population. The dean of students at HSD receives extensive training and works in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The dean plays an instrumental role in establishing and reinforcing high expectations for positive student behavior. The dean maintains consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced. Deans also collaborate with school, district, and community resources to support students' academic, social emotional, and mental health development. Deans support teachers to create and sustain classroom management systems that ensure our	\$1,734,545.00	Yes

		unduplicated student population is supported and that their needs are being met. They maintain systems for collecting and tracking data on school culture metrics, to ensure students are receiving their support and additional resources.		
7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure to obtain thorough student data centered on student needs.	\$50,000.00	No
8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	A need exists to increase opportunities for parents to be visible and valued partners in their child's education by providing opportunities to be on campus based on their availability therefore annual family-friendly walk-throughs are completed per site and based on the results of professional development and resources are provide to school site staff to address school climate, customer service, and the physical environment.	\$100,000.00	No
9	Maintain school uniform policy.	Resources are maintained to support families in need and maintain the school uniform policy.	\$55,000.00	No
10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Improving attendance of our unduplicated student population at all school levels benefits students as well as the community at large. School staff begins at the early elementary level to teach the importance of attending school every day. This message carries through middle school and high school. The social-emotional connections that school staff build with students through PBIS help to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors. Therefore, the District will maintain and increase appropriate staff (attendance clerks, dean of students, and counselors) and provide them with ongoing training opportunities and structures to ensure that regular school attendance is closely monitored and systems are implemented to increase attendance for our unduplicated students. (Priority 5 and 6)	\$1,588,775.00	Yes
11	Maintain Social Workers	The school social worker provides unique knowledge and skills to the school district and the student services team. The school social worker is a trained mental health professional who can assist with mental health, and classroom behavior concerns, and consultation with teachers, parents, and administrators. With that said, social workers in the Hawthorne School District will provide school-based mental health services including but not limited to individual or group counseling. The social workers will also assist and coordinate resources to support students with attendance concerns. The HSD social workers will be instrumental in providing a setting for teaching, learning, and the attainment of competence and confidence. The HSD social workers will enhance the district's ability to meet the student's academic and mental health needs. Home, school, and community collaboration is the key to achieving student success.	\$0.00	No
12	Maintain therapist to provide students with mental health support	Maintain a therapist to provide students with mental health support and therapy when necessary. Provide clinical therapists to provide in-person, individual, small group, crisis intervention, and mental health support for students. The therapist will provide input on mental health strategic planning and needs assessment. Provide Tier 1 professional development for school staff, administrators, and Social-Emotional Learning. Provide Tier 2 services for students with mild to moderate challenges. Provide Crisis Assessment and Crisis Re-entry programs. Provide Tier 3 programming for students with the most intensive mental health challenges. Provide "wrap-around" services that serve as preventative support for general education students.	\$728,684.00	Yes

Goal

Goal #	Description	Type of Goal
3	Families will be visible and valued partners in their child's education.	Broad Goal

State priorities address by this goal.

3

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Family Engagement Count	As of April 2024, internal records demonstrate at least 43,471 documented instances of family participation. This was an increase of 18,324 instances of family participation from the previous year.			The District's desired outcome is to document instances of family participation of 50,000 or higher.	

2	Awareness of Opportunities to Make Decisions	As of April 2024, 88% or more of parents and guardians who responded to the associated item on the 2024 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.			The District desired outcome if for 90% or above or our parents or guardians indicate on the 2027 District's LCAP parent survey that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	
---	--	--	--	--	--	--

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community School Initiative	Maintain Community School staff to support the community schools initiative and build relationships with parent groups, provide parent resources and supports, and increase access for parent participation and engagement for our vulnerable student population. (Priority 3)	\$1,837,928.00	Yes
2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	Provide opportunities for parents to participate in adult education classes held within the District.	\$75,000.00	No
3	Maintain or establish school site Family Resource Centers	Maintain or establish at each school site, Family Resource Centers and programs with materials and resources to ensure parents/ guardians are receiving access and effective communication.	\$70,000.00	No
4	Support operation of Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 1, Action 3)	Support and monitor the continuous operation of the Hawthorne Parent Academy and parent workshops. The Hawthorne Parent Academy is a Parent Institute that engages, empowers, and transforms families by providing monthly parent workshops to parents in the transitional grade level such as Kinder and 6th grades. These workshops are designed to support parents and their children during these very transformative and transnational years. into Kindergarten and middle school.	\$0.00	No

5	Provide supports to maintain/increase the number of school site student performances (repeated expenditure, Goal 1, Action 3)	Results from our parent surveys have indicated that parents of our unduplicated student population would like to see an increase in student performance. Also, our internal parent engagement tracking records demonstrated that the highest participating events or activities on campuses are student performances. (Priority 3). The District would like to continue to provide support and opportunities to maintain/increase the number of school site student performances to increase access for parent participation and engagement for our vulnerable student population.	\$0.00	Yes
6	Provide materials and resources in both English and Spanish to all Family Resources Centers to facilitate increased use of the center.	Provide materials and resources in both English and Spanish to all Family Resources Centers to facilitate increased use of the center. Ensuring that all communication is translated and provided in both English and Spanish will increase parent access and parent engagement.	\$30,000.00	No
7	Maintain additional translation support for school sites.	A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The district will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, teleservices, and video conferencing instead of just translating paper packets or flyers.	\$178,304.00	Yes
8	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	Provide support to increase literacy within the community, specifically targeting children from birth to second grade.	\$1,000.00	No
9	Provide training and support to middle school families.	Increase access for parent participation and engagement with middle school families of our unduplicated student population. Additionally, partner with the PIQE (Parent Institute for Quality Education) or CAFE to provide parent workshops that engage, empower, and transform families by providing the knowledge and skills to schools and communities to ensure their children achieve their full potential. (Priority 3)	\$20,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Students will have access to a well-maintained school facilities, standards-aligned instruction materials, and broad course of study.	Broad Goal

State priorities address by this goal.

