



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hawthorne Math and Science Academy	19645920100354	12/15/2025	

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 Math and Science Academy 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.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	17
Academic Performance.....	19
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	40
Goal 3.....	45
Goal 4.....	48
Goal 5.....	51
Goal 6.....	56
Goal 7.....	59
Goal 8.....	62
Goal 9.....	64
Goal 10.....	67
Budget Summary	70
Budget Summary	70
Other Federal, State, and Local Funds	70
Budgeted Funds and Expenditures in this Plan	71
Funds Budgeted to the School by Funding Source.....	71
Expenditures by Funding Source	71
Expenditures by Budget Reference	71
Expenditures by Budget Reference and Funding Source.....	71

Expenditures by Goal.....72

School Site Council Membership 73

Recommendations and Assurances 74

Instructions.....75

Appendix A: Plan Requirements 82

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 85

Appendix C: Select State and Federal Programs 88

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents: Parents are involved in two committees on campus, the School Site Council Committee (SSC) and the English Learner Advisory Committee (ELAC). ELAC provides input on the English Learner instructional supports and also Parent & Family Involvement. The input from the ELAC, on both the Comprehensive Needs Assessment and the School Plan for Student Achievement (SPSA), is then shared with the SSC. SSC is composed of an equitable mix of staff to student & parent members. The parent representatives on SSC share in the input and approval of both the Comprehensive Needs Assessment and the School Plan. The ELAC meets a minimum of 4 times through the academic year, and the SSC meets a minimum of 7 times through the academic year. Parents are elected for a one year term, by other parents, to serve on the ELAC or SSC.

Students: Though students do not serve on the ELAC, they do serve as representatives on the SSC. Students are encouraged to ask questions and provide input during the SSC meetings, and during the development of both the Comprehensive Needs Assessment and School Plan. Students are elected for a one year term, by their peers in the Associated Student Body, to serve on the SSC.

Teachers: Teachers are involved in both the SSC and ELAC committees and, like the students and parents, are elected for one year terms by their peers. In addition, all teachers were able to provide input on the Comprehensive Needs Assessment via a shared Google document to which they had access from September 24, 2025 to September 30, 2025. There are six department chairs, four of which serve on the SSC and the remaining two serve as alternates.

SSC meeting dates were established on September 11, 2025 for the 2025-2026 academic year. Elections for SSC teacher representatives were conducted from August 22, 2025 to August 29, 2025 (announced on 9/2/25). Elections for the "other" representative was conducted in September 2025 (announced on 9/30/2025). Elections for student representatives were conducted in September 2025 (announced 9/30/25). Parent representatives were conducted in September 2025 (announced on 9/30/25). The Comprehensive Needs Assessment was presented to SSC on 10/6/25

and finalized on 10/29/25. The SPSA was approved on (tbd). In addition, there will be progress monitoring of the SPSA monthly at each SSC meeting through the end of the academic year at which point a Categorical Program Evaluation will be completed.

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.

Not applicable.

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.

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.

Other Needs

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

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 Math and Science Academy. 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	0.19%	0.55%	0.71%	1	3	4
African American	15.36%	16.24%	17.28%	82	89	98
Asian	8.8%	8.03%	8.82%	47	44	50
Filipino	1.69%	2.37%	1.76%	9	13	10
Hispanic/Latino	66.85%	65.51%	64.55%	357	359	366
Pacific Islander	0.56%	0.91%	0.71%	3	5	4
White	5.24%	5.29%	4.41%	28	29	25
Two or More Races	0.37%	0.18%	0.53%	2	1	3
Not Reported	0.94%	0.91%	1.23%	5	5	7
Total Enrollment				534	548	567

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	159	158	157
Grade 10	140	149	150
Grade 11	123	124	137
Grade 12	112	117	123
Total Enrollment	534	548	567

Conclusions based on this data:

1. We will continue to provide supports to all students throughout their senior year to ensure they are on-track with academic requirements to reduce attrition.
2. We will continue to conduct middle school recruitment and look at additional ways to promote HMSA, not only to the middle schools in the Hawthorne School District but to schools in the surrounding areas, both public and private.
3. Representation within each student group is staying fairly consistent. More outreach can be done to encourage greater representation in subgroups with smaller numbers enrolled.

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	46	47	42	8.6%	8.6%	7.4%
Fluent English Proficient (FEP)	276	278	291	51.7%	50.7%	51.3%

Conclusions based on this data:

1. The English Learner population has stayed fairly consistent over the past three years, both in number and percentage of overall student enrollment.
2. The percent of Fluent English Proficient has maintained consistency. The percent of students who have reclassified is fairly consistent.
3. The number of students who reclassify, while at HMSA, is highly variable. This is due in part to students needing to meet several criteria in order to reclassify. On particular criteria, the norm-reference test score, is the most difficult to achieve. The norm-referenced score can be met either via the iReady Reading Assessment (metric used in the 24-25 school year) or via the CAASPP English Language Arts/Literacy score (which is only assessed during a student's 11th grade year.)

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 11	122	124	129	122	124	129	122	124	129	100.0	100	100
All Grades	122	124	129	122	124	129	122	124	129	100.0	100	100

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 11	2658.	2662.	2663.	42.62	44.35	48.06	38.52	40.32	34.11	13.93	11.29	10.85	4.92	4.03	6.98
All Grades	N/A	N/A	N/A	42.62	44.35	48.06	38.52	40.32	34.11	13.93	11.29	10.85	4.92	4.03	6.98

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 11	37.70	39.52	37.98	55.74	50.00	58.14	6.56	10.48	3.88
All Grades	37.70	39.52	37.98	55.74	50.00	58.14	6.56	10.48	3.88

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 11	50.00	49.19	40.31	44.26	47.58	51.16	5.74	3.23	8.53
All Grades	50.00	49.19	40.31	44.26	47.58	51.16	5.74	3.23	8.53

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 11	27.87	21.77	20.16	68.03	75.81	72.87	4.10	2.42	6.98
All Grades	27.87	21.77	20.16	68.03	75.81	72.87	4.10	2.42	6.98

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 11	37.70	38.71	48.06	59.02	58.87	48.84	3.28	2.42	3.10
All Grades	37.70	38.71	48.06	59.02	58.87	48.84	3.28	2.42	3.10

Conclusions based on this data:

1. ELA CAASPP assessments show high academic achievement in all areas. We will continue to work on maintaining this level of achievement.
2. Of all the performance areas, Reading and Writing have the highest percent of students below standards. As of 2024-2025 data, 3.88% of students are below standards in Reading and 8.53% of students are below standards in Writing. This is in comparison to the 3.10% of students being below standards in the other performance areas (Research/Inquiry and Listening).
3. Based on the most recent test data (2024-2025) 6.98% or less of all tested students are below standards. Though current academic programs are working, there are definitely some learning gaps and such gaps will be addressed.

