



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hawthorne Middle School	19645926013965	12/16/2026	2/11/2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hawthorne Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	40
Goal 3.....	44
Goal 4.....	47
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	54
School Site Council Membership	55
Recommendations and Assurances	56
Instructions.....	57
Appendix A: Plan Requirements	64
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	67

Plan Description

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

This plan is being used by Hawthorne Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

To promote student growth and success in grades sixth through eighth, stakeholders are involved in developing our school goals for the 2025-2026 school year. At Hawthorne Middle School, we involve stakeholders consisting of students, staff, parents and community members to work together to identify our needs, set goals, and plan efforts to improve educational advancement. The stakeholders include staff, parents and students who are members of the Leadership Team, School Site Council, and English Learner Advisory Committee.

1. HMS Staff :

In September 2025 and October 2025, HMS Staff met and discussed the Comprehensive Needs Assessment for the 2025-2026 school year. Staff members reviewed all components of the Needs Assessment and gave input on strengths and areas of need. Additionally, support staff members (instructional coaches and counselors) focused on their area of expertise and contributed to the document. Using last year's CAASPP data, District data, benchmarks, and summative assessments as a starting point, team members worked on each section and met to discuss and add or remove items from the Needs Assessment. In October 2025, Support Staff and administration met and discussed the HMS SPSA goals for the school year that are aligned to the District's LCAP goals.

2. SSC

SSC met on September 30, 2025 and reviewed, revised, and approved the HMS Needs Assessment. HMS SSC reviewed and discussed the SPSA goals at the October 28, 2025 meeting. HMS SSC reviewed and approved the SPSA on December 16, 2025.

3. ELAC

ELAC met on November 3, 2025. Parents present reviewed the proposed SPSA goals. At that meeting, ELAC reviewed last year's SPSA ELD and Parent Involvement sections and made recommendations. Parents inquired about study trips for all grade levels. They also asked for resources to help their child prepare for the ELPAC.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Teacher Tutoring Availability and Student Participation

- Number of after school tutors available per grade level and subject area
- Number of students who have accessed tutoring services
- Patterns in the data, such as certain groups of students being underrepresented

Enrichment Courses Limited

- Variety of enrichment courses offered per grade level and subject area
- Number of students enrolled in enrichment courses
- Limited exploratory class offerings due to unfilled teaching positions
- Patterns in the data, such as certain groups of students being underrepresented

Chronic Absenteeism

- Attendance data for all students
- Patterns in the data, such as certain groups of students having higher rates of absenteeism

Large Class Sizes

- Class size data for all grade levels and subject areas
- Patterns in the data, such as certain classes having larger class sizes

Limitation of one Algebra 1 Class for 8th Grade

- Number of students enrolled in Algebra 1
- Patterns in the data, such as certain groups of students being underrepresented

Math and Pacing Guide and Assessment Revision

- District's policies and procedures for revising and approving math pacing guides and assessments
- Potential barriers to timely revisions and approvals.
- Differentiation in Targeted Academic Support class.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California School Dashboard identified:

Chronic Absenteeism as a state indicator with overall performance in the orange category, at 23% chronically absent.
Suspension Rate as a state indicator with overall performance in the orange category, at 8.5% suspended at least one day.

English Learner Progress as a state indicator with overall performance in the red category, at 38.1% making progress.
English Language Arts as a state indicator with overall performance in the orange category, at 23.2 points below standard.

Mathematics as a state indicator with overall performance in the orange category, at 63.4 points below standard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

None identified.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Data indicates declining scores. Student performance remains below the state average. HMS is determined to raise student achievement levels in Mathematics and English Language Arts. To increase student achievement, HMS is implementing evidence-based strategies, including explicit teaching methods to improve literacy and mathematical reasoning. Staff development is focused on best instructional practices and new tools for progress monitoring. The Community Schools Grant focuses on family engagement and community outreach to support students and families. By implementing these practices, our goal is to close the achievement gap and increase academic scores as reflected on the California School Dashboard and locally collected data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hawthorne Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.14%	0.51%	1.05%	1	4	8
African American	13.59%	13.61%	10.78%	98	106	82
Asian	2.36%	2.82%	2.76%	17	22	21
Filipino	0.97%	0.77%	1.05%	7	6	8
Hispanic/Latino	78.5%	78.18%	80.16%	566	609	610
Pacific Islander	1.66%	1.28%	0.79%	12	10	6
White	1.94%	1.80%	1.71%	14	14	13
Two or More Races	0.42%	0.77%	1.05%	3	6	8
Not Reported	0.42%	0.26%	0.66%	3	2	5
Total Enrollment				721	779	761

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	262	246	245
Grade 7	242	270	253
Grade 8	217	263	263
Total Enrollment	721	779	761

Conclusions based on this data:

1. The Hispanic/Latino student groups remain our highest student group populations.
2. The African American student group is the second highest.
3. Due to lower enrollment across all grade levels, one teaching position was reduced for the 2025-2026 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	165	151	174	22.9%	19.4%	22.9%
Fluent English Proficient (FEP)	186	223	208	25.8%	28.6%	27.3%

Conclusions based on this data:

1. The English Learner student enrollment has remained constant as the overall student enrollment has decreased.
2. Decrease in enrollment of Newcomer English Learners in 2024-2025 school year. 6th grade ELD course was added to master schedule to support students who are at-risk of becoming LTELs.
3. Students were assessed three times a year using iReady. Student achievement is monitored through performance on ELA IABs, ELA grades, iReady tests, and through their language arts support classes. ELPAC was administered in Spring 2025.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	266	253	239	262	243	238	262	243	237	98.5	96	99.6
Grade 7	251	262	253	246	252	249	246	252	249	98.0	96.2	98.4
Grade 8	220	274	265	215	264	264	215	264	264	97.7	96.4	99.6
All Grades	737	789	757	723	759	751	723	759	750	98.1	96.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2505.	2491.	2489.	12.21	8.64	9.70	26.72	27.57	24.89	31.68	30.45	32.07	29.39	33.33	33.33
Grade 7	2532.	2534.	2524.	13.01	12.30	14.86	28.86	34.13	26.51	30.08	22.62	24.10	28.05	30.95	34.54
Grade 8	2562.	2547.	2549.	16.28	11.74	12.88	36.74	33.33	34.09	24.19	26.52	27.27	22.79	28.41	25.76
All Grades	N/A	N/A	N/A	13.69	10.94	12.53	30.43	31.75	28.67	28.91	26.48	27.73	26.97	30.83	31.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.50	9.47	9.70	56.87	55.14	58.23	28.63	35.39	32.07
Grade 7	16.26	15.48	13.65	59.35	60.32	57.43	24.39	24.21	28.92
Grade 8	20.93	16.67	19.70	51.16	51.52	53.41	27.91	31.82	26.89
All Grades	17.01	13.97	14.53	56.02	55.60	56.27	26.97	30.43	29.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.63	8.23	5.49	61.83	54.73	54.43	30.53	37.04	40.08
Grade 7	13.41	15.08	15.66	58.13	61.51	53.41	28.46	23.41	30.92
Grade 8	16.74	12.17	15.15	58.14	58.17	55.68	25.12	29.66	29.17
All Grades	12.31	11.87	12.27	59.47	58.18	54.53	28.22	29.95	33.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.69	8.23	6.33	72.52	69.96	70.46	16.79	21.81	23.21
Grade 7	11.38	4.76	8.03	69.51	74.21	71.08	19.11	21.03	20.88
Grade 8	14.88	11.36	11.36	67.91	71.59	70.45	17.21	17.05	18.18
All Grades	12.17	8.17	8.67	70.12	71.94	70.67	17.70	19.89	20.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.74	12.76	16.88	66.41	63.79	59.07	19.85	23.46	24.05
Grade 7	21.95	20.63	19.68	59.76	58.73	59.84	18.29	20.63	20.48
Grade 8	25.58	19.70	18.56	63.72	65.53	63.26	10.70	14.77	18.18
All Grades	20.06	17.79	18.40	63.35	62.71	60.80	16.60	19.50	20.80