1, 7, 8, 2

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Facility Inspection Reports	In 2023-24, all schools exhibited an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).			The District's desired year 3 outcome is for all schools to remain at the "Exemplary" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	

2	LACOE and Internal Instructional Materials Sufficiency Verification documents	2023-24 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.			The District's desired three-year outcome is for all inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) to continue to result in a finding of fully sufficient access to adopted instructional materials.	
3	Districtwide implementation of standards-based programs, utilization of pacing guides and instructional schedules, classroom observations, demonstration lessons, and learning walks to collect internal evidence of implementation of standards.	The District implements with fidelity pacing grades at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum,			The District implements with fidelity pacing grades at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards	

		*implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.			*and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.	
4	Classroom Observations	Classroom observations and internal data collection by the site administrators during the 2023-24 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.			Classroom observations and internal data collection by the site administrators during the 2023-24 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	

5	Appropriately Assigned and Fully Credentialed Teachers	Per the 2022-23 CalSAAS report, 15 teachers were not appropriately assigned in the District. This is a result of our Learning Loss Intervention teachers being coded incorrectly.			The District's desired three-year outcome is for all teachers to be appropriately assigned and fully credentialed.	
6	Course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups and students with special needs.	In 2023-24, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.			The District's desired three-year outcome is to maintain, quantitatively, 100% of Hawthorne School District's (HSD) students have full access to broad course of studies as defined by California Education Code 51210 and 51220.	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Upgrade and maintain WIFI and network	Upgrade and maintain WIFI and network as our technology demands continue to increase.	\$330,000.00	No
2	Purchase equipment and materials necessary for	Purchase outdoor equipment and materials necessary for the maintenance of safe and healthy outdoor structures and areas of play and exercise.	\$600,000.00	No

	maintenance of structures and outdoor areas.			
3	Increase beyond the base need of services, support by staff for physical school environment.	Increase staff responsible for improving and providing a clean, safe, and positive physical school environment. The increase of staff in this area of focus will provide additional services and increase the frequency of service to ensure the physical school environment is clean and safe at all times.	\$1,535,348.00	Yes
4	Increase beyond the base need of services from staff responsible for technology support.	Increase staff and supports to increase technology access, applications, and software for our vulnerable unduplicated pupil population. This staff will be responsible for maintaining ongoing access to technology hubs, providing teachers with data analysis reports of specific program and application usage to track accessibility and progress for our unduplicated student population. (Priority 7)	\$1,279,617.00	Yes
5	Replace/add furniture and equipment as needed.	Replace/add furniture and equipment as needed per the demands and the teacher and students' needs that continue to change.	\$300,000.00	No
6	Purchase standards-aligned instructional materials and resources.	Purchase standards-aligned instructional materials and resources to ensure that students have access to standards-aligned instructional materials related to curriculum, instruction, and resources.	\$700,000.00	No
7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	This action will support the increase of access and training to implement and sustain additional technology software and digital programs that focus on the needs of the most vulnerable student population, At Promised students. (Priority 7)	\$50,000.00	Yes
8	Provide instructional materials that have components for universal access.	An increase number of students have experienced unfinished learning over the last few years—and school systems now face a critical choice about how to respond. Research shows that traditional remediation is the wrong approach to helping students catch up. Why remediation: "By analyzing math assignments given to students, the research found that students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had already shown they could succeed on grade-level math content. The Biltmore Sun, July 20,2021." An evidence-based approach is learning acceleration: using proven strategies that help students engage with the most critical work of their grade (grade-level standards) as quickly as possible while providing just-in-time targeted supports/ interventions. The research shows that when we give students the chance to tackle challenging, grade-appropriate problems, and give them strategic support when they demonstrate they need it, all students can succeed. Therefore, the district will provide an increase of instructional materials and training UDL, best first instruction, and intervention (scaffolds) components to increase access to grade-level standards and standards-based program components by our vulnerable student population. (Priority 7)	\$50,000.00	Yes
9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Increase the collaboration, and professional development opportunities that address how to improve teaching and learning (instruction) of our identified unduplicated students to identify results in an increase of student access to grade-level standards and standards-based program components. Implement additional training sessions for staff on how and why Accelerated Learning works.(Priority 7)	\$789,809.00	Yes
10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	Execute contracts and utilize related resources from outside agencies if necessary to provide training and support for standards-aligned curricula, instruction, and programs.	\$75,000.00	No