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 11	122	124	129	122	124	129	122	124	129	100.0	100	100
All Grades	122	124	129	122	124	129	122	124	129	100.0	100	100

* 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 11	2615.	2622.	2636.	18.85	22.58	27.13	23.77	28.23	29.46	31.97	20.97	19.38	25.41	28.23	24.03
All Grades	N/A	N/A	N/A	18.85	22.58	27.13	23.77	28.23	29.46	31.97	20.97	19.38	25.41	28.23	24.03

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 11	25.41	33.06	30.23	50.82	43.55	48.06	23.77	23.39	21.71
All Grades	25.41	33.06	30.23	50.82	43.55	48.06	23.77	23.39	21.71

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 11	24.59	19.35	27.91	58.20	65.32	58.14	17.21	15.32	13.95
All Grades	24.59	19.35	27.91	58.20	65.32	58.14	17.21	15.32	13.95

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 11	18.03	23.39	26.36	70.49	58.87	60.47	11.48	17.74	13.18
All Grades	18.03	23.39	26.36	70.49	58.87	60.47	11.48	17.74	13.18

Conclusions based on this data:

1. Mathematics CAASPP assessments show that 24.03% of students are below standards. We will continue to work on improving student achievement and addressing the ongoing learning gaps .
2. HMSA staff will also work with students to increase their achievement in the concept areas, especially Concepts & Procedures.
3. HMSA's Math Intervention Specialist will continue to support students across all grade levels.

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
9	1578.2	1565.9	*	1578.0	1543.8	*	1578.1	1587.6	*	14	12	9
10	*	1602.9	1610.5	*	1602.5	1624.9	*	1602.7	1595.3	9	13	13
11	1599.0	*	*	1617.8	*	*	1579.5	*	*	13	7	9
12	*	*	*	*	*	*	*	*	*	*	8	7
All Grades										39	40	38

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
9	21.43	8.33	*	50.00	66.67	*	28.57	25.00	*	0.00	0.00	*	14	12	*
10	*	53.85	46.15	*	38.46	23.08	*	7.69	30.77	*	0.00	0.00	*	13	13
11	30.77	*	*	53.85	*	*	15.38	*	*	0.00	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.64	25.00	39.47	51.28	52.50	36.84	23.08	22.50	23.68	0.00	0.00	0.00	39	40	38

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
9	42.86	8.33	*	50.00	66.67	*	7.14	25.00	*	0.00	0.00	*	14	12	*
10	*	69.23	53.85	*	30.77	23.08	*	0.00	23.08	*	0.00	0.00	*	13	13
11	46.15	*	*	53.85	*	*	0.00	*	*	0.00	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.59	45.00	57.89	48.72	45.00	23.68	7.69	10.00	18.42	0.00	0.00	0.00	39	40	38

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
9	14.29	16.67	*	28.57	41.67	*	50.00	41.67	*	7.14	0.00	*	14	12	*
10	*	30.77	23.08	*	53.85	38.46	*	7.69	30.77	*	7.69	7.69	*	13	13
11	0.00	*	*	53.85	*	*	30.77	*	*	15.38	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.26	15.00	18.42	38.46	37.50	39.47	43.59	40.00	36.84	7.69	7.50	5.26	39	40	38

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
9	14.29	8.33	*	78.57	83.33	*	7.14	8.33	*	14	12	*
10	*	30.77	38.46	*	69.23	46.15	*	0.00	15.38	*	13	13
11	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.26	12.50	15.79	84.62	75.00	65.79	5.13	12.50	18.42	39	40	38

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
9	92.86	50.00	*	7.14	50.00	*	0.00	0.00	*	14	12	*
10	*	100.00	92.31	*	0.00	0.00	*	0.00	7.69	*	13	13
11	92.31	*	*	7.69	*	*	0.00	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	92.31	82.50	97.37	7.69	17.50	0.00	0.00	0.00	2.63	39	40	38

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
9	28.57	41.67	*	50.00	41.67	*	21.43	16.67	*	14	12	*
10	*	38.46	38.46	*	46.15	38.46	*	15.38	23.08	*	13	13
11	0.00	*	*	84.62	*	*	15.38	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.95	25.00	28.95	66.67	55.00	57.89	15.38	20.00	13.16	39	40	38

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
9	0.00	0.00	*	92.86	100.00	*	7.14	0.00	*	14	12	*
10	*	7.69	15.38	*	92.31	84.62	*	0.00	0.00	*	13	13
11	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	2.50	15.79	87.18	97.50	84.21	5.13	0.00	0.00	39	40	38

Conclusions based on this data:

1. The 2024-25 data shows that___% of English Learners are achieving an overall score of Level 4 and 51.28% are achieving an overall score of Level 3.
2. English Learners were just as affected by the COVID shutdowns and time will be needed to address the learning gaps in this population as well.
3. All students tend to perform better on their Oral Language (listening and speaking) than in their Written Language (reading and writing).

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
567	83.2%	7.4%	0.2%
Total Number of Students enrolled in Hawthorne Math and Science Academy.	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	42	7.4%
Foster Youth	1	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	472	83.2%
Students with Disabilities	19	3.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	17.3%
American Indian	4	0.7%
Asian	50	8.8%
Filipino	10	1.8%
Hispanic	366	64.6%
Two or More Races	3	0.5%
Pacific Islander	4	0.7%
White	25	4.4%

Conclusions based on this data:

1. The overall enrollment of HMSA in 2024 - 2025 was 567. This may be due to to strengthened outreach efforts, improved academic and extracurricular offerings, and a positive school culture that continues to attract and retain students. This growth reflects families' confidence in the school's programs and overall student experience.
2. The 2024-2025 data indicated here shows that 7.4% of the HMSA student population are English Learners indicating stability in HMSA's English Learner population.
3. The 2024-2025 data indicated here shows that 3.4% of the HMSA student population are considered socioeconomically disadvantaged.

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.

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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  Blue	Graduation Rate  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Green		
College/Career  Green		

Conclusions based on this data:

- 1. Based on the 2024-2025 data, HMSA is scoring best / at the highest levels for ELA, suspension rates, and college and career rates.
- 2. Improvements can be made to continue to increase performance in Mathematics and in English Learner Progress.
- 3. Improvements can be made to increase efforts to improve graduation rates.

School and Student Performance Data

Academic Performance English Language Arts

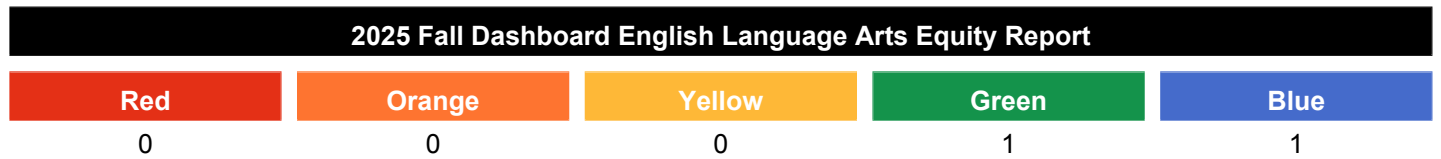
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Blue 80.6 points above standard Increased 3 points 129 Students	English Learners  No Performance Color 14.9 points below standard Declined 46.8 points 11 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Blue 77.6 points above standard Maintained -2.7 points 111 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 91.5 points above standard 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 69.7 points above standard Declined 10.9 points 77 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Overall, HMSA students showed high performance in ELA.
2. Performance in ELA for most subgroups is not able to be determined as there are less than 11 students within those subgroups. However, the subgroup of Socioeconomically Disadvantaged students (which made up 86% of the HMSA population in 2024-2025) also showed high performance in ELA.
3. When looking at performance based on race, conclusions cannot be made for most subgroups as there are less than 11 students within those groups. However the the group comprised of Hispanic students (which make up approximately 59.7% of the HMSA population) showed very high performance in ELA.