Conclusions based on this data:

1. Data shows that we need more instruction and effective teaching methods in reading comprehension and a need to increase and build writing skills in all grades.
2. Based on the 2025 ELA CAASPP results, 41% of all students met or exceeded standards. Most subgroups were within 35%-40% in the met or exceeded standards achievement level.
3. The two subgroups that were below this range were the English Learner subgroup at 30% and the Students with Disabilities subgroup at 7%, who met or exceeded standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	266	253	239	265	248	238	265	248	238	99.6	98	99.6
Grade 7	251	262	253	246	257	249	246	257	249	98.0	98.1	98.4
Grade 8	221	274	265	221	270	265	221	270	265	100.0	98.5	100
All Grades	738	789	757	732	775	752	732	775	752	99.2	98.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2504.	2488.	2474.	14.72	14.52	10.50	18.11	14.11	14.71	33.96	30.65	31.51	33.21	40.73	43.28
Grade 7	2504.	2511.	2501.	10.16	14.79	12.45	17.07	17.51	15.66	30.08	28.79	30.92	42.68	38.91	40.96
Grade 8	2521.	2504.	2525.	14.03	12.96	16.98	15.84	11.48	14.72	23.53	22.96	25.66	46.61	52.59	42.64
Grade 11															
All Grades	N/A	N/A	N/A	12.98	14.06	13.43	17.08	14.32	15.03	29.51	27.35	29.26	40.44	44.26	42.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.19	12.50	10.50	55.47	41.94	40.76	34.34	45.56	48.74
Grade 7	10.16	13.62	13.65	50.00	46.30	45.38	39.84	40.08	40.96
Grade 8	15.38	12.96	16.60	42.99	40.37	42.64	41.63	46.67	40.75
Grade 11									
All Grades	11.75	13.03	13.70	49.86	42.84	42.95	38.39	44.13	43.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.81	11.29	7.14	58.11	53.23	54.20	32.08	35.48	38.66
Grade 7	13.82	11.67	13.65	50.41	55.64	47.79	35.77	32.68	38.55
Grade 8	14.48	13.33	12.83	47.51	48.52	54.34	38.01	38.15	32.83
All Grades	12.57	12.13	11.30	52.32	52.39	52.13	35.11	35.48	36.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.70	8.87	9.24	65.28	61.69	53.78	23.02	29.44	36.97
Grade 7	10.16	12.84	11.24	59.76	56.03	57.43	30.08	31.13	31.33
Grade 8	10.86	10.37	13.96	62.44	58.15	59.62	26.70	31.48	26.42
All Grades	10.93	10.71	11.57	62.57	58.58	57.05	26.50	30.71	31.38

Conclusions based on this data:

1. Data shows a need to increase a variety of effective teaching methods for overall achievement for all grade levels.
2. The 2025 Math CAASPP results report that 28% of all students met or exceeded standards. Most subgroups were within 24%-28% in the met or exceeded standard achievement level.
3. Only 19% of English Learners met or exceeded standards. In the Students with Disabilities subgroup, only 4% met or exceeded standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1518.1	1510.6	1512.5	1518.9	1505.2	1511.7	1516.9	1515.6	1512.8	50	59	64
7	1535.5	1520.4	1531.5	1531.8	1520.9	1540.2	1538.7	1519.4	1522.4	46	50	59
8	1540.4	1525.5	1546.1	1531.1	1523.5	1554.0	1549.3	1526.9	1537.7	56	52	46
All Grades										152	161	169

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	24.00	13.56	17.19	40.00	40.68	39.06	12.00	23.73	20.31	24.00	22.03	23.44	50	59	64
7	23.91	20.00	27.12	34.78	32.00	28.81	32.61	18.00	27.12	8.70	30.00	16.95	46	50	59
8	21.43	17.31	30.43	39.29	36.54	28.26	25.00	26.92	19.57	14.29	19.23	21.74	56	52	46
All Grades	23.03	16.77	24.26	38.16	36.65	32.54	23.03	22.98	22.49	15.79	23.60	20.71	152	161	169

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	52.00	28.81	43.75	18.00	40.68	23.44	8.00	11.86	10.94	22.00	18.64	21.88	50	59	64
7	39.13	40.00	54.24	41.30	28.00	13.56	15.22	8.00	22.03	4.35	24.00	10.17	46	50	59
8	28.57	32.69	43.48	37.50	38.46	23.91	19.64	9.62	17.39	14.29	19.23	15.22	56	52	46
All Grades	39.47	33.54	47.34	32.24	36.02	20.12	14.47	9.94	16.57	13.82	20.50	15.98	152	161	169

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.00	3.39	4.69	20.00	20.34	15.63	48.00	52.54	34.38	28.00	23.73	45.31	50	59	64
7	10.87	4.00	8.47	26.09	22.00	15.25	43.48	38.00	33.90	19.57	36.00	42.37	46	50	59
8	23.21	1.92	13.04	17.86	21.15	21.74	37.50	40.38	30.43	21.43	36.54	34.78	56	52	46
All Grades	13.16	3.11	8.28	21.05	21.12	17.16	42.76	44.10	33.14	23.03	31.68	41.42	152	161	169

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	14.00	10.17	7.81	58.00	59.32	64.06	28.00	30.51	28.13	50	59	64
7	8.70	20.00	3.39	69.57	42.00	71.19	21.74	38.00	25.42	46	50	59
8	10.71	15.38	17.39	71.43	53.85	52.17	17.86	30.77	30.43	56	52	46
All Grades	11.18	14.91	8.88	66.45	52.17	63.31	22.37	32.92	27.81	152	161	169

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	68.00	68.97	67.19	16.00	15.52	14.06	16.00	15.52	18.75	50	58	64
7	82.61	60.00	71.19	13.04	22.00	16.95	4.35	18.00	11.86	46	50	59
8	44.64	71.15	67.39	39.29	13.46	23.91	16.07	15.38	8.70	56	52	46
All Grades	63.82	66.88	68.64	23.68	16.88	17.75	12.50	16.25	13.61	152	160	169

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.00	6.78	9.38	40.00	45.76	21.88	56.00	47.46	68.75	50	59	64
7	13.04	4.00	15.25	47.83	48.00	18.64	39.13	48.00	66.10	46	50	59
8	25.00	3.85	26.09	32.14	42.31	21.74	42.86	53.85	52.17	56	52	46
All Grades	14.47	4.97	15.98	39.47	45.34	20.71	46.05	49.69	63.31	152	161	169

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	13.56	7.81	56.00	69.49	75.00	24.00	16.95	17.19	50	59	64
7	15.22	8.00	3.39	76.09	74.00	77.97	8.70	18.00	18.64	46	50	59
8	16.07	5.77	2.17	71.43	78.85	84.78	12.50	15.38	13.04	56	52	46
All Grades	17.11	9.32	4.73	67.76	73.91	78.70	15.13	16.77	16.57	152	161	169