11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Maintain or increase additional staff beyond regular staffing levels to support and expand middle school academy courses, or activities for example training of staff, materials, and resources for implementation of programs or activities focused on STEM, fine arts, and entrepreneurship.	\$1,113,276.00	Yes
12	Support instruction and professional development in the arts.	Maintain or increase support for instruction and professional development offerings in the arts to provide more robust programming with increased opportunities for students to experience the fine arts.	\$100,000.00	Yes
13	Maintain staff and provide professional development for the physical education program	Maintain and increase staff and provide professional development sessions for the physical education program in the District. Increase access by training additional staff to promote and advocate for more courses and after-school activities within the area of physical education to help combat the health and wellness issues that affect so many of our students in poverty.	\$5,000.00	Yes
14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Maintain or increase after-school supports, clubs, and enrichment activities for our identified unduplicated students who would otherwise not have the opportunity to participate in such activities as the Drama club, Dance club, MESA, AVID, robotics, STEM gals, etc. to promote access to a broad course of study and college and career opportunities.	\$0.00	Yes
15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	Provide opportunities as depicted from the annual feedback surveys (school site needs assessments) for more exposure to courses or offerings to college/career experience for all unduplicated middle school students.		Yes
16	Provide stipend for GATE Liaison at each site.	Provide stipend for GATE Liaison at each site to support school site GATE implementation, monitoring of programming, and ongoing support for families.	\$18,380.00	No
17	Provide training to support standards of maintenance.	Provide an increase of ongoing training to support standards of maintenance to ensure that our staff is receiving the most appropriate and top-of-the-line training on how to keep our schools well maintained. Therefore, we need to elevate the training and support for staff to become familiar with the new additional equipment, 21st-century furniture, and technology devices (such as the newline devices teachers have received) and how to clean it and keep it in exemplary condition for our PLTW, Engineering, and STEM courses.	\$10,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$25,635,456.00	\$3,254,538.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.16%	0.00%	\$0.00	38.16%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Actions 2-15	In the Hawthorne School District, it is imperative to implement services and actions that address our low-income, English Learner, and Foster Youth student population schoolwide and across the district. It is also imperative to implement research-based strategies, actions centered around educational partners' input, and student academic performance of our low-income (88%), EL students, and Foster Youth student populations' needs. Furthermore, the academic needs of our low-	Therefore, providing evidence-based strategies, scaffolds, and interventions (for academic or language deficiencies) should be data-driven, assessed, and monitored closely. Based on these identified needs for our already vulnerable student population (low-income, English Learners, and Foster Youth) we will create and expand a learning environment that implements the following actions, services, and resources to achieve outcomes and address their exacerbated learning gaps (in Goal 1);	The following metrics will be utilized internally to measure the effectiveness of actions 2-15: Measure the effectiveness of planning and data meetings led by content coaches by measuring the frequency of implementation of strategies discussed at the meetings Professional development attendance numbers, evaluations from the professional development sessions, and illicit follow-up surveys asking the teachers how their implementation process of the PD strategies

income student population, the Engaging Educational Partners input, and the Metrics put in place by the district such as iReady and CAASPP assessments in reading and mathematics indicate that low-income students and English Learners are struggling with reading and mathematics and learning gaps need to be addressed.

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

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

Action 3, provides professional development, materials, and personnel to support the teachers in addressing the learning needs of our identified unduplicated students. Research and the CA MTSS model states that the first best instruction is where we need to start when it comes to instruction and providing universal access to ALL students. Therefore, teachers are the main ingredient and a recipe for success when it comes to improving student academic outcomes. This investing in their professional development is an area of need.

Action 5, maintain and support the utilization of a data management system and effective data analysis practices to identify English learners and low-income pupils and to provide evidence-based programming and support for targeted intervention. This will assist staff in better supporting our low-income and EL student population by ensuring that we are facilitating data analysis meetings that focus on making data driven decisions to improve student outcomes.

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

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

is going English learner special projects staff effectiveness will be measured by collecting their calendars of implementing small group support for ELL students and tracking the tools they are utilizing

Data analysis meetings will demonstrate an increase in student academic progress and behavioral supports

Regularly evaluate preschool supports and improve them as needed

Regularly monitor academic progress using HSD local assessments, attendance rates, and CAASPP results to measure the effectiveness of actions

We expect these systematic interconnected embedded activities, resources, and support for our low-income and English Learner student population will benefit them and will have a significant impact on the 2024 ELA and mathematics CAASPP scores, ELPAC results, and increased reclassification rates. However, all students with decreasing CAASPP scores may also benefit from these actions which are being provided school or district-wide.

interventions

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

Action 9, provides expanded access to printing capabilities to increase accessibility to our already extremely vulnerable student population who may not have been successful with 100% digital access and needs printable resources. This action allows us to print resources in various languages and provide concrete resources to our low income student population and their families who rely more on print copies than on digital ones.

Action 10, prepare school spaces for technology infrastructure to effectively support the transition of having more students utilize and depend upon technology at school and at home to increase access to our vulnerable student population. An increase in technology and technology support will continue to address the fact that many of our low-income students did not have regular and reliable access to devices and/or the Internet at home during COVID.

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

Action 12, maintain personnel, training, curriculum, and materials to support the Learning Loss Mitigation intervention model and extended learning opportunities at all schools to increase access, frequency, and duration for tutoring, and intervention support (tier two and tier three supports) to our low-income students. Increase the base number of training sessions by partnering with OC County of Education to assist the district in the development of our Hawthorne School District MTSS model/ system that truly supports the whole child, aligning our students needs to supports in a systematic manner and assists in establishing inclusive environment for positive learning outcomes.

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

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

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

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

Increased and improved services will address this need of closing the learning gaps with increased access to regularly