School and Student Performance Data

Academic Performance Mathematics

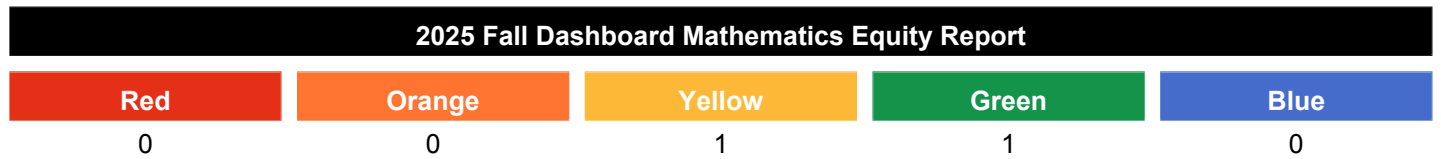
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This section provides number of student groups in each level.



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  Green 8 points above standard Increased 14.7 points 129 Students	English Learners  No Performance Color 109.5 points below standard Declined 28.7 points 11 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 1.4 points above standard Increased 6 points 111 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 26.8 points above standard 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 15.4 points below standard Declined 6.6 points 77 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Overall, HMSA students showed high performance in Mathematics.
2. Performance in Mathematics for most subgroups is not able to be determined as there are less than 11 students within those subgroups. However, the subgroup of Socioeconomically Disadvantaged students (which make up 86% of the HMSA population) showed high performance in Mathematics.
3. When looking at performance based on race, conclusions cannot be made as there are less than 11 students within those groups. However the the group comprised of Hispanic students (which make up approximately 59.7% of the HMSA population) were at a high performance level in Mathematics.

School and Student Performance Data

Academic Performance Science

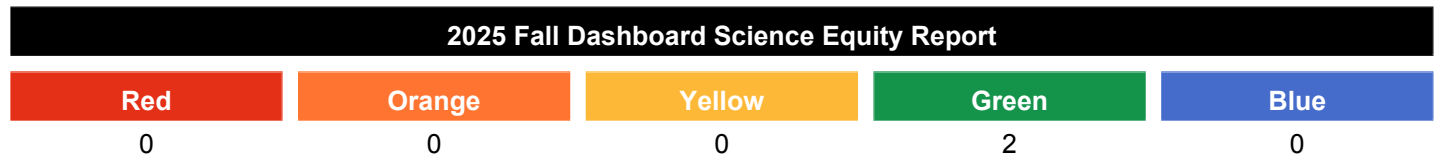
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Green 64.5 science points Increased 2.8 points 251 Students	English Learners  No Performance Color 49.5 science points Increased 6.3 points 21 Students	Long-Term English Learners  No Performance Color 45.5 science points 13 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 64.6 science points Increased 3.7 points 211 Students

Students with Disabilities  No Performance Color 50.5 science points 17 Students	African American  No Performance Color 69.4 science points Increased 4.1 points 43 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 57.8 science points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Green 63.4 science points Increased 4.1 points 164 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 71.5 science points 11 Students

Conclusions based on this data:

1. The subgroup of Socioeconomically Disadvantaged students (which make up 81.5% of the HMSA population) showed high performance in Science.
2. The group comprised of Hispanic students (which make up approximately 63.3% of the HMSA population) were at a high performance level in Science.

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.

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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	 No Performance Color
52.8 making progress.	42.9 making progress.
Number Students: 36 Students	Number Students: 28 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
27.8%	19.4%	5.6%	47.2%

Conclusions based on this data:

- Based on this data, 47.2% of EL students were able to maintain their ELPI (English Learner Progress Indicator) level.
- Ideally, students who are not already at an ELPI Level 4 are increasing at least one level, each year.
- For students that need support, attention will be given to ensure students are provided the academic support to be prepared for testing and to provide the most ideal testing times for them.

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.

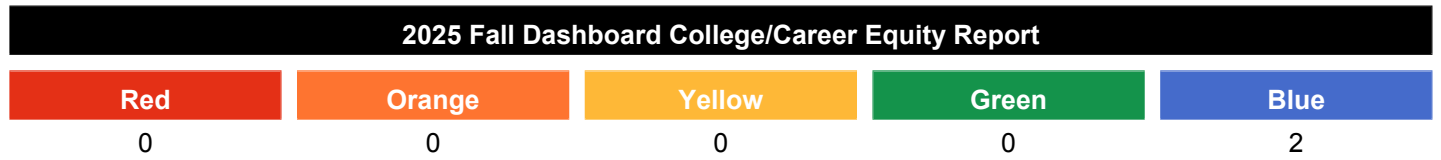
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Green Prepared 78% Declined 4.6% 132 Students	English Learners  No Performance Color Prepared 63.6% Increased 20.8% 11 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue Prepared 81.8% Maintained 0.7% 110 Students

Students with Disabilities  No Performance Color Prepared 38.5% 13 Students	African American  No Performance Color Prepared 90.9% Increased 7.6% 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Prepared 52.4% 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue Prepared 82% Maintained -1.3% 89 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. HMSA will continue to promote College/Career Awareness among students to further develop their college and career readiness.
2. Counseling staff are in place to support students at all grade levels and to ensure that students are on-track for meeting A-G requirements for college admission and for high school graduation.
3. Students and parents are encouraged to advocate for the services and support they need to make sure all students are college and career ready.

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.

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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 Orange Yellow Green Blue
 Lowest Performance 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

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. Chronic Absenteeism is tracked through PowerSchool through the grade levels so data collection for the high school starts in grade 9.
2. HMSA does have a system in place to follow-up with students who have high rates of absenteeism and to work with those students and families to address the reasons for the absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

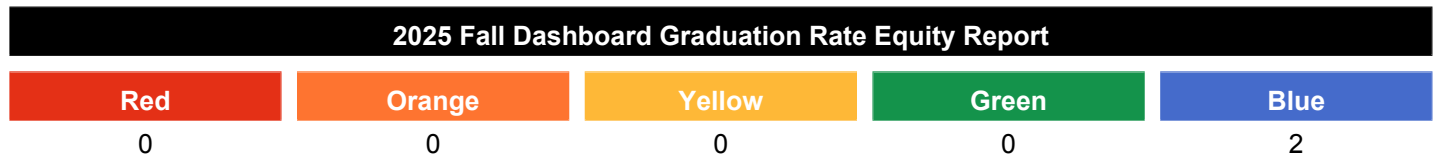
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This section provides number of student groups in each level.



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  Yellow 93.9% graduated Declined 1.9% 132 Students	English Learners  No Performance Color 90.9% graduated Declined 9.1% 11 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 97.3% graduated Increased 1.8% 110 Students

Students with Disabilities  No Performance Color 100% graduated 13 Students	African American  No Performance Color 100% graduated Increased 5.6% 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 71.4% graduated 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 98.9% graduated Increased 1.3% 89 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. The Graduation Rate indicator shows very high performance. HMSA will continue to work on maintaining this level of performance.
2. HMSA will continue to facilitate information meetings for, and communications to, students and parents about graduation requirements and work to help students meet the requirements in time.

School and Student Performance Data

Conditions & Climate Suspension Rate

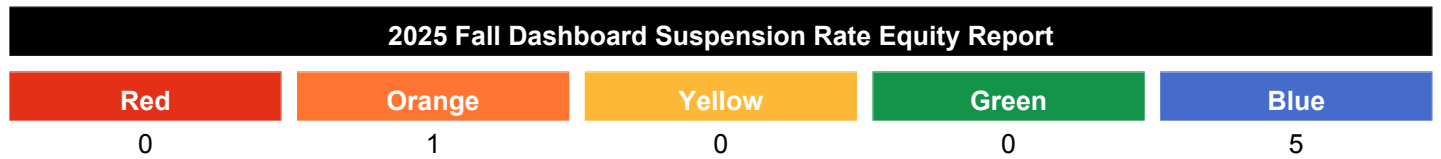
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This section provides number of student groups in each level.