Conclusions based on this data:

1. Students who have not reached English proficiency, yet have been in the US for six years or more are considered Long-Term English Learners. EL Special Projects teacher will continue to support classroom teachers and students with the higher concentration of EL students, along with an ELD LTEL class.
2. Overall - 56.8% of students achieved Level 3 and Level 4 on the 2025 ELPAC, and increased from 53.4% in 2024.
3. The writing domain had the lowest performance with only 25. 4% of English Learners are achieving Level 3 and Level 4. Writing will be the focus area of Language Arts Support classes in the 2025-2026 school year.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
761	90.8%	22.9%	0.4%
Total Number of Students enrolled in Hawthorne Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	22.9%
Foster Youth	3	0.4%
Homeless	11	1.4%
Socioeconomically Disadvantaged	691	90.8%
Students with Disabilities	73	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	10.8%
American Indian	8	1.1%
Asian	21	2.8%
Filipino	8	1.1%
Hispanic	610	80.2%
Two or More Races	8	1.1%
Pacific Islander	6	0.8%
White	13	1.7%

Conclusions based on this data:

1. Enrollment decreased in the 2024-2025 school year to 761 from 779 in the 2023-2024 school year.

2. There was increase in socioeconomically disadvantaged students to 90.8%, more than an 8% increase from the year prior.
3. EL population increased to 22.9%, an increase of more than 4%. Foster Youth increase by .1%, and was .4% for the 24-25 school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. ELA and Math achievement are at orange level. ELA declined 5 points, and Math decreased 3.8 points. Intervention actions will be added to Goal 1.
2. Chronic Absenteeism and Suspension were at the orange level on the 2024 dashboard. For 2025, chronic absenteeism remains at the orange level. However, suspension rate is at the green level . Counselors, Dean, and District Social Worker will continue to focus on English Learners, Homeless/Foster Youth in attendance

collaboration meetings to address chronic absenteeism. School initiatives will continue to focus on restorative practices that will improve classroom management, peer relations, and be used as other means of correction to address student behavior.

3. The English Learner indicator on the 2025 Dashboard is green, which is an improvement from orange in 2024. EL/Special Projects teacher will continue to monitor English Learner progress for targeted intervention.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 28.2 points below standard Declined 5 points 732 Students	English Learners Orange 61.8 points below standard Maintained 1.3 points 245 Students	Long-Term English Learners Orange 91.9 points below standard Increased 3.7 points 83 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Orange 32.3 points below standard Declined 4.8 points 666 Students

Students with Disabilities  Red 148.8 points below standard Declined 5 points 74 Students	African American  Yellow 41.3 points below standard Increased 3.4 points 80 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 50.4 points above standard Increased 4.1 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 28 points below standard Declined 7.2 points 587 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 72.5 points below standard Declined 7.3 points 13 Students

Conclusions based on this data:

1. LTELs moved from red level in 2024 to orange level in 2025, an increase of 3.7 points. Literacy coach, EL Special Projects Teacher, and Language Arts teachers will monitor iReady data throughout the year to determine intervention needs of students, and continue to implement programs, instruction, and professional development that directly supports student achievement.
2. Students with Disabilities remained in the red level. RSP Teachers and Gen Education teachers need to collaborate to improve differentiation and curricular supports for students with disabilities. Co-teaching model is in its first year of implementation for 6th grade with plans to expand into 7th grade next school year.
3. Literacy Coach is teaching 3 Language Arts Support Classes to support students who scored standard not met on the 2025 CAASPP ELA assessment. Focus of LAS course is writing.

School and Student Performance Data

Academic Performance Mathematics

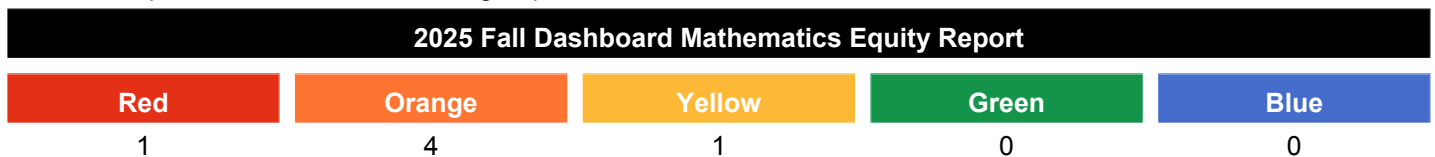
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 67.2 points below standard Declined 3.8 points 733 Students	English Learners  Yellow 91.6 points below standard Increased 5.9 points 246 Students	Long-Term English Learners  Orange 138.6 points below standard Increased 4.2 points 83 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 69.6 points below standard Maintained -1.6 points 667 Students

Students with Disabilities  Red 198.8 points below standard Declined 5.1 points 74 Students	African American  Orange 93.2 points below standard Maintained 1.7 points 80 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 19.2 points above standard Increased 29.2 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 65.4 points below standard Declined 6.4 points 588 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 113.6 points below standard Declined 21.4 points 13 Students

Conclusions based on this data:

1. LTELs moved from red level in 2024 to orange level in 2025, an increase of 4.2 points. English Learners moved from red level in 2024 to yellow in 2025, an increase of 5.9 points.
2. Students with Disabilities remained in the red level. RSP Teachers and Gen Education teachers need to collaborate to improve differentiation and curricular supports for students with disabilities. Co-teaching model is in its first year of implementation for 6th grade with plans to expand into 7th grade next school year. Improve differentiation and curricular supports for students with disabilities, targeted academic support class.
3. Math Coach is teaching 3 Math Success Lab Classes to support students who scored standard not met on the 2025 CAASPP Math assessment. Next Gen Math is being implemented to address learning gaps.

School and Student Performance Data

Academic Performance Science

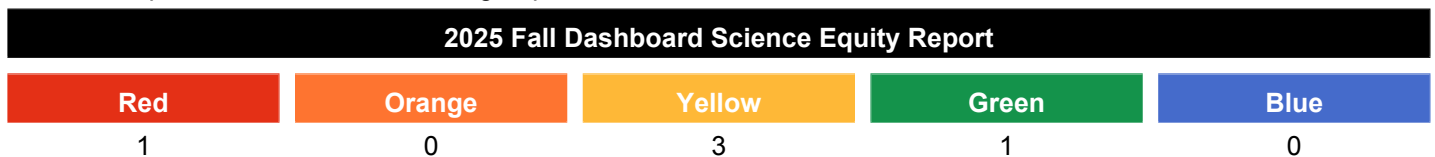
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 48.4 science points Maintained -0.3 points 257 Students	English Learners  Yellow 41.3 science points Increased 2.7 points 69 Students	Long-Term English Learners  Red 33.3 science points Declined 4.1 points 31 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 47.5 science points Maintained -0.9 points 226 Students

Students with Disabilities  No Performance Color 29.5 science points Declined 6.3 points 19 Students	African American  Green 48.9 science points Increased 2 points 35 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 47.8 science points Maintained -1.9 points 200 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. 8th grade students scored at yellow level overall.
2. African American students achieved green level, and were the highest performing subgroup, and increased 2% from 2024.
3. Science teachers are administering IAB administration to support student achievement to provide students with exposure to CAST platform.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
54.9 making progress.	61.3 making progress.
Number Students: 164 Students	Number Students: 80 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.9%	37.2%	1.8%	53%

Conclusions based on this data:

1. California Dashboard shows improvement for all students at the green level, 16.7% increase from the previous year.
2. California Dashboard shows improvement for all students at the blue level, 21.8% increase from the previous year. EL Special Projects TOSA addressed learning gaps through LTEL class.