		scheduled academic and language remediation, high-quality professional development which research denotes results in high-quality teaching, specialists maintained to provide specialty services for our low-income and EL students, a plethora of academic resources, programs, and software in print and digitally, access to the internet at school and at home, after school supports, data-driven interventions, early interventions, tiers of interventions from trained learning loss intervention teachers, teacher coaching, and opportunities for exposure to a school environment and enrichment activities that would typically be unattainable for the unduplicated student population of low-income students in the district.	
Goal 2 Actions 1-6,10, 12	The high suspension rate and the low student engagement levels of our low-income student population were considered and as provided feedback from our educational partners and LCAP survey results indicated, the chronic absenteeism rate depicted a decrease from 38.62 to 25%. This is a 13.62% decrease in chronic absenteeism.. However, based on this shared knowledge, and additional considerations from the LCAP student and parent survey results, and parent meetings, low-income school students are struggling with coming to school, staying engaged, and being involved in their learning. We know research states there is a direct link between student motivation (engagement) at school and student relationships (with peers and their teachers). Students need to have a sense of belonging and connecting with others in a safe and nurturing learning environment to be engaged.	To address these needs, we will increase opportunities for after-school resources and supports, opportunities for supplemental behavior support, student engagement, and motivation activities, positive reinforcement practices, opportunities that promote a sense of belonging in the classroom and schoolwide, and after-school clubs or sports and opportunities for exposure to a safe and nurturing school environment and enrichment activities that would typically be unattainable for the unduplicated low-income student population in the district. Thus, we will also implement a comprehensive and coordinated system of support, consisting of counselors, deans of students, campus security officers, and yard supervisors, combined with broad implementation of Positive Behavioral Interventions and Supports (PBIS) exists to ensure that the social, emotional, and behavioral needs of our unduplicated students are properly addressed. Support staff, including campus security officers and yard supervisors, are also an integral part of the District's PBIS initiative. Through consistent training and inclusion in PBIS team meetings, these staff members are able to extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments. The specific actions below detail how we will achieve positive outcomes, in Goal 2, actively engage students in their education, and feel safe and supported while at school in the Hawthorne School District ; Action 1, maintain a full-time counselor at each school site to increase access to Social and Emotional Learning support, increase individual and small group counseling support. Based on the LCAP survey and student management data there has been an uptick in request and counseling referrals.	The following metrics will be utilized internally to measure the effectiveness of actions 1-6,10, 12: The following metrics will be utilized internally to measure the effectiveness of actions 1-13: -Counselors will provide an increased support of small group and individual counseling as needed - participation numbers of teachers implementing the SEL curriculum and materials learned at the SEL professional development sessions -decrease the number of Office Disciplinary Referrals (ODRs) disseminated during the schoolyard activities by the playground supervisors -decrease suspension data - increase student participation in the after-school activities -track the referrals for the therapist and counselors - collect calendars that demonstrate an increase in district coach observations and staff implementation of the recommended strategies We expect these systematic interconnected embedded activities, resources, and support for our low-income student population will truly benefit them and will have a significant impact on decreasing the chronic absenteeism rate and increasing student engagement (as measured by our learning walks observations of students participating in their daily

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

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

Action 4, maintain/increase opportunities in after-school clubs, performances, and enrichment activities for our low-income student population who may not have access to a safe and engaging environment during the after school hours.

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

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

Action 11, maintain appropriate staff (attendance clerks, dean of students, and counselors) to ensure that regular school attendance is closely monitored for our low-income student population.

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

classroom learning, and participation numbers of students participating in before school, after school (clubs, sports, and enrichment opportunities) programming.

of competence and confidence. The HSD social workers will enhance the district's ability to meet the students' academic and mental health needs. Home, school, and community collaboration is the key to achieving student success.

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

Goal 3 Actions 1,5,7,9	As provided feedback from our educational partners through LCAP surveys, DELAC, DAC, and parent advisory meetings, and Metrics sections of family engagement counts, internal records demonstrate at least 43,471 documented instances of family participation as of March 2024. This was an increase from 25,147 instances of family participation numbers of parent participation on school site campuses in 2023. With that said, we know research states that there is a direct link between parent involvement, engagement, and student academic success. Parental and family engagement crosses the boundary between schools and communities. Such engagement can influence how well-connected students are to the academic and social expectations of schools. Many studies related to poverty and student success focus on the role of parents, families, and their engagement in their children's education (Hoover-Dempsey & Sandler, 1997). Based on the shared knowledge, additional research, LCAP survey results, and Educational Partners we considered our low-income student needs as follows: A need exists to increase opportunities for families and parents to be visible and valued partners in their child's education by providing additional parent workshops at various times throughout the day and in the evenings to better meet the needs of their availability (if they work long hours), provide additional transportation because of lack of transportation, provide translation and have translators at all school events because of lack of access when English is not the parent's primary language. Also, per the LCAP survey results, parents are requesting access to adult Ed Courses, ESL classes, and a space to come together with other parents and collaborate on their own SEL or academic supports.	To address these needs, we will implement the following actions and services (Goal 3): Action 1, increase community school staff members to help enhance the CA Community School Partnership Programs and strengthen relationships with our families, parent and community groups, provide Family Resources Centers, and increase access to parent meetings, events, and assemblies by providing transportation (Also, aligned to Goal 1 action 8). Action 5, provide support and opportunities to maintain/increase the number of school site student performances to increase access for parent participation and engagement for our low-income student population. This action was developed per an identified need/request per our parent advisory groups. Action 9, as a TK-8 school district there has been an identified need from our middle school parents requesting training and support to our middle school families to increase access and expertise of the high school educational journey that their student will be embarking on. to parent participation and engagement for our low-income student population. Action 7 is implemented to address the needs of English Learners to further support their academic, behavioral, and social-emotional support by way of translation. By providing translation services we are able to provide access to English Learners. A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The District will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, tele-devices, and video conferencing instead of just translating paper packets or flyers.	The following metrics will be utilized internally to measure the effectiveness of actions 1,5,7,9: - parent event participation numbers at all school sites -parent attendance and participation at the training session or meetings they are requesting. We expect with the implementation of the actions and services we will significantly increase parent engagement, family visibility, and valued parental/ guardian partnerships. However, all students might also benefit from increasing parent engagement opportunities these actions are being provided school-wide and district-wide.
Goal 4 Actions 3,4,7-9,11-15, 17	As provided feedback from our educational partners from the LCAP student and parent survey results, DAC, DELAC, and parent advisory meetings it was determined that the need for our low-income student population was to increase access to well-maintained facilities,	To address these needs, we will provide access to well-maintained school facilities, technology-advanced standards-aligned instructional materials, and programs to provide a broad course of study (before, during, and after school) that will serve to prepare them for college or a career. The Hawthorne School District will do so by implementing the	We expect to increase the number of extracurricular offerings and the number of our low-income students participating in these courses in areas of enrichment, STEM, PLTW, etc.. so that more students are at school and not "left home to fend for themselves while

instructional materials enhanced technical supports, and a broad course of activities that increase access to extracurricular activities, opportunities for additional STEM activities and other enrichment activities that would typically be unattainable for the unduplicated student population in the district.

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

following actions aligned with goal four:

Action 3, increase staff responsible for improving and providing a clean, safe, and positive physical school environment. The increase of staff in this area of focus will provide additional services and increase the frequency of service to ensure the physical school environment is clean and safe at all times.