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  Blue 0.5% suspended at least one day Maintained 0% 580 Students	English Learners  Blue 0% suspended at least one day Declined 2.1% 44 Students	Long-Term English Learners  Blue 0% suspended at least one day Declined 2.5% 35 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  Blue 0.4% suspended at least one day Declined 0.3% 481 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Declined 4% 24 Students	African American  Orange 3% suspended at least one day Increased 1.9% 101 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 51 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Blue 0% suspended at least one day Declined 0.6% 374 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 26 Students

Conclusions based on this data:

1. The Suspension Rate indicator shows very high achievement (ie. very low suspensions). HMSA will continue to work on maintaining this level of achievement. HMSA will continue to work on a proactive discipline plan rather than being reactive.
2. Due to the low number of students who are suspended, the performance indicators for subgroups are a bit misleading as a change by even 1 or 2 students can cause a dramatic change in the performance indicator.
3. The subgroups show that African American students were the only students who had a suspension during the 2024-25 school year. Suspensions will be monitored to see if this is a trend, or an outlier.

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.

All Students will experience an environment with optimal conditions for learning

HMSA will continue to maintain/ increase schoolwide proficiency. HMSA will continue to maintain/increase writing and reading skills throughout all content areas. This will be measured by CAASPP ELA Scores and AP Exam Pass Rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: HMSA will ensure that all students, with a strong focus on our unduplicated students and their needs, will graduate college and career ready by retaining an effective, highly qualified staff who will provide standards-aligned instructional materials and technology and implement best instructional practices to support students. HMSA will also increase academic achievement in a broad course of study that fulfills A-G requirements and achieves proficiency on state testing standards. English Language Learners will also increase academic achievement, with the goal of reclassification.

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.

The Hawthorne School District implements iReady as the Fluent English Proficient Reclassification criteria, replacing the STAR reading metrics of 2024-2025. For the 2025-26 school year, HMSA will use IXL as the platform for ELL testing. HMSA continues to offer a support class for English Learners. There has been an increase in Long Term English Learners over the past year which is impacting overall progress and highlighting the need for increased support for English Learners schoolwide. Because there was a dip in the percentage of current EL students who progressed at least one ELPI level, professional development was offered to staff and will continue to be part of the collaboration and planning for 2025-26.

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
Reclassification forms	Number of English Learners at start of 2024-2025	To have at least 10% of English Learners reclassify in 2024-2025
IXL	Initial IXL 2025-26 Reading assessment score	Increased IXL Reading assessment scores by May 31, 2026
Progress reports and semester report cards	Semester 1 progress report	Students maintain "C" or better at each reporting period
2024-2025 CAASPP English Language Arts/Literacy scores	CAASPP English Language Arts/Literacy scores. 2024-2025 CAASPP administration data (state's met or exceeded date was 82.17% (slight decrease from 84.67% in 23-24).	11th grade students achieve "meets" or "exceeds" on CAASPP. Increase to a 85% pass rate in 2025-2026.
2024-2025 CAASPP Math scores	CAASPP math scores. 2024-2025 met or exceeded data was 56.257% (increase from 50.81% in 23-24)	Stay at or above state pass rate in 2025-2026.
AP Course Enrollment / AP course registration	Percent of students in 10th -12th grade who took an AP class 38% / Percent	Maintain the percent of 10th-12th grade students enrolled in AP classes

	pass rate for students enrolled in an AP class in 2024-25 was 71%	for 2025-2026. Maintain pass rate for students registered in AP classes passing at least one exam during 2025-2026
AP Pass rate for all tests (English Language Composition, English Literature, US Government Politics, US History, World History, Environmental Science, Physics I, Spanish Language, AP Computer Science Principles, Calculus AB/BC)	2025-2026 AP administration data	Stay at or above state pass rate in 2025-2026
Student Family conferences and APEX registrations	Identifying students at the start of 2025-26 school year who need credit recovery	All students will have conference with counselor and family and will be enrolled in APEX for credit recovery needed for graduation
Exploration of college and career opportunities	Number of attendees at CP college presentations	Maintain number of students who attend college presentations
Financial Aid / Scholarship applications	Percent of seniors who submitted financial aid / scholarship applications during 2025-2026	Have 95% of seniors submit financial aid or scholarship applications during 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
1.1	Professional Development: supporting staff in professional development as they develop curriculum, ensure differentiation of instruction for English Learners, build on instructional strategies, and utilize technology in delivery of curriculum. NOTE: During the mid-visit visit in April 2024, the WASC visiting committee recommended to "specify and clearly communicate to other stakeholders the plan for tiered approaches in the classroom with specific strategies and instructional practices, supported by professional development around differentiation strategies that can be used in the classroom to support student success." Tasks: 1. Professional development workshops provided by site personnel, district personnel, or outside consultants. 2. Completion of PARs/CARs and scheduling substitute teachers as necessary. 3. Workshop evaluations; Teachers share workshop information with other departments and/or grade levels. 4. Skill implementation in the classroom. Measures: 1. Professional development workshop agenda and training materials. 2. PARs/CARs and sign-in sheets. 3. Workshop report from those who attended; Teacher collaborations.	All English Learners at all grade levels.	2000.00 Title II Consultants (e.g. LACOE)

	4. Learning walks by colleagues and/or administration.		
1.2	Collaboration: supporting staff in collaboration as they develop curriculum, ensure differentiation of instruction for English Learners, and build on instructional strategies. Tasks 1. Assign collaboration time during staff and departments. 2. Develop agenda for collaboration. 3. Follow-up with departments/grade levels after collaboration for reflection and address questions / concerns. Measures 1. Collaboration schedule; PARs/CARs if needed. 2. Agendas; minutes. 3. Post-collaboration data collection.	All English Learners at all grade levels.	1000 Title I Substitutes or stipends 250 Title I Benefits 750 Title I Substitutes or stipends
1.3	Monitor Student Achievement: use all assessment measures available to monitor student achievement and guide instruction. Tasks 1. Develop schedule for administering assessments: ELPAC (summative & initial) and iReady reading assessment. 2. Initiate iReady and IXL licenses to have access to assessment data. 3. Inform all teachers of their EL students and the reclassification process. 4. Monitor progress towards reclassification of English Learners after midterm progress report and final report card. 5. Develop intervention plans for English Learners not making progress towards reclassification; involve all educational partners (teachers, parents, and students). Measures 1. Assessment schedule; review of assessment results. 2. Purchase order for assessment subscriptions and licenses 3. PARs/CARS; meeting agendas; meeting materials; minutes from meetings. 4. "Information for Reclassification Forms", signed by teacher, parent, and student. 5. Minutes from intervention meetings and parent meetings.	All English Learners at all grade levels.	2000 Title I Contracted Services (iReady and IXL)
1.4	Interventions within the school day: Implement designated and integrated strategies to help English Learners achieve instructional goals. Tasks	All English Learners at all grade levels.	1000.00 LCFF S/C - School Climate - Enrichment - Academic