School and Student Performance Data

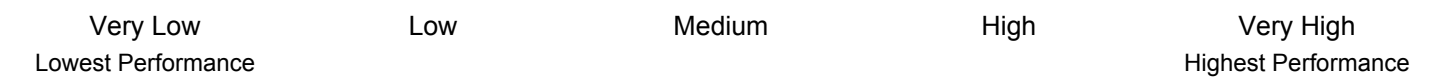
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

22.6% Chronically Absent

Declined 0.5

780 Students

English Learners



Orange

21.1% Chronically Absent

Declined 1.1

180 Students

Long-Term English Learners



Yellow

18.6% Chronically Absent

Declined 6.7

86 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

63.6% Chronically Absent

0

11 Students

Socioeconomically Disadvantaged



Red

24% Chronically Absent

Increased 0.7

703 Students

Students with Disabilities  Yellow 17.9% Chronically Absent Declined 12.1 78 Students	African American  Orange 21.6% Chronically Absent Declined 11.2 88 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color 0% Chronically Absent Declined 13 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Red 23.6% Chronically Absent Increased 2.2 619 Students
Two or More Races  No Performance Color 30.8% Chronically Absent 0 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 6.3% Chronically Absent Declined 8 16 Students

Conclusions based on this data:

1. On the 2025 California Dashboard, HMS achieved orange performance levels in chronic absenteeism, despite a .5% decrease. Early intervention and prevention as we track attendance data is needed and is being monitored by Counseling Interns.
2. In 2024, HMS was in the red performance level with African-American, LTELs, and Students with Disabilities. The 2025 Dashboard shows improvement with the African-American subgroup now in the orange. LTELs and Students with Disabilities are now in the yellow.
3. Counselors, Dean, and District Social Worker will continue to focus on English Learners, Homeless/Foster Youth in attendance collaboration meetings to address chronic absenteeism.

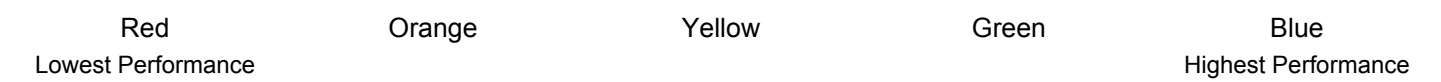
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

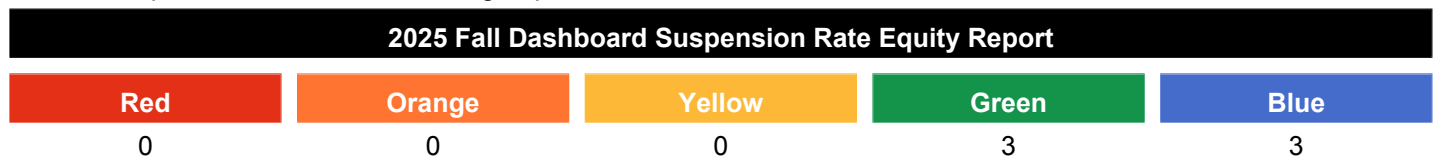
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.7% suspended at least one day Declined 5.9% 789 Students	English Learners  Blue 0% suspended at least one day Declined 5.7% 182 Students	Long-Term English Learners  Blue 0% suspended at least one day Declined 8.8% 87 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 27.3% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Green 3% suspended at least one day Declined 6.6% 710 Students

Students with Disabilities  Green 6.4% suspended at least one day Declined 3.3% 78 Students	African American  Green 6.6% suspended at least one day Declined 12.6% 91 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color 0% suspended at least one day Declined 4.2% 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Blue 1.6% suspended at least one day Declined 4.9% 625 Students
Two or More Races  No Performance Color 7.7% suspended at least one day 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 6.3% suspended at least one day Declined 0.4% 16 Students

Conclusions based on this data:

1. HMS achieved a green performance level with a 5.9% decrease from 2024. HMS practices and will continue to practice restorative justice by using other means of correction for progressive discipline.
2. African-American, socioeconomically disadvantaged, and student with disabilities are at the green level. An improvement from red and orange levels.
3. School initiatives will continue to focus on restorative practices that will improve classroom management, peer relations, and be used as other means of correction to address student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

By June 2026, HMS will increase the percentage of students meeting or exceeding proficiency on the CAASPP ELA assessment by three percentage points through targeted small-group instruction, consistent progress monitoring, and staff professional development in evidence-based reading and writing strategies.

By June 2026, HMS will increase the percentage of students meeting or exceeding proficiency on the state Math assessment by three percentage points through targeted small-group instruction, consistent progress monitoring, and staff professional development in evidence-based mathematics strategies emphasized in new math adoption.

By June 2026, HMS will increase the percentage of English Learner students who achieve Level 3 and Level 4 on the ELPAC by 3 percentage points through designated ELD instruction for LTELs and Newcomers, consistent use of ELPAC-aligned instructional strategies, targeted small-group support, and regular monitoring of student language development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Achieving higher CAASPP scores in ELA and Math is an identified need because the CA Dashboard typically shows overall performance in the "Orange" or "Low" status, indicating that a majority of students are not meeting grade-level standards. Most critically, this need is driven by severe performance gaps where historically marginalized groups, such as African American students, Students with Disabilities, Foster Youth, and English Learners, often receive the lowest "Red" or "Very Low" performance status, falling significantly below the "Standard Met" threshold. Since these scores are key indicators of College and Career Readiness, improving them is essential to ensure all student groups are proficient in foundational academic skills and prepared for post-secondary success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVERALL From the current ELA CAASPP proficiency rate, to a 3 percentage point increase.	OVERALL 41.2% Standards Met and Exceeded on 2024-2025 CAASPP	44.2% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP ELA Achievement Levels (Met or Exceeded) 6th grade	34.6% Standards Met and Exceeded on 2024-2025 CAASPP	37.6% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP ELA Achievement Levels (Met or Exceeded) 7th grade	41.37% Standards Met and Exceeded on 2024-2025 CAASPP	44.37% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP ELA Achievement Levels (Met or Exceeded) 8th grade	46.97% Standards Met and Exceeded on 2024-2025 CAASPP	49.97% Standards Met and Exceeded on 2025-2026 CAASPP

OVERALL From the current Math CAASPP proficiency rate, to a 3 percentage point increase.	28.46% Standards Met and Exceeded on 2024-2025 CAASPP	31.46% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP Math Achievement Levels (Met or Exceeded) 6th grade	25.21% Standards Met and Exceeded on 2024-2025 CAASPP	28.21% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP Math Achievement Levels (Met or Exceeded) 7th grade	28.11% Standards Met and Exceeded on 2024-2025 CAASPP	31.11% Standards Met and Exceeded on 2025-2026 CAASPP
CAASPP Math Achievement Levels (Met or Exceeded) 8th grade	31.7% Standards Met and Exceeded on 2024-2025 CAASPP	34.7% Standards Met and Exceeded on 2025-2026 CAASPP
OVERALL From the current EL proficiency rate, to a 3 percentage point increase.	56.8% Level 3 or Level 4 on 2024-2025 ELPAC	59.8% Level 3 or Level 4 on 2024-2025 ELPAC
CAASPP EL Achievement Levels 3 or Level 4 6th grade	56.3% Level 3 or Level 4 on 2024-2025 ELPAC	59.3% Level 3 or Level 4 on 2024-2025 ELPAC
CAASPP EL Achievement Levels (Met or Exceeded) 7th grade	55.9% Level 3 or Level 4 on 2024-2025 ELPAC	58.9% Level 3 or Level 4 on 2024-2025 ELPAC
CAASPP EL Achievement Levels (Met or Exceeded) 8th grade	58.79% Level 3 or Level 4 on 2024-2025 ELPAC	61.7% Level 3 or Level 4 on 2024-2025 ELPAC