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

Action 7, increase access to technology applications and software components that focus on the needs of the low-income At Promise student population to increase technology access to our already extremely vulnerable student population.

Action 8, provides an increased number of instructional materials that include more universal access to enhanced support and resources for a diverse student population with diverse needs, and differentiated support to increase access to grade-level standards and standards-based program components by our low-income student population. For example, purchasing instructional STEM, Coding, App creators, NFTE, or PLTW materials to teach grade-level standards that include designated supports such as text or speech, digital highlighting, digital masking, and digital supports built into the software or program to reteach or remediate a skill within a program.

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

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

their caregivers work long hours; compared with their affluent peers, and more time watching television, or watching their siblings and are less likely to participate in after-school activities or sports teams (U.S. Census Bureau, 2000). Students living below the poverty line may face challenges. (National Youth-At-Risk Journal, Vol. 2, Iss. 2 [2017], Art. 4) and not have access to extracurricular activities as their affluent neighbors". We will monitor student participation internally and collect and track participation data. Our goal is to increase by 2% each year in participation numbers.

	music, and entrepreneurship. Action 12, supports instruction and professional development in the arts, music, and dance to provide an increased opportunity for our low-income students to experience the fine arts. Action 13, maintain staff and provide professional development for the physical education program to increase access and help combat the health and wellness issues that affect so many of our students in poverty. Action 14, maintain/increase after-school supports, clubs, and enrichment activities for our low-income student population to promote access to a broad course of study and college and career opportunities. Action 15, provides opportunities for exposure to college/career experiences for all low-income students which they may not have access to at their typical affluent neighbors. Action 17, provides ongoing training to support standards of maintenance to ensure that our staff is receiving the most appropriate and top-of-the-line training on how to keep our schools well-maintained. Therefore, we need to elevate the training and support for staff to become familiar with the new additional equipment, 21st-century furniture, and technology devices (such as the newline devices teachers have received) and how to clean it and keep it in exemplary condition for our PLTW, Engineering, Coding clubs, eSports equipment, and STEM courses.	
--	---	--

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	The EL students' needs were determined based on their assessment results, student surveys, input, focus group conversations, and research. Research has indicated that there is a direct link between early childhood intervention and increased social and cognitive ability. Thus, early remediation, strong scaffolds during instruction, and evidence-based practices that target students' learning or language gaps result in increased cognitive ability and in closing learning gaps. Academic or language learning gaps must be identified and supported through a range of supports and services. The underlying goal is to develop the skills lacking in children that have already developed in other children who are of a similar age. There is general agreement that during the pandemic low-income, EL students, and foster youth's academic and language learning needs have been exacerbated.	Based on these identified needs for our already vulnerable student population, we will create and expand a learning environment that implements the following actions, services, and resources to achieve outcomes and address their exacerbated learning gaps (in Goal 1 Action 4): EL Special Project staff will provide evidence-based strategies, scaffolds, and interventions (for academic or language deficiencies) that are data-driven, assess students, and monitor their language development closely. EL SP staff will engage in activities of language support that include the following: -assessing and designing instruction to meet the specific needs of EL students -designing and presenting professional development to meet the needs of EL students -providing opportunities for parents to engage in the learning process to assist their students -providing targeted small-group support/interventions for EL students -Utilization of a data management system and effective data analysis meetings to identify EL students - facilitate the schoolwide implementation of the EL Road Map	Increase in ELPAC results and CAASPP results of EL students.
Goal 1 Action 6	Based on student and family evaluations when foster youth student enrolls in our district they are provided with the materials there is a lack of.	Dissemination of the resources or materials they are in of.	Monitored student outcomes evaluated in monthly check-ins by the school counselor.
Goal 1 Action 8	Per Parent LCAP and parent evaluation feedback increase in participation will occur if transportation is available.	To address these needs, we will implement Action 8, increase transportation to help enhance the CA Community School Partnership Programs and strengthen relationships with our families, parents, and community groups, that increase access to parent meetings, events, and assemblies by providing transportation (Also, aligned to Goal 1 action 8).	Monitor family event attendance numbers.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A - LCFF funds are used to fully meet the increased or improved services requirement.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools within the school district have concentration populations above 55% percent. Support positions that have been targeted for increased support with add-on funding include counselors (Goal 2-1), therapists (Goal 2-12), playground supervisors (Goal 2-5), community school staff, (Goal 3-1) and staff to support school attendance initiatives (Goal 2-10).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.
Staff-to-student ratio of certificated staff providing direct services to students	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.	All of the schools in the Hawthorne School District have concentration percentages above 55 percent.

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$67,174,123.00	\$25,635,456.00	38.16%	0.00%	38.16%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$57,315,987.00	\$8,087,507.00	\$746,961.00	\$777,272.00	\$66,927,727.00	\$55,609,911.00	\$11,317,816.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	All	No				three years	\$29,624,847	\$338,731	\$29,624,847	\$338,731	\$0	\$0	\$29,963,578	0.00%
1	2	Maintain literacy and math content experts for elementary and middle school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$3,500,000	\$0	\$3,377,728	\$0	\$0	\$122,272	\$3,500,000	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$729,839	\$1,599,000	\$2,328,839	\$0	\$0	\$0	\$2,328,839	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	All	Yes	Limited	English learner (EL)	All Schools	three years	\$1,534,887	\$0	\$1,534,887	\$0	\$0	\$0	\$1,534,887	0.00%
1	5	Data management system and for effective data analysis practices.	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	three years	\$0	\$500,000	\$50,000	\$450,000	\$0	\$0	\$500,000	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Foster Youth	Yes	Limited	Foster Youth	All Schools	three years	\$0	\$15,000	\$10,000	\$5,000	\$0	\$0	\$15,000	0.00%
1	7	Provide preschool support to increase student achievement.	All	Yes	LEA-wide	Low Income	Specific Grade Spans,pre school	three years	\$244,555	\$30,000	\$244,555	\$0	\$0	\$30,000	\$274,555	0.00%
1	8	Provide expanded student transportation.	All	Yes	Limited	Low Income	All Schools	three years	\$0	\$250,000	\$250,000	\$0	\$0	\$0	\$250,000	0.00%