	1. Schedule EL1, EL2, and EL3 students (and others based on teacher recommendation) into English Essentials College Prep (CP) class; schedule EL4 students into support CP classes as needed. 2. Ensure teachers have Universal Access materials, if available from the publisher, for the EL students in their classes. 3. Purchase reading materials that match independent reading levels of students. 4. Develop iReady Reading Assessment schedule. 5. Monitor progress towards reclassification of English Learners after midterm progress report and final report card. 6. Develop intervention plan for English Learners not making progress towards reclassification; involve all educational partners (teachers, parents, and students). 7. Complete reclassification form for students who meet criteria; update student's information on PowerSchool; change student's English Essentials CP class to appropriate CP class. Measures 1. CP schedule; CP rosters. 2. Textbook inventory reports; purchase orders. 3. STAR Reading Assessment schedule; IXL Reading reports. 4. "Information for Reclassification Forms", signed by teacher, parent, and student. 5. Reclassification Form; printout of PowerSchool updates; printout of updated class schedule.		Independent Reading Level materials 15000 LCFF Materials for PSAT prep and AP fees
1.5	After School Academic Support/Intervention Tasks 1. Develop intervention schedule with teachers; post in all classrooms and online. 2. Submit PARs/CARs; submit timesheets and registers to office manager monthly. 3. Monitor classroom grades of students. 4. Get feedback from parents and students as to their perceived areas of need. 5. As necessary, develop academic contract for and meet with families of students who are struggling in classes. 6. Develop Peer Tutors through Link Crew scholars to assist in academic support and provide a ratio closer to 1:1 in academic support services. Measures 1. Academic Support/Intervention schedule 2. PARs/CARs; timesheets; registers 3. Progress reports; report cards 4. Progress report reflection sheets 5. Academic contracts 6. Peer tutor applications; academic support sign-in sheets	All English Learners at all grade levels.	18000 Title I Stipends 2500.00 Title I Benefits After School 14000 Title I Stipends (After School) 3500 Benefits (after-school)

1.6	Curriculum and Instruction: Provide professional development to develop curriculum and build on instructional strategies, and utilize technology in delivery of curriculum. Tasks 1. Offer professional development workshops provided by site personnel, district personnel, or outside consultants such as AP Institute, LACOE or CATE conference. 2. Completion of PARs/CARs and scheduling substitute teachers as necessary. 3. Workshop evaluations; Teachers share workshop information with other departments and/or grade levels. 4. Teachers implement and share skills learned at workshop - learning walks Measures 1. Professional development workshop agenda and training materials. 2. PARs/CARs and sign-in sheets. 3. Workshop report from those who attended; Teacher collaborations. 4. Classroom observations by colleagues and/or administration - learning walks.	All Students	10000 Title II Substitutes or stipends (i.e. CATE conference) 794.00 Title II 4500 Title II Registration and Benefits (CATE conference) 3000 Title II Substitutes or Stipends (NGSS; Pearson) - Materials and Supplies 18000 Title II Professional Development (LACOE)
1.7	Technology Integration: Use of technology to increase listening, speaking, reading and writing proficiency of English Learners, both in class and after school. Tasks 1. Develop lesson plans and rubrics to increase listening, speaking, reading and writing proficiency. 2. Develop library schedule; post in all classrooms and online 3. Submit PARs/CARs; submit timesheets and registers to office manager monthly. 4. Replace/upgrade hardware and software as needed (for example: purchase additional Chromebooks and headphones) Measures 1. Lesson plans; rubrics 2. PARs/CARs; timesheets; registers 3. Inventory; purchase orders	All English Learners at all grade levels.	3000 LCFF S/C - Intervention 7000 Title I Capital Materials (Chromebooks, etc) 1000 Title I Non-capitalized materials (printers, etc) / contracted services
1.8	Transition Specialist to also serve as EL Support Specialist to support English Learners. NOTE: During their March 2021 visit, the WASC Visiting Committee recommended that an evaluation be conducted to the possibility of allocating resources for a full time EL Specialist or additional monitoring support. Tasks	All English Learners at all grade levels.	100000 LCFF S/C

	1. Determine tasks that would be allocated to an EL Specialist position. 2. Determine if there is funding available for an EL Specialist position. 3. Determine qualifications needed for EL Specialist position. Measures 1. List of tasks that would be allocated to an EL Specialist position. 2. Review of budget and budget priorities. 3. Creation of job description.		
1.9	Summer School Enrichment / Credit Recovery: implement interventions, via specialized summer classes to help continuing students achieve instructional goals and make progress on coursework needed to meet A-G requirements. Tasks 1. Determine which students need to register for summer classes to get credit recovery. 2. Develop summer school schedule with math teachers. 3. Create summer school class lists. 4. Submit PARs/CARs; submit timesheets and registers to office manager. 5. As needed, adjust fall class schedule for students based on their summer course grade. Measures 1. Previous math class grades 2. Summer school schedule 3. Class rosters 4. PARs/CARs; timesheets; registers 5. Summer school report card; class change requests	Students continuing at HMSA for Fall 2025-2026 and want enrichment / credit recovery	25000 LCFF S/C Intervention - Summer School Stipends
1.10	Maintain the role of a Math Intervention Specialist to provide math support for students below grade level, primarily for grades 9 and 10 but can support all math students. Tasks 1. Determine tasks appropriate for math intervention specialist 2. Determine funding - split with community schools and HMSA Measures 1. Focused assessment review for small group and individualized instructional plans 2. Small group 3. Push in and/or pull out sessions for support struggling students 4. Assessment review for planning and student support	All students	100000 LCFF LCFF S/C Intervention

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.

Overall, the strategies were implemented with fidelity and have been moderately effective, as HMSA aligned EL reclassification metrics with district requirements, expanded instructional and programmatic supports for English Learners, and responded to emerging need, such as the increase in Long-Term English Learners and a dip in ELPI progress, through targeted professional development and the planned transition to IXL to strengthen monitoring, instruction, and reclassification outcomes.

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 the budgeted expenditures, as HMSA implemented the planned instructional supports, professional development, and assessment adjustments for English Learners as designed, with minor programmatic refinements made to address increased Long-Term English Learner needs without requiring significant budget changes.

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.

As a result of this analysis, HMSA will strengthen this goal by expanding targeted supports for English Learners, including continued professional development focused on EL instruction, enhanced progress monitoring through the implementation of IXL for EL assessment, and sustained EL support classes; these updates are reflected in the SPSA under the English Learner Achievement, Professional Development, and Instructional Programs sections.

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.

Students will exhibit increases in achievement in core subject areas.

HMSA will continue to support College and Career awareness among students, and to facilitate student and parent communication about graduation requirements and college/career exploration. This will be measured by the graduation rate, AP Exam Participation, AP Exam Pass Rates, and A-G Course Completion.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: HMSA will monitor student academic performance and student social-emotional concerns and needs to provide a strong system of student support and family communication. The 2024 LCAP survey completed by educational partners indicated a clear need for stronger counseling support for students. These supports include but are not limited to: college and career support, social-emotional support and academic support.

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.

Students and their families need assistance in meeting the academic and social emotional challenges of a rigorous curriculum. HMSA will assist students and their families in the transition from middle school to high school, the completion of graduation requirements, and finally the transition from high school to college or career. HMSA wants to make sure that students are prepared for their academic course loads, that they are on-track to meet A-G graduation requirements, that they are taking AP classes if they are interested in them and qualify, that they explore college and career opportunities, and that they are financially prepared for college.