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	ELA Curriculum Planning: Provide teachers with continuous opportunities for collaborative curriculum planning focused on identifying supports and assist students in reading and language arts. Tasks: a. Literacy Coach to support teachers with the implementation of standards-based curriculum and unit planning. b. Facilitate bi-monthly grade level collaboration meetings focused on unit planning and data analysis. c. Students in ELA Support course will use the Lexia PowerUp program to address learning gaps. d. Provide interactive and engaging lessons that utilize multiple modalities of learning: audio, visual, and kinesthetic	All Students	6000 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits
1.2	ELA Data Analysis: Provide teachers with opportunities for collaborative evidence analysis meetings focused on identifying supports and assisting students in reading and language arts. Tasks: a. Literacy coach to support teachers as they navigate iReady and Performance Matters dashboards. b. Analyze student data (Benchmark, IABs, iReady, CAASPP) to identify instructional needs and student intervention to increase academic achievement. c. Provide release time for Coach-Teacher conferences focused on assessment item analysis and student data	All Students	2500 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time

	d. Analyze Power Up student data to refine instruction of Language Arts Support curriculum and identify students for targeted small group instruction		
1.3	ELA Demonstration/Observations: Provide teachers with opportunities for lesson observations and demonstration lessons focused on identifying supports and assisting students in reading and language arts. Tasks: a. Support instruction by conducting teacher observations and feedback conferences, demonstration lessons, and hip-to-hip coaching. b. Provide opportunities for teachers to observe peers and collaborate on best practices	All Students	
1.4	ELA Professional Development: Provide teachers with continuous opportunities for professional development focused on enhancing teaching practices in reading/language arts. Tasks: a. Provide research-based driven professional development to support curriculum implementation and reinforce best teaching practices. b. Provide collaboration opportunities for grade level/content to discuss curriculum, assessments, historical data, research-based instructional strategies, and evaluating benchmark assessments.	All Students	1500 Title I 1000-1999: Certificated Personnel Salaries Extra Hours for PD and Collaboration
1.5	ELA Intervention: Provide ELA intervention to students who scored standard not met on 2025 ELA CAASPP. Tasks: a. Students will be identified for Language Arts Support course based on CAASPP results, -i- Ready Reading Trimester 3 assessment. b. Teachers and Literacy coach will identify and determine best use of supplemental materials to enhance interventions for the reading/language arts curriculum. c. Lexia Power UP implementation to address learning gaps. d. Teachers will incorporate small group instruction for targeted standards, and focus on improving student writing.	Students scored standard not met in ELACAASPP.	
1.6	Math Curriculum Planning: Provide teachers with continuous opportunities for collaborative curriculum planning focused on identifying supports and assist students in math. Tasks: a. Math Coach to support teachers with the implementation of standards-based curriculum and unit planning.	All Students	6000 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits

	b. Facilitate bi-monthly grade level collaboration meetings focused on unit planning and data analysis. c. Provide interactive and engaging lessons that utilize multiple modalities of learning: audio, visual, and kinesthetic		
1.7	Math Data Analysis: Provide teachers with opportunities for collaborative evidence analysis meetings focused on identifying supports and assisting students in math. Tasks: a. Math coach to support teachers as they navigate iReady and Performance Matters dashboards. b. Analyze student data (Benchmark, IABs, iReady, CAASPP) to identify instructional needs and student intervention to increase academic achievement. c. Review IXL and NextGen Math data to determine assignments that support core curriculum. d. Provide release time for Coach-Teacher conferences focused on assessment item analysis and student data	All Students	2500 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time
1.8	Math Demonstration/Observations: Provide teachers with opportunities for lesson observations and demonstration lessons focused on identifying supports and assisting students in math. Tasks: a. Support instruction by conducting teacher observations and feedback conferences, demonstration lessons, and hip-to-hip coaching. b. Provide opportunities for teachers to observe peers and collaborate on best practices	All Students	
1.9	Math Professional Development: Provide teachers with continuous opportunities for professional development focused on enhancing teaching practices in math. Tasks: a. Provide professional development to expose teachers to new California Math Framework. b. Provide research-based driven professional development to support curriculum implementation and reinforce best teaching practices. c. Provide collaboration opportunities for grade level/content to discuss curriculum, assessments, historical data, research-based instructional strategies, and evaluating benchmark assessments.	All Students	1500 Title I 1000-1999: Certificated Personnel Salaries Extra Hours for PD and Collaboration
1.10	Math Intervention: Provide math intervention to students who scored Standard Not Met on the 2025 Math CAASPP. Tasks:	Students scored standard not met in Math CAASPP.	

	a. Students will be identified for Math Success Lab Course based on CAASPP results and i-Ready Math Trimester 3 assessment. b. Teachers and the Math Instructional Coach will identify and determine the best use of supplemental instructional materials to support intervention aligned to the mathematics curriculum. c. NextGen Math implementation to address conceptual gaps and strengthen standards-based proficiency. d. Teachers will incorporate small-group instruction for targeted math standards and focus on improving students' problem-solving skills and mathematical reasoning.		
1.11	EL Curriculum Planning: Provide teachers with continuous opportunities for collaborative curriculum planning focused on identifying supports and assist students in English Language Development. Tasks: a. English Learner Special Projects TOSA to support teachers with the implementation of English Learner supports in standards-based curriculum and unit planning. b. Contribute in bi-monthly grade level collaboration meetings focused on unit planning and data analysis by focusing on English Learner support. c. Plan instruction for students in LTEL Language Arts Support course and Newcomer ELD Course to address learning gaps. d. Provide interactive and engaging lessons that utilize multiple modalities of learning: audio, visual, and kinesthetic.	English Learners	4000 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits
1.12	EL Data Analysis: Provide teachers with opportunities for collaborative evidence analysis meetings focused on identifying supports and assisting English Learners in core subjects. Tasks: a. Analyze ELPAC data to identify LTELs, Newcomers, and students who need core academic support b. Conference with students about academic goals and supports c. Provide in classroom support to Newcomer students in core classes by modeling EL supports. d. Monitor RFEP Student Achievement	English Learners	
1.13	EL Demonstration/Observations: Provide teachers with opportunities for lesson observations and demonstration lessons focused on identifying supports and assisting students in English Language Development. Tasks:	English Learners	