1	9	Provide expanded access to printing capabilities	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	three years	\$0	\$260,000	\$260,000	\$0	\$0	\$0	\$260,000	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$500,000	\$20,000	\$480,000	\$0	\$0	\$500,000	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Low Income, All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$200,000	\$5,000	\$195,000	\$0	\$0	\$200,000	0.00%
1	12	MTSS Intervention Model	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$3,815,582	\$25,000	\$3,790,582	\$0	\$0	\$3,815,582	0.00%
1	13	Maintain Class Size Reduction.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$5,281,951	\$0	\$5,281,951	\$0	\$0	\$0	\$5,281,951	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	All	Yes	LEA-wide	Low Income	All Schools	three years	\$300,000	\$200,000	\$25,000	\$0	\$0	\$475,000	\$500,000	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$50,000	\$5,000	\$45,000	\$0	\$0	\$50,000	0.00%
2	1	Maintain a full-time counselor at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,342,478	\$0	\$1,342,478	\$0	\$0	\$0	\$1,342,478	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,816,685	\$0	\$1,124,724	\$0	\$691,961	\$0	\$1,816,685	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$424,749	\$20,000	\$234,749	\$210,000	\$0	\$0	\$444,749	0.00%
2	4	Implementation of an SEL multi tiered system of support	All	Yes	LEA-wide	Low Income	All Schools	three years	\$278,694	\$0	\$278,694	\$0	\$0	\$0	\$278,694	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	All	Yes	LEA-wide	Low Income	All Schools	three years	\$645,063	\$0	\$645,063	\$0	\$0	\$0	\$645,063	0.00%
2	6	Maintain a full-time Dean of Students at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,734,545	\$0	\$1,734,545	\$0	\$0	\$0	\$1,734,545	0.00%
2	7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	All	No				three years	\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	All	No				three years	\$0	\$100,000	\$0	\$100,000	\$0	\$0	\$100,000	0.00%

2	9	Maintain school uniform policy.	All	No				three years	\$0	\$55,000	\$0	\$0	\$55,000	\$0	\$55,000	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,588,775	\$0	\$1,588,775	\$0	\$0	\$0	\$1,588,775	0.00%
2	11	Maintain Social Workers	All	No				three years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	12	Maintain therapist to provide students with mental health support	All	Yes	LEA-wide	Low Income	All Schools	three years	\$448,990	\$279,694	\$448,990	\$279,694	\$0	\$0	\$728,684	0.00%
3	1	Community School Initiative	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,663,928	\$174,000	\$337,928	\$1,500,000	\$0	\$0	\$1,837,928	0.00%
3	2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	All	No				three years	\$0	\$75,000	\$0	\$75,000	\$0	\$0	\$75,000	0.00%
3	3	Maintain or establish school site Family Resource Centers	All	No				three years	\$0	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000	0.00%
3	4	Support operation of Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 1, Action 3)	All	No				three years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	5	Provide supports to maintain/increase the number of school site student performances (repeated expenditure, Goal 1, Action 3)	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	6	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	All	No				three years	\$0	\$30,000	\$0	\$30,000	\$0	\$0	\$30,000	0.00%
3	7	Maintain additional translation support for school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$98,304	\$80,000	\$148,304	\$30,000	\$0	\$0	\$178,304	0.00%
3	8	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	All	No				three years	\$0	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000	0.00%
3	9	Provide training and support to middle school families.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$20,000	\$5,000	\$15,000	\$0	\$0	\$20,000	0.00%
4	1	Upgrade and maintain WIFI and network		No				three years	\$0	\$330,000	\$300,000	\$30,000	\$0	\$0	\$330,000	0.00%
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	All	No				three years	\$0	\$600,000	\$500,000	\$100,000	\$0	\$0	\$600,000	0.00%

4	3	Increase beyond the base need of services, support by staff for physical school environment.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,535,348	\$0	\$1,535,348	\$0	\$0	\$0	\$1,535,348	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,279,617	\$0	\$1,279,617	\$0	\$0	\$0	\$1,279,617	0.00%
4	5	Replace/add furniture and equipment as needed.	All	No				three years	\$0	\$300,000	\$100,000	\$200,000	\$0	\$0	\$300,000	0.00%
4	6	Purchase standards-aligned instructional materials and resources.	All	No				three years	\$0	\$700,000	\$700,000	\$0	\$0	\$0	\$700,000	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$50,000	\$20,000	\$30,000	\$0	\$0	\$50,000	0.00%
4	8	Provide instructional materials that have components for universal access.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$50,000	\$20,000	\$30,000	\$0	\$0	\$50,000	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$400,000	\$389,809	\$689,809	\$0	\$0	\$100,000	\$789,809	0.00%
4	10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	All	No				three years	\$0	\$75,000	\$25,000	\$0	\$0	\$50,000	\$75,000	0.00%
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$1,113,276	\$0	\$1,113,276	\$0	\$0	\$0	\$1,113,276	0.00%
4	12	Support instruction and professional development in the arts.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$100,000	\$20,000	\$80,000	\$0	\$0	\$100,000	0.00%
4	13	Maintain staff and provide professional development for the physical education program	All	Yes	LEA-wide	Low Income	All Schools	three years	\$5,000	\$0	\$2,500	\$2,500	\$0	\$0	\$5,000	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	16	Provide stipend for GATE Liaison at each site.	All	No				three years	\$18,380	\$0	\$18,380	\$0	\$0	\$0	\$18,380	0.00%
4	17	Provide training to support standards of maintenance.	All	Yes	LEA-wide	Low Income	All Schools	three years	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$67,174,123.00	\$25,635,456.00	38.16%	0.00% - No Carryover	38.16%	\$25,997,760.00	0.00%	38.70%	Total:	\$25,997,760.00
								LEA-wide Total:	\$24,202,873.00
								Limited Total:	\$1,794,887.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	LEA-wide	Low Income	All Schools	\$3,377,728.00	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	\$2,328,839.00	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	Limited	English learner (EL)	All Schools	\$1,534,887.00	0.00%