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
Student/family conferences and APEX registrations for credit recovery	Identifying students at start of 2025-26 school year who need assistance in meeting A-G requirements	All students will have conference with counselor and family and will be enrolled in APEX or other courses for credit recovery needed for graduation.
AP course enrollment	Percent of students in 10th-12th grade who took an AP class in 2025-2026	Maintain the percent of 10-12th grade students enrolled in AP classes for 2025-2026
Exploration of college and career opportunities	Number of attendees at CP college presentations offered in 2025-2026 school year.	Maintain number of students who attend presentations by college representatives in 2025-2026 (virtual or in-person presentations).
Financial Aid and scholarship applications	Percent of seniors who submitted financial aid or scholarship applications during 2025-2026	Have 95% of seniors submit financial aid or scholarship applications during 2025-2026
AP course exam registration	Percent pass rate for students enrolled in an AP class and that took at least one AP exam in 2024-2025 was 71% (2022-2023 pass rate was 73%). 2023-24 pass rate data was 62%.	Maintain rate pass rate for students registered in AP classes passing at least one exam during 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	Grade Level Meetings: Information presented to students and parents at each grade level that specifically address the academic or social-emotional needs of students at that stage of their academic career. Tasks 1. Establish schedule for student workshops & parent meetings. 2. PARs/CARs (if needed). 3. Schedule facilities & technology. 4. Publicize workshops and meetings via PeachJar, college and career classes and school website. 5. Develop agenda; training materials; sign-in sheets; evaluation form Measures 1. Schedules for student workshops & parent meetings 2. PARs/CARs; timesheets 3. Emails and/or technology requests 4. Documentation of morning announcements, School Messenger calls/emails, fliers; and posts on school website and PeachJar. 5. Agenda; training materials	All students	1000.00 Title I Stipends 250 Title I Benefits
2.2	College Admissions: provide opportunities for students to explore college options via college presentations at HMSA. Tasks 1. Speak with college representatives; establish schedule of college presentations (individual presentations by university/college and/or College Fair). 2. PARs/CARs (if needed). 3. Reserve space in Family Resource Center or MPR on campus. 4. Establish student sign-ups through Naviance. 5. Publicize presentations. 6. Create sign-in sheet for FRCh check-ins. Measures 1. College presentations schedule 2. Email and/or technology requests 3. Naviance records 4. Documentation of morning announcements, School Messenger calls/emails, fliers; posts on school website; posts on Google Classrooms 5. Sign-in sheet	All students.	8000 LCFF Naviance Subscription
2.3	Career Exploration: provide opportunities for students to explore post-academic career options	All students	1000 LCFF

	via career and/or alumni events and presentations at HMSA. Tasks 1. Request presenters for Alumni Day and/or Career Day (alumni / career individuals to speak to students; parents of former HMSA students to speak to current HMSA parents) 2. Request presenters for individual guest speakers 3. Create presentation schedule; create information sheet for "Meet & Greet"; create sample question prompts 4. PARs/CARs (if needed) 5. Reserve facilities and equipment needed by presenter(s) OR schedule Zoom webinars/meetings 6. Publicize presentations 7. Create sign-in sheet Measures 1. Alumni Day and/or Career Day presentation schedule; 2. "Meet & Greet" information sheet; sign-in sheets for CP presentations 3. PARs/CARs; timesheets 4. Email for facility and/or technology requests 5. Documentation of morning announcements, School Messenger calls/emails, fliers; posts on school website; posts on Google Classrooms 6. Sign-in sheet		Materials and supplies needed for career day.
2.4	In-Person Campus Tours: provide opportunities for students to explore college options via visits to college campuses. Tasks 1. Schedule tours with college campuses: Schedule one grade level college visit field trip per semester to attend campus tours 2. Submit PARs/CARs & arrange for substitutes (if necessary) 3. Distribute Study Trip permission slips; request chaperones 4. Create attendance sheet Measures 1. Study Trip approvals or evaluations from virtual visits 2. PARs/CARs; timesheets 3. Study Trip permission slips; chaperone forms 4. Attendance sheet	All students	13000.00 LCFF Buses, Substitutes, and stipends
2.5	Course Enrollments: identify students who qualify for special course enrollments. Tasks 1. Identify which students are in need of APEX (for credit recovery).	All students	8000 LCFF S/C - Intervention APEX Subscription 39000

	2. Identify which students qualify for AP courses 3. Schedule students for appropriate courses 4. Monitor student progress in courses 5. Register students for end of course exam (AP courses) Measures 1. Report cards; A-G credit progress 2. Screening exam; teacher recommendation; completion of pre-course summer work 3. Teacher schedules; class rosters; APEX registrations; APEX purchase order 4. APEX reports 5. AP exam registrations; AP Exam purchase order		LCFF S/C - School Climate - Enrichment - Academic AP Course Registration and Ordering
2.6	Calibrated Grading Process: Grade level Collaboration Allocate grade level collaboration for teams to analyze data, evaluate grading practices and align content goals with grading practices. Tasks 1. Establish committee and/or or have each academic department evaluate current practices and determine content goals for each course. 2. Develop rubrics for each course. 3. Utilize rubrics and revise as needed. 4. Submit PARs/CARs & request substitutes (if necessary) Measures 1. Committee/department meeting minutes 2. Rubrics for each course 3. Committee/department meeting minutes 4. PARs/CARs; timesheets	All students	5000 Title I Stipend for Collaboration

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.

Overall, HMSA has effectively implemented strategies to support student academic and social-emotional needs by providing comprehensive counseling, targeted academic guidance, college and career planning, and family communication, resulting in strengthened support systems that help students navigate rigorous coursework and successfully transition from middle school to high school and beyond.

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 budgeted expenditures, as HMSA was able to provide the planned counseling, academic support, college and career guidance, and family engagement activities within the allocated resources.

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.

As a result of this analysis, HMSA will enhance this goal by increasing counseling capacity, expanding academic and social-emotional support programs, and strengthening family engagement initiatives, with updates to annual outcomes, metrics, and strategies reflected in the SPSA under the Student Support Services, Counseling, and Family Engagement sections.

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.

An effective, supportive and welcoming environment will be maintained for students, staff and families.
HMSA will maintain / increase the number of Positive Behavior Incentives and Supports

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Hawthorne Math and Science Academy will continue to provide safe and clean facilities for all. HMSA is also to provide a safe, respectful and welcoming learning community to provide a system of student support and parent communication.

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.

It is necessary to outline behavior expectations while promoting a positive and supportive school culture. To develop this school culture, students need to demonstrate the qualities of motivation, accountability, respect and kindness. Students need to be well-rounded individuals with opportunities to expand their support network, feel connected, explore a variety of interests, reduce stress, and have a healthier lifestyle. To achieve this, multiple opportunities for involvement within and beyond the classroom need to be offered.

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
Positive calls	2024-2025 PowerSchool data - log entries	The number of positive calls to recognize MARK characteristics will increase to 2%
MARK tickets	2024-2025 ticket data	The number of teachers recognizing students for MARK characteristics will increase by 5%

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	MARK awards: recognize students for positive behaviors (motivation, accountability, respect and kindness). New strategies need to be developed to recognize and include students in the independent study program. Tasks 1. Educate students and teachers about the MARK program, including MARK tickets. 2. Provide tickets to teachers and encourage them to distribute to students. 3. Track ticket distribution by teacher and student.	All students	8000 LCFF MARK awards / prizes

	4. Purchase and solicit donations for MARK awards/prizes. 5. Celebrate, at a semesterly award ceremony, outstanding students at each grade level who best exemplify one of the MARK characteristics 6. Evaluate and modify the program as needed. Measures 1. MARK Awards PowerPoint presentation 2. Master set of MARK tickets provided to all staff members 3. Data on ticket distribution 4. Google survey of awards/prizes requested by students 5. Award program from recognition ceremonies 6. PBIS committee minutes; analysis of data		
3.2			
3.3			
3.4			
3.5	Positive calls/communication to parents Tasks 1. Make positive call home when teacher recognizes exceptional behavior or academic performance. 2. Enter positive call onto PowerSchool or a tracking spreadsheet 3. Evaluate and modify the program as needed. Measures 1. Positive call logs 2. PowerSchool log data or data from spreadsheet 3. PBIS committee minutes; analysis of data	All students	2500 LCFF LCFF S/C Family Outreach
3.6			
3.9			

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.