	a. Support instruction by conducting teacher observations and feedback conferences, demonstration lessons, and hip-to-hip coaching. b. Provide opportunities for teachers to observe peers and collaborate on best practices		
1.14	EL Professional Development: Provide teachers with continuous opportunities for professional development focused on enhancing teaching practices for English Language Development. Tasks: a. Provide research-based driven professional development to support curriculum implementation and reinforce best teaching practices. b. Provide collaboration professional development to discuss curriculum and embed English Learner support that include research-based instructional strategies and formative assessment.	English Learners	1000 Title I 1000-1999: Certificated Personnel Salaries Extra Hours for PD and Collaboration
1.15	EL Intervention: Provide targeted English Language Development support for Newcomer students and students at risk of becoming Long-Term English Learners (LTELs) based on ELPAC results. Tasks: a. Students at risk of becoming LTELs in sixth grade and Newcomer students will be identified for ELD course placement using ELPAC data and additional site-based assessments. b. The EL Special Projects Teacher will identify and determine the best use of supplemental ELD materials to support language acquisition and literacy development. c. Implement Lexia PowerUp to address language and literacy gaps and reinforce foundational skills. d. The EL Special Projects Teacher will implement small-group instruction focused on vocabulary, reading comprehension, oral language development, and writing skills to accelerate English Language Development.	English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 24-25 goal was 3% growth on ELA and Math CAASPP results for all grade levels. The goal was met only for 8th grade. 6th grade results are as follows: ELA 6th grade CAASPP for 2025 was 34.36% proficiency, which is a decrease from 37% in 2024. Math 6th grade CAASPP for 2025 was 25.21% proficiency, which is a decrease from 29% in 2024. ELA 7th grade CAASPP for 2025 was 41.37% proficiency, which is a decrease from 45% in 2024. Math 7th grade CAASPP for 2025 was 28.11% proficiency, which is a decrease from 32% in 2024. ELA 8th grade CAASPP for 2025

was 46.97% proficiency, which is an increase from 44% in 2024. Math 8th grade CAASPP for 2025 was 31.7% proficiency, which is a decrease from 25% in 2024.

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

There were no major differences between the intended implementation and/or budgeted expenditures and the implementation of the strategies or activities in meeting the goal.

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

ELA, Math and EL Intervention actions were added to this goal to provide targeted support to students who scored standard not met on the CAASPP or are a level 1 and 2 on the ELPAC. No major changes were made to the annual outcomes or metrics to achieve this goal because they are needed to monitor progress toward academic achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate and Student Engagement

HMS will increase the overall student attendance rate by 4% to 97%, while reducing the chronic absenteeism rate by 3.5% to 19%, as compared to the 2024-2025 school year.

Monthly attendance team data review meetings will focus on targeted interventions for chronically absent students, increasing family engagement, providing incentives for improved attendance, and addressing barriers to consistent attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Chronic absenteeism and high suspension rates, both showing persistent performance gaps, particularly among African American students, Foster Youth, and Homeless Youth require significant improvement. To address these issues, the district is implementing a data-driven Multi-Tiered System of Support (MTSS) focused on early intervention, family engagement, and shifting from punitive to preventative discipline through restorative practices and policy adjustments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVERALL Student Attendance Rate	93% Attendance rate (2024-2025)	97% Attendance rate (2025-2026)
OVERALL Chronic Absenteeism Rate	22.5% Chronic absenteeism rate (2024-2025)	19% Chronic absenteeism rate (2025-2026)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Counseling Services: Maintain two full-time counselors to provide student and family support, , and coordinate counseling initiatives to support attendance and student well-being. Tasks: a. Provide individual counseling for students. b. Facilitate group counseling to motivate students and re-direct behavior. c. Lead School Attendance initiatives. d. Deliver social-emotional classroom lessons on topics that are determined by school culture.	School wide with specific strategies and actions focused on targeted groups: Homeless and Foster Youth	37789 Title I 1000-1999: Certificated Personnel Salaries Counselors 5000 LCFF S/C 4000-4999: Books And Supplies Materials to support counseling initiatives

	e. Support Second Step, social-emotional learning curriculum implementation. f. Facilitate Healthy Kids Survey. g. Organize Career Day. h. Network with community support to provide student services.		
2.2	School Climate: Maintain a Dean of Students to support student behavior and school climate, and coordinate PBIS implementation, Capturing Kids Hearts, and Restorative Discipline initiatives that foster a positive and safe school climate where students are engaged as active members who contribute to the social culture of the school. Tasks: a. Lead PBIS initiatives on campus. b. Provide student behavior support. c. Provide classroom management support to teachers. d. Support families to reinforce positive student behavior. e. Analyze school climate and student discipline data to identify areas of improvement. f. Communicate school climate and discipline data to develop school-wide interventions. g. Use Restorative Practices as other means of correction to improve classroom management and peer mediation.	School wide with specific strategies and actions focused on targeted groups: Homeless and Foster Youth	10000 LCFF S/C 4000-4999: Books And Supplies Materials to support school climate initiatives
2.3	Campus Supervision: Provide personnel for supervision during the instructional day and at all school activities. Tasks: a. Provide campus supervision by security guards and playground supervisors at school activities beyond instructional day. b. Support PBIS implementation on campus. c. Support School Uniform Implementation	All students	21000 LCFF S/C 2000-2999: Classified Personnel Salaries Classified Salaries and Benefits 15000 LCFF S/C 5800: Professional/Consulting Services And Operating Expenditures Camera Installation
2.4	Professional Development: Provide professional development to classified and certificated personnel with a focus on campus safety and student support. Tasks: a. Provide PBIS, Olweus Bullying Prevention Program, Capturing Kids Heart professional development and opportunities for staff collaboration to improve school climate. b. Attend professional developments on school safety and student discipline best practices.	All students	5000 LCFF S/C 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits 3000 LCFF S/C 5000-5999: Services And Other Operating Expenditures Travel and conferences
2.5	School Climate: Foster a positive and safe school climate where students are engaged as active members who contribute to the social culture of the school.	All students	5000 LCFF S/C 4000-4999: Books And Supplies

	Tasks: a. School-wide assemblies and webinars that promote student motivation, positive student behavior expectations, school safety and academic achievement. b. WEB program to support middle school transition. consisting of but not limited to training for staff and students, activity days, meetings, events, orientation, team building socials, etc. c. Student Recognition initiatives that reward positive student behavior, student motivation, and academic achievement. d. PBIS Materials and Rewards e. Lunchtime activities to promote student engagement in school activities. f. College and career awareness to increase academic motivation and planning. g. Talent show to feature student skills and interests. h. Conduct Emergency/disaster/active shooter drills with the assistance of the Safety Team		Materials for school climate, student recognition
2.6			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

On the 2025 California Dashboard, HMS achieved orange performance levels in chronic absenteeism, despite a .5% decrease. In 2024, HMS was in the red performance level with African-American, LTELs, and Students with Disabilities. The 2025 Dashboard shows improvement with the African-American subgroup now in the orange. LTELs and Students with Disabilities are now in the yellow. However, Hispanic and socio-economically disadvantaged subgroups are now in the red level when last year, Hispanic and socioeconomically disadvantaged were yellow. Counselors, Dean, and District Social Worker will continue to focus on English Learners, Homeless/Foster Youth in attendance collaboration meetings to address chronic absenteeism.

In regard to suspension, HMS achieved a green performance level with a 5.9% decrease from 2024. School initiatives will continue focus on restorative practices that will improve classroom management, peer relations, and be used as other means of correction to address student behavior. Social-emotional health will be the focus of counselors to improve school attendance and student engagement. Staff will receive professional development on building relationships with students that will improve school climate and increase campus safety.

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

Full implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals were met.