1	5	Data management system and for effective data analysis practices.	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$50,000.00	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	Limited	Foster Youth	All Schools	\$10,000.00	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	LEA-wide	Low Income	Specific Grade Spans,preschool	\$244,555.00	0.00%
1	8	Provide expanded student transportation.	Yes	Limited	Low Income	All Schools	\$250,000.00	0.00%
1	9	Provide expanded access to printing capabilities	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$260,000.00	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	0.00%
1	12	MTSS Intervention Model	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
1	13	Maintain Class Size Reduction.	Yes	LEA-wide	Low Income	All Schools	\$5,281,951.00	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	LEA-wide	Low Income	All Schools	\$1,342,478.00	0.00%

2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Yes	LEA-wide	Low Income	All Schools	\$1,124,724.00	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	LEA-wide	Low Income	All Schools	\$234,749.00	0.00%
2	4	Implementation of an SEL multi tiered system of support	Yes	LEA-wide	Low Income	All Schools	\$278,694.00	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	LEA-wide	Low Income	All Schools	\$645,063.00	0.00%
2	6	Maintain a full-time Dean of Students at each school site.	Yes	LEA-wide	Low Income	All Schools	\$1,734,545.00	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	LEA-wide	Low Income	All Schools	\$1,588,775.00	0.00%
2	12	Maintain therapist to provide students with mental health support	Yes	LEA-wide	Low Income	All Schools	\$448,990.00	0.00%
3	1	Community School Initiative	Yes	LEA-wide	Low Income	All Schools	\$337,928.00	0.00%
3	5	Provide supports to maintain/increase the number of school site student performances (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
3	7	Maintain additional translation support for school sites.	Yes	LEA-wide	Low Income	All Schools	\$148,304.00	0.00%

3	9	Provide training and support to middle school families.	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	LEA-wide	Low Income	All Schools	\$1,535,348.00	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	LEA-wide	Low Income	All Schools	\$1,279,617.00	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	\$689,809.00	0.00%
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Yes	LEA-wide	Low Income	All Schools	\$1,113,276.00	0.00%
4	12	Support instruction and professional development in the arts.	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%
4	13	Maintain staff and provide professional development for the physical education program	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	0.00%

4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
4	17	Provide training to support standards of maintenance.	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$66,943,500.00	\$74,920,313.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	No	\$29,500,000.00	\$29,763,904.00
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	\$3,200,000.00	\$3,676,052.00
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	\$2,600,000.00	\$2,608,345.00
1	4	Maintain English Learner Special Projects staff at each site.	Yes	\$2,100,000.00	\$2,721,590.00
1	5	Data management system and for effective data analysis practices.	Yes	\$76,000.00	\$87,000.00
1	6	Provide materials to facilitate success at school for foster youth.	Yes	\$15,000.00	\$15,000.00
1	7	Provide preschool support to increase student achievement.	Yes	\$250,000.00	\$275,500.00
1	8	Provide expanded student transportation.	Yes	\$250,000.00	\$250,000.00
1	9	Provide expanded access to printing capabilities.	Yes	\$250,000.00	\$259,632.00
1	10	Technology hubs and infrastructure to sustain 1:1	Yes	\$200,000.00	\$797,000.00
1	11	Expanding student support	Yes	\$450,000.00	\$537,500.00

		via after school tutoring utilizing contracts or district staff.			
1	12	Intervention Model and Extended learning opportunities	Yes	\$2,200,000.00	\$4,834,317.00
1	13	Maintain Class Size Reduction.	Yes	\$7,300,000.00	\$6,996,218.00
1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Yes	\$75,000.00	\$10,950.00
1	15	Professional Development in the area of more inclusive practices such as co-teaching	No	\$250,000.00	\$35,066.00
2	1	Maintain a full-time counselor at each school site.	Yes	\$1,700,000.00	\$2,192,380.00
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Yes	\$2,000,000.00	\$2,788,000.00
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Yes	\$850,000.00	\$572,753.00
2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Yes	\$165,000.00	\$614,659.00
2	6	Provide and maintain staff for an off-campus learning environment for short term disciplinary action.	No	\$0.00	\$0.00

2	7	Administer Healthy Kids Survey or a local equivalent measure.	No	\$33,000.00	\$44,693.00
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	No	\$100,000.00	\$165,473.00
2	9	Maintain school uniform policy.	No	\$50,000.00	\$54,806.00
2	10	Maintain a full-time Dean of Students at each school site.	Yes	\$1,600,000.00	\$1,722,591.00
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Yes	\$1,100,000.00	\$1,367,827.00
2	12	Increase the number of Social Workers	Yes	\$350,000.00	\$274,684.00
2	13	Maintain therapist to provide students with mental health support	Yes	\$300,000.00	\$441,996.00
3	1	Maintain District Family Outreach staff.	Yes	\$350,000.00	\$330,963.00
3	2	Provide adult education classes	No	\$10,000.00	\$15,187.00
3	3	Maintain or establish (physical or virtual) school site parent centers	No	\$50,000.00	\$215,082.00
3	4	Implement Hawthorne Parent Academy and parent workshops. (repeated expenditure, Goal 3, Action 3)	No	\$0.00	\$0.00
3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00
3	6	Provide resources and flyers in English and Spanish to all parent centers to facilitate increased use of the center.	No	\$10,000.00	\$10,000.00
3	7	Maintain additional translation support for school	Yes	\$100,000.00	\$153,268.00