Overall, HMSA has effectively implemented strategies to maintain safe and clean facilities while fostering a positive, respectful, and supportive school culture, providing students with clear behavioral expectations, opportunities for engagement, and resources that promote social-emotional well-being and connectedness.

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 budgeted expenditures, as HMSA successfully maintained safe and clean facilities and delivered the planned programs and activities to promote a positive school culture within the allocated resources.

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.

As a result of this analysis, HMSA will enhance this goal by expanding programs and activities that promote student engagement, social-emotional well-being, and school connectedness, with updates to annual outcomes, metrics, and strategies reflected in the SPSA under the School Culture, Student Engagement, and Facilities sections.

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.

An effective, supportive, and welcoming environment will be maintained for students, staff, and families.

HMSA will continue to develop Parent & Family Involvement opportunities and partner with community schools for outreach and engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Hawthorne Math and Science Academy will provide a welcoming, inclusive community that fosters student connectedness and promotes student and parent engagement in the overall educational program. HMSA will work closely with the HMSA Community School to increase services and opportunities for students, families and community members and provide ways for collaboration, planning and look to increase participation for all educational partners. HMSA will continue to seek ways to improve and encourage parent involvement in our Parent Booster Club (PBC), School Site Council (SSC), Community School Advisory Council (CSAC), and other parent community groups.

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 involvement is an important part of student development and is welcomed at HMSA. Having more involved and better informed parents and families will help meet the needs of students academically and socially-emotionally. Families are encouraged to attend school sponsored athletic events, information meetings, awards ceremonies and social events. The school website should serve as a resource for families.

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
Increase parent volunteerism through service and fundraising opportunities	Parent Volunteer Hours Log from the past school years to review trends	Have a 2% increase in the percent of parents contributing volunteer hours via a combination of donations, fundraisers, or virtual events and meetings.
Increase attendance at parent/family meetings, workshops and events	Family Involvement Attendance from 2024-2025 school year	Maintain parent participation attendance counts, via either virtual or in-person platforms, to same total (or better) as that recorded in the previous academic year.
Increase online parent resources	Surveys, screenshots of current website	Provide updated and increased information and resources via school website

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	Parent Education Ongoing instructional assistance and support for parents through parent information meetings, workshops and website resources. Tasks 1. Determine topics for meetings and workshops offered by Parent Booster Club (PBC), Counselorled meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC). 2. Schedule meetings and workshops at convenient dates and times for parents and post schedule on website. 3. Secure location, presenters, translators, and child care as necessary. 4. Advertise meetings, workshops and events via written invitations and phone reminders 5. Provide refreshments and set up room 6. Conduct evaluation Measures 1. Parent surveys; teacher & counselor input; administrative input 2. Schedule of meetings/seminars/events 3. Event checklist; contracts; purchase orders; 4. Invitations to meetings/seminars/events; School Messenger announcements 5. Purchase order/receipts; prepare agendas, training materials, sign-in sheets 6. Evaluations	All students	1550 Title I Part A: Parent Involvement 700 Title I Part A: Parent Involvement Instructional Materials and Supplies 500 Title I Part A: Parent Involvement Stipends (translations) and benefits
4.2	Website Development and Revisions Tasks 1. Survey parents to determine resources needed on website. 2. Establish committee to revise and/or develop website pages as needed. 3. Conduct parent evaluations of website once revisions and/or developments have occurred. 4. Ensure timely posting of resources from meetings, events, etc. Measures 1. Surveys 2. PARs/CARs; agendas; sign-in sheets; minutes from committee meetings 3. Evaluations 4. Screenshots of webpages	All students	500 Title I Part A: Parent Involvement Instructional Materials/Supplies
4.4	Parent-Teacher Communications/Conferences	All students	800 Title I

	Title I School Plan for Student Achievement (SPSA) Page 58 of 88 Hawthorne Math and Science Academy Tasks 1. Develop process for parent-teacher communication/conferences 2. Get feedback from parents as to their areas of need. 3. Submit PARs/CARs; submit timesheets and registers to office manager as needed. 4. As necessary, meet with families and develop academic contract for struggling students. Measures 1. Minutes from committee meetings, staff meetings, and staff collaborations 2. Parent survey results 3. PARs/CARs; timesheets; registers 4. Progress reports; report cards, Progress report reflection sheets, Academic contracts; parentteacher conference notes		Stipends
4.6			

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.

Overall, HMSA has effectively implemented strategies to foster a welcoming and inclusive community by promoting student connectedness, increasing family engagement through school and community programs, and providing multiple avenues for parent participation and communication.

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 budgeted expenditures, as HMSA successfully carried out the planned family engagement activities, community partnerships, and communication initiatives within the allocated resources.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

All students will experience an environment with optimal conditions for learning.

HMSA will continue to maintain/increase schoolwide math proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: HMSA will ensure that all students, with a strong focus on our unduplicated students and their needs, will graduate college and career ready by retaining an effective, highly qualified staff who will provide standards-aligned instructional materials and technology and implement best instructional practices to support students. HMSA will also increase academic achievement in a broad course of study that fulfills A-G requirements and achieves proficiency on state testing standards. English Language Learners will also increase academic achievement, with the goal of reclassification.

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.

Math learning objectives need to be aligned and scaffolded throughout the four course model and updated question banks should be developed to assess student preparation for state testing. In order for all students to meet or exceed the standards, programs need to continue to focus on students who are behind in the math sequence, whether they be current students or those entering HMSA as ninth graders.

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
CAASPP math scores	2024-2025 CAASPP administration data (state's met or exceeded rate was 37.30%, HMSA's pass rate was 56.25%).	Increase to a 58% pass rate in 2025-2026
AP math scores (Calculus AB and Calculus BC)	2024-2025 AP administration data	Stay at or above state pass rate in 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
5.1	Curriculum and Instruction: Provide professional development to develop curriculum and build on instructional strategies, and utilize technology in delivery of curriculum. Tasks 1. Professional development workshops, with an emphasis on hands-on practical lessons, provided	All students	18,000.00 Title I Professional Development (LACOE)

	by site personnel, district personnel, or outside consultants. 2. Completion of PARs/CARs and scheduling substitute teachers as necessary. 3. Workshop evaluations; Teachers share workshop information with other departments and/or grade levels. 4. Teachers implement skills learned at workshop. Measures 1. Professional development workshop agenda and training materials; purchase orders 2. PARs/CARs and sign-in sheets. 3. Workshop report from those who attended; Teacher collaborations. 4. Classroom observations by colleagues and/or administration.		
5.2	Collaboration: support staff in collaboration to develop curriculum and build on instructional strategies. Tasks 1. Develop collaboration schedule for department. 2. Develop agenda for collaboration, with pacing schedule being one area of emphasis during collaborations; share minutes from collaboration. 3. Follow-up with department after collaboration to address questions or concerns. Measures 1. Collaboration schedule; PARs/CARs if needed 2. Agendas; minutes; pacing guide 3. Post-collaboration notes	All students	1000 Title I Substitutes or stipends
5.4	Interventions within the school day Tasks 1. Schedule students into College Prep (CP) classes. Measures 1. CP schedule; CP rosters 2. Invoice/statements PSAT and AP assessments	All students	1000 LCFF Materials for PSAT Prep and AP fees
5.5	After School Academic Support/Intervention Tasks 1. Develop academic support/intervention schedule with teachers; post in all classrooms and online. 2. Submit PARs/CARs; submit timesheets and registers to office manager monthly. 3. Monitor classroom grades of students. 4. Get feedback from parents and students as to their perceived areas of need. 5. As necessary, develop academic contract for struggling students and meet with families.	All students	18000 Title I Stipends (After School) 3,500 Title I Benefits (After School)