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

The goal has changed in its actions to include counselor support to coordinate counseling initiatives to support attendance and student well-being. Another change was replacing the PBIS implementation action with a school climate action that includes coordinating PBIS implementation, Capturing Kids Hearts, and Restorative Discipline initiatives that foster a positive and safe school climate where students are engaged as active members who contribute to the social culture of the school to address suspension rate and increased attendance. To further reduce suspension rates, the PBIS committee will work with staff to support implementation of Kickboard Dashboard. To further reduce chronic absenteeism, counselors will use Hoonuit Unified Insights Dashboard to identify students who are at risk of being chronically absent and plan interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Families will be visible and valued partners in their child's education

HMS fosters family involvement in active engagement and participation. HMS will implement consistent communication with families to increase attendance at parent education opportunities and school events by 15% to increase family event attendance to over 3500 for the 2025-2026 school year. Committees and administration will collaborate with parent leaders to plan events and communication strategies that are meaningful and accessible to families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Families will be visible and valued partners in their child's education

Identified Need

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

Family participation is a critical need because low engagement worsens performance gaps in both chronic absenteeism and academic achievement among high-needs student groups. Enhancing two-way communication and partnership with families is essential to address the non-academic barriers causing chronic absence and to reinforce at-home learning environments. Furthermore, improving diverse family representation in site-level decision-making ensures that strategies are relevant and culturally responsive to the community's needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVERALL Parent Participation	Baseline data in 2024-2025 school year included 3203 parent sign-in records of public participation.	Increase parent attendance sign-in records above 3500 in the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Community School Initiative: Maintain HMS Family Resource Center to build relationships with parent groups, provide resources and supports, and increase parent engagement. Tasks: a. Provide Personnel in HMS Family Resource Center. b. Provide materials and resources to ensure effective communication.	School wide with specific strategies and actions focused on targeted groups.	
3.2	Parents as Educational Partners: Parent involvement in school-based decisions through	School wide with specific strategies and actions	200

	participation in School Site Council, English Learner Advisory Council, Parent-Teacher-Organization and Community School Advisory Group. Parent engagement through participation in family engagement activities. Tasks: a. Parent communication of school meetings and family activities through our digital marquee, weekly School Messenger emails and voicemails, PeachJar, school website, and social media page.	focused on targeted groups.	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies
3.3	HMS Hawthorne Parent Academy: HMS Hawthorne Parent Academy providing monthly parent workshops facilitated by counselors. Topics include middle school transition, academic support at home, social media and screen time tips, healthy lifestyles, school safety, substance abuse. Tasks: a. Provide personnel to facilitate parent workshops. b. Provide materials and resources to facilitate parent education workshops.	School wide with specific strategies and actions focused on targeted groups.	1000 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits 200 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies
3.4	Family Engagement Activities: Family Activities will be hosted throughout the year to facilitate opportunities for students and parents to learn together: Sixth grade orientation, AVID Night, Middle School Math and Language Arts Nights, MESA STEM Night, High School Fair, GPA Award Assemblies. Tasks: a. Provide materials and resources to facilitate family engagement activities.	All students	2320 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Teacher Extra hour stipends 435 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies
3.5	Translation of Materials and Workshops: All communication is provided in English and Spanish to ensure clear communication that will increase parent access and parent engagement. Tasks: a. Provide all communication materials and resources in both English and Spanish. b. Provide personnel to translate content of all parent workshops and meetings. c. Provide funding for postage fees of school to home communication that is mailed home. d. Use of Wordly to increase translation languages available.	School wide with specific strategies and actions focused on targeted groups.	1000 Title I Part A: Parent Involvement 5900: Communications Materials and supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2024-2025, data on the Family Event Attendance form showed that HMS had 3203 opportunities of family involvement on campus. The increase in involvement can be attributed to increased programming in the Family Resource Center by Community Schools staff.

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

Full implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals were met.

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

HMS staff is working to develop parent education workshops focus on how to support Middle School Math and Language Arts. Parent surveys showed that families want to further understand the content students learn in middle school. Family Engagement Activities now include these opportunities' that are planned for Winter 2026. Also new is the use of Wordly to increase translation languages available. The counselors, support staff, and Family Resource Center will continue to provide college and career readiness opportunities for all students with presentations, high school information nights, family events, and parent volunteer opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Students will have access to a well-maintained school facilities, standards-aligned instruction materials, and broad course of study

Underrepresented students need access and exposure to a wide variety of programs for college and career success. All students will engage in a safe learning environment that promotes critical thinking, organization, and lifelong learning skills. This will be measured by LCAP survey, student participation in study trips, and facility evaluation reports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Well-maintained school facilities, standards-aligned instructional materials, and a broad course of study are critical needs that uphold educational equity and improve student achievement. Safe facilities and sufficient, current materials guarantee all students have the resources necessary for effective teaching and learning. Providing a broad course of study is essential for ensuring all students, especially underserved groups, have access to diverse courses that promote college and career readiness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVERALL Student Engagement	84% of students agreed with the statement, "My school offers enrichment opportunities either within or beyond the regular school day," as measured by the annual LCAP student survey (2024-2025).	At least 80% of students will agree with the statement, "My school offers enrichment opportunities either within or beyond the regular school day," as measured by the annual LCAP student survey (2025-2026).
OVERALL Enrichment Participation	In 2024-2025, 100% of 7th and 8th grade students participated in at least one study trip.	100% of students in all grade levels will participate in at least one study trip experience during the 2025–2026 school year to support college and career readiness.
OVERALL Facilities and Learning Environments	The HMS Facility Inspection Tool (FIT) evaluation reported all system ratings at "Good" or higher, except for System Inspected: Electrical, rated at "Poor" due to repairs needed (daisy chains) according to the 2024-2025 SARC.	The HMS Facility Inspection Tool (FIT) evaluation for 2025-2026 will report all system ratings at "Good" or higher, ensuring students have access to a clean, safe, and well-maintained campus.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Business Academy: The HMS Business Academy incorporates Network for Teaching Entrepreneurship (NFTE) curriculum focused on entrepreneurship and career exploration. Project Lead The Way (PLTW) curriculum exposes students to coding skills through two courses, "Innovators and Creators" and "App Creators." Tasks: a. Membership in Network for Teaching Entrepreneurship (NFTE) to access curriculum and participate in professional development. b. Membership in Project Lead the Way to access curriculum and participate in professional development. c. Materials and resources to support Business Academy.	All Students	500 LCFF S/C 5800: Professional/Consulting Services And Operating Expenditures Dues and Membership 3000 Title I 5800: Professional/Consulting Services And Operating Expenditures Dues and Membership
4.2	AVID: AVID strategies are implemented school-wide to promote student engagement and support curriculum. Tasks: a. Teachers, support staff, and administration attend AVID workshops, professional developments provided by LACOE, AVID Summer Institute, and staff development. b. HMS AVID program has 2 sections in both seventh and eighth grades. Sixth graders have a trimester class through the elective wheel. c. Materials and resources to support AVID implementation. d. Special Projects TOSA will serve as AVID coordinator and support schoolwide AVID implementation.	Schoolwide with specific strategies and actions focused on targeted groups.	10000 Title I 5000-5999: Services And Other Operating Expenditures Conference Expenses 5000 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits 1000 Title I 4000-4999: Books And Supplies Materials and Supplies
4.3	Executive Functions: Materials will be used daily to support student organization and work habits. Tasks: a. Material will be purchased to support campus wide implementation of interactive notebooks, focused note taking, text annotations, and curriculum support. b. Student planners will be purchased with reference material to support academic achievement.	Schoolwide with specific strategies and actions focused on targeted groups.	12903 Title I 4000-4999: Books And Supplies Materials and supplies
4.4	TWBI: TWBI program promotes biliteracy Tasks a. Provide materials and resources to support TWBI program and Spanish elective.	Schoolwide with specific strategies and actions focused on targeted groups.	1000 LCFF S/C 4000-4999: Books And Supplies Materials and supplies