		sites.			
3	8	Provide literacy support to the whole Hawthorne community	No	\$1,000.00	\$1,000.00
3	9	Provide training and support to middle school families.	Yes	\$15,000.00	\$30,000.00
4	1	Upgrade and maintain WIFI and network	No	\$300,000.00	\$720,377.00
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	No	\$500,000.00	\$1,255,309.00
4	3	Maintain and increase staff for physical school environment.	Yes	\$1,300,000.00	\$1,522,263.00
4	4	Increase staff and supports for technology support.	Yes	\$1,840,000.00	\$1,934,914.00
4	5	Replace/add furniture and equipment as needed.	No	\$1,000,000.00	\$622,718.00
4	6	Purchase standards-aligned instructional materials and resources.	No	\$1,488,000.00	\$1,488,000.00
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Yes	\$32,000.00	\$11,672.00
4	8	Provide instructional materials that have components for universal access.	Yes	\$160,000.00	\$303,704.00
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	\$1,100,000.00	\$1,385,803.00
4	10	Execute contracts for standards-aligned curriculum support	No	\$200,000.00	\$411,074.00
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Yes	\$1,210,000.00	\$1,105,879.00
4	12	Support instruction and professional development in	Yes	\$250,000.00	\$248,677.00

		the arts.			
4	13	Maintain staff and provide professional development for the physical education program.	Yes	\$25,000.00	\$25,000.00
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
4	16	Provide stipend for GATE Liaison at each site.	No	\$18,500.00	\$18,300.00
4	18	Provide training to support standards of maintenance.	Yes	\$20,000.00	\$3,187.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$26,335,346.00	\$27,783,000.00	\$26,434,579.00	\$1,348,421.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	\$3,200,000.00	\$3,345,000.00	0.00%	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	\$2,600,000.00	\$1,915,849.00	0.00%	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	\$1,600,000.00	\$1,600,652.00	0.00%	0.00%
1	5	Data management system and for effective data analysis practices.	Yes	\$76,000.00	\$87,000.00	0.00%	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	\$15,000.00	\$15,000.00	0.00%	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	\$250,000.00	\$244,600.00	0.00%	0.00%
1	8	Provide expanded student transportation.	Yes	\$250,000.00	\$250,000.00	0.00%	0.00%
1	9	Provide expanded access to printing capabilities.	Yes	\$250,000.00	\$259,632.00	0.00%	0.00%
1	10	Technology hubs and infrastructure to sustain 1:1	Yes	\$200,000.00	\$36,083.00	0.00%	0.00%
1	11	Expanding student support via after school tutoring utilizing contracts or district staff.	Yes	\$50,000.00	\$7,200.00	0.00%	0.00%
1	12	Intervention Model and Extended learning opportunities	Yes	\$300,000.00	\$11,023.00	0.00%	0.00%
1	13	Maintain Class Size Reduction.	Yes	\$7,300,000.00	\$6,996,218.00	0.00%	0.00%

1	14	Increase opportunities for staff to complete credentialing programming or additional certification	Yes	\$25,000.00	\$25,000.00	0.00%	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	\$1,400,000.00	\$1,335,000.00	0.00%	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site.	Yes	\$1,200,000.00	\$1,115,110.00	0.00%	0.00%
2	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	Yes	\$250,000.00	\$206,353.00	0.00%	0.00%
2	4	Maintain/increase after-school clubs, and enrichment activities for our identified unduplicated students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	5	Personnel to facilitate effective implementation of Positive Behavioral Support (PBS)	Yes	\$165,000.00	\$292,269.00	0.00%	0.00%
2	10	Maintain a full-time Dean of Students at each school site.	Yes	\$1,600,000.00	\$1,722,591.00	0.00%	0.00%
2	11	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students.	Yes	\$1,100,000.00	\$1,367,827.00	0.00%	0.00%
2	12	Increase the number of Social Workers	Yes	\$250,000.00	\$274,684.00	0.00%	0.00%
2	13	Maintain therapist to provide students with mental health support	Yes	\$100,000.00	\$441,996.00	0.00%	0.00%
3	1	Maintain District Family Outreach staff.	Yes	\$350,000.00	\$330,963.00	0.00%	0.00%

3	5	Provide supports to maintain/increase the number of school site student performances. (repeated expenditure, Goal 2, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	7	Maintain additional translation support for school sites.	Yes	\$100,000.00	\$153,268.00	0.00%	0.00%
3	9	Provide training and support to middle school families.	Yes	\$15,000.00	\$7,115.00	0.00%	0.00%
4	3	Maintain and increase staff for physical school environment.	Yes	\$1,300,000.00	\$1,522,263.00	0.00%	0.00%
4	4	Increase staff and supports for technology support.	Yes	\$1,240,000.00	\$1,084,398.00	0.00%	0.00%
4	7	Increase access to technology applications that focus on the needs of English learners and at promise students.	Yes	\$32,000.00	\$11,672.00	0.00%	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	\$160,000.00	\$88,071.00	0.00%	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	\$1,100,000.00	\$478,686.00	0.00%	0.00%
4	11	Maintain additional staff beyond regular staffing levels to support expanded middle school academy focus.	Yes	\$1,210,000.00	\$1,105,879.00	0.00%	0.00%
4	12	Support instruction and professional development in the arts.	Yes	\$50,000.00	\$58,177.00	0.00%	0.00%
4	13	Maintain staff and provide professional development for the physical education program.	Yes	\$25,000.00	\$25,000.00	0.00%	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%

4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students. (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	18	Provide training to support standards of maintenance.	Yes	\$20,000.00	\$20,000.00	0.00%	0.00%

2023-2024 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$70,025,968.00	\$26,335,346.00	0.00%	37.61%	\$26,434,579.00	0.00%	37.75%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).