4.5	Extended Education and Enrichment Opportunities: After School Education and Enrichment Clubs increase student engagement and school attendance. Tasks: a. Teacher stipends for club advisors and after school tutoring. b. Provide materials and resources for clubs. c. MESA membership fees, study trip transportation, teacher stipends, and substitute coverage costs. d. GATE liaison will support GATE students and offer enrichment opportunities and parent support. e. Algebra 1 medals for 8th graders end of the year to signify commitment and excellence in Algebra 1 f. Special Projects TOSA will support extended education and enrichment opportunities by organizing study trips, student activities, and student leadership . g. Homework Support during lunch time and after school. h. Staff provides homework support during lunch time and after school. i. Provide materials and resources for homework support. j. Provides competitive team sports in basketball, cross country, soccer and volleyball. k. Provide materials for team sports. l. Provide coach stipends for team sports. m. Provide funds for game supervision. n. Provide funds for referee services.	Schoolwide with specific strategies and actions focused on targeted groups.	37000 LCFF S/C 1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits 2500 LCFF S/C 1000-1999: Certificated Personnel Salaries Substitute coverage for study trips 3000 Title I 5000-5999: Services And Other Operating Expenditures Membership and Dues 5000 LCFF S/C 2000-2999: Classified Personnel Salaries Classified salaries and benefits 4200 LCFF S/C 4000-4999: Books And Supplies Materials and supplies
4.6	Study Trips: Study trips to increase student motivation and promote college and career readiness. Tasks: a. Provide funding for study trip fees and transportation. b. Provide substitute teachers to cover staff who chaperone field trips.	Schoolwide with specific strategies and actions focused on targeted groups.	14000 Title I 1000-1999: Certificated Personnel Salaries Substitute costs for chaperones 40000 Title I 5800: Professional/Consulting Services And Operating Expenditures Bus Transportation and Study Trip Admission Fees 10,000 LCFF S/C 5800: Professional/Consulting Services And Operating Expenditures Bus Transportation 2000 Title I 2000-2999: Classified Personnel Salaries Aide Chaperone support
4.7	Campus Maintenance: Maintain a clean and safe campus that promotes a positive learning environment.	Schoolwide with specific strategies and actions focused on targeted groups.	2000 LCFF S/C 2000-2999: Classified Personnel Salaries

	Tasks: a. Replace/add furniture and equipment to maintain clean, safe classrooms. b. Replace/add equipment and materials necessary for of maintenance of structures and outdoor areas.		Custodian extra hours 3000 LCFF S/C 4000-4999: Books And Supplies Custodial supplies 20000 LCFF S/C 4000-4999: Books And Supplies Furniture and equipment 1000 LCFF S/C 5000-5999: Services And Other Operating Expenditures Rental, Leases, Repairs
4.8	Instructional Materials: Maintain inventory of instructional materials and technology that support instruction and student learning. Tasks: a. Replace/add technology to support instruction and student learning. b. Purchase software that support curriculum and student engagement. c. Purchase instructional materials that support curriculum, formative assessment, and student engagement (including but not limited to anchor charts, digital tools, exit tickets, etc). d. Purchase library resources and materials to promote literacy. e. Students will have universal access to current, standards-aligned instructional materials, textbooks, ancillaries, and other necessary tools for learning. f. Increase student access to mobile technology, student chromebooks, software, and web-based resources (including but not limited to IXL, Kahoot, Kami, BrainPop, Google Suite) g. Student materials and tools to assist Targeted Academic Support (TAS) class. h. Necessary student school supplies, included but not limited to spiral notebooks, calculators, scissors, highlighters, markers, glue, mini whiteboards, technology to remediate, maintain, and enrich student skills and learning. i. Science lab safety equipment and lab materials to enhance Science lessons	Schoolwide with specific strategies and actions focused on targeted groups.	60000 Title I 4000-4999: Books And Supplies Materials to support student access 10000 Title I 5000-5999: Services And Other Operating Expenditures Software licenses 40000 LCFF S/C 4000-4999: Books And Supplies Materials to support student access
4.9	Technology infrastructure enhance teaching and learning in a 2:1 school environment: Provide technology infrastructure and training to effectively support staff and students who will now utilize and depend upon technology at school at home to increase access and training to our student population. Tasks: a. 2:1 chromebook access to all students b. Interactive boards, newline boards c. AI		40000 Title I 4000-4999: Books And Supplies Technology Materials for Student Access 5000 LCFF S/C 4000-4999: Books And Supplies Computer Software and Related Expenses

	d. PowerSchool training e. Performance Matters / Kickboard		13000 LCFF S/C 5000-5999: Services And Other Operating Expenditures Computer Technology Related Services
--	---	--	---

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2024-2025 school year, HMS continued to offer after school enrichment opportunities, tutoring, and athletics. Notably, all 7th and 8th grade students participated in a study trip to a museum or college campus.

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

Full implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals were met.

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

In 2025-2026 school year, HMS plans to have 1-2 study trip experiences for all students in grades 6-8. Also, classrooms are now equipped with chromebook carts and students do not needed to carry the device back and forth from school.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$477,047.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$263,692.00
Title I Part A: Parent Involvement	\$5,155.00

Subtotal of additional federal funds included for this school: \$268,847.00

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$208,200.00

Subtotal of state or local funds included for this school: \$208,200.00

Total of federal, state, and/or local funds for this school: \$477,047.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	263692	0.00
LCFF S/C	208200	0.00
Title I Part A: Parent Involvement	5155	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF S/C	208,200.00
Title I	263,692.00
Title I Part A: Parent Involvement	5,155.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	129,609.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	207,938.00
5000-5999: Services And Other Operating Expenditures	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	68,500.00
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF S/C	44,500.00
2000-2999: Classified Personnel Salaries	LCFF S/C	28,000.00
4000-4999: Books And Supplies	LCFF S/C	93,200.00
5000-5999: Services And Other Operating Expenditures	LCFF S/C	17,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF S/C	25,500.00
1000-1999: Certificated Personnel Salaries	Title I	81,789.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	113,903.00
5000-5999: Services And Other Operating Expenditures	Title I	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	43,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,320.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	835.00
5900: Communications	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,000.00
Goal 2	101,789.00
Goal 3	5,155.00
Goal 4	345,103.00

School Site Council Membership

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

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

Name of Members	Role
Martha Castellanos	Principal
Zina Jones	Classroom Teacher
Nicole Mullen	Classroom Teacher
Leslie Mische	Classroom Teacher
Alicia Cardenas	Classroom Teacher
Jennifer Villafana	Other School Staff
Joseph Campos	Secondary Student
Kamil Velez	Secondary Student
Chikaima Muogboh	Secondary Student
Elizabeth Castillo	Parent or Community Member
Vanesa Alvarez	Parent or Community Member
Dalia Guerrero	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 12/16/2025.

Attested:



Principal, Martha Castellanos on 12/16/25



SSC Chairperson, Nicole Mullen on 12/16/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023