	Measures 1. Academic Support/Intervention schedule 2. PARs/CARs; timesheets; registers 3. Progress reports; report cards 4. Progress report reflection sheets 5. Academic contracts		
5.6	Summer School Intervention: implement intervention, via specialized summer class, to help incoming 9th grade students achieve instructional goals. Tasks 1. Administer algebra placement assessment to all incoming ninth grade students. 2. Using placement test results, determine which incoming students could benefit from summer school. 3. Develop summer school schedule with math teachers. 4. Create summer school class lists. 5. Submit PARs/CARs; submit timesheets and registers to office manager. 6. As needed, adjust fall class schedule for students. Measures 1. Algebra assessment scores 2. Summer school schedule 3. Class rosters 4. PARs/CARs; timesheets; registers 5. Summer school report card; class change requests	Newly admitted 9th grade students entering HMSA in Fall 2025.	8000 Title I Stipends (Summer School) 2000 Title I Benefits (Summer School)
5.7	Summer School Credit Recovery: implement interventions, via specialized summer classes to help continuing students achieve instructional goals and make progress on coursework needed to meet A-G requirements. Tasks 1. Determine which students need to register for summer classes to get credit recovery. 2. Develop summer school schedule with math teachers. 3. Create summer school class lists. 4. Submit PARs/CARs; submit timesheets and registers to office manager. 5. As needed, adjust fall class schedule for students based on their summer course grade. Measures 1. Previous math class grades 2. Summer school schedule 3. Class rosters 4. PARs/CARs; timesheets; registers 5. Summer school report card; class change requests	Students continuing at HMSA for Fall 2025 and who need to make-up coursework to meet A-G requirements.	25,000.00 LCFF S/C - Intervention Summer school stipends requirements

5.8	Technology Integration: use of technology within the classroom and in the extended day to increase schoolwide math proficiency. Tasks 1. Develop cross curricular math skills: use of math as review tool in sciences; use of dimensional analysis 2. Increase students' math literacy and writing skills. 3. Have students relate word problems to real life. 4. Develop library schedule with teachers; post in all classrooms and online. 5. Submit PARs/CARs; submit timesheets and registers to office manager monthly. 6. Replace/upgrade hardware and software as needed (for example: purchase additional Chromebooks; continue premium subscriptions to digital resources such as NoRedInk, Renaissance, Turnitin.com). Measures 1. Lesson plans; rubrics 2. Student work; writing samples 3. Library schedules 4. PARs/CARs; timesheets; registers 5. Inventory; purchase orders	All students	7000 Title I Capital Materials (Chromebooks, etc.) 6000.00 Title I Non-capitalized Materials (printers, etc.) 1000.00 Title I Contracted Services (online resources)
5.9	Maintain a Math Intervention Specialist to provide math support for students below grade level, primarily for grades 9 and 10 but can support all math students. Tasks 1. Determine tasks appropriate for math intervention specialist 2. Determine funding - split with community schools and HMSA Measures 1. Focused assessment review for small group and individualized instructional plans 2. Small group 3. Push in and/or pull out sessions for support struggling students 4. Assessment review for planning and student support	All students	100000 LCFF S/C - Intervention

Annual Review

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.

Overall, HMSA has effectively implemented strategies to support college and career readiness by retaining highly qualified staff, providing standards-aligned instructional materials and technology, scaffolding math objectives across courses, and offering targeted support to English Learners and students needing additional math interventions.

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 budgeted expenditures, as HMSA was able to provide the planned instructional support, math interventions, and resources for English Learners and all students within the allocated budget.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

An effective, supportive, and welcoming environment will be maintained for students, staff, and families.

HMSA will continue to develop Parent & Family Involvement opportunities and partner with community schools for outreach and engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: HMSA will provide a welcoming, inclusive community that fosters student connectedness and promotes students and parent engagement in the overall educational program. HMSA will work closely with the HMSA community schools to increase services and opportunities for students, families and community members and provide ways for collaboration, planning and increase participation for all educational partners. HMSA will continue to seek ways to improve and encourage parent involvement in our Parent Booster Club (PBC), School Site Council (SSC), Community School Advisory (CSAC) and other parent community groups.

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 involvement is an important part of student development and is welcomed at HMSA. Having more involved and better informed parents and families will help meet the needs of students academically and socially-emotionally. Families are encouraged to attend school sponsored athletic events, information meetings, awards ceremonies and social events. The school website should serve as a resource for families.

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
Increase attendance at parent/family meetings, workshops and events	Family Involvement Attendance from 2024-2025 school year	Maintain parent participation attendance counts, via either virtual or in-person platforms, to same total (or better) as that recorded in the previous academic year.
Increase online parent resources	Surveys; Screenshots of current website	Provide updated and increased information and resources via school website
Increase parent volunteerism through service and fundraising opportunities	Parent Volunteer Hours Log from 2019-2020, 2021-2022 and 2022-2023 school years (to determine trends pre- and post-COVID (and distance learning during the 2020-2021 academic year)	Have a 2% increase in the percent of parents contributing volunteer hours via a combination of donations, fundraisers, or virtual events and meetings.

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
6.1	Parent Education Ongoing instructional assistance and support for parents through parent information meetings, workshops and website resources. Tasks 1. Determine topics for meetings and workshops offered by Parent Booster Club (PBC), Counselor-led meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC). 2. Schedule meetings and workshops at convenient dates and times for parents and post schedule on website. 3. Secure location, presenters, translators, and child care as necessary. 4. Advertise meetings, workshops and events via written invitations and phone reminders 5. Provide refreshments and set up room (pending COVID-19 regulations) 6. Conduct evaluation. Measures 1. Parent surveys; teacher & counselor input; administrative input 2. Schedule of meetings/seminars/events 3. Event checklist; contracts; purchase orders; 4. Invitations to meetings/seminars/events; School Messenger announcements 5. Purchase order/receipts; prepare agendas, training materials, sign-in sheets 6. Evaluations	All students	1300 Title I Part A: Parent Involvement Instructional materials/supplies 700.00 Title I Part A: Parent Involvement Stipends (translations) 177 Title I Part A: Parent Involvement Benefits (translations) 1000.00 Title I Stipends (translations) 250.00 Title I Benefits (translations)
6.2	Website Development and Revisions Tasks 1. Survey parents to determine resources needed on website. 2. Establish committee to revise and/or develop website pages as needed. 3. Conduct parent evaluations of website once revisions and/or developments have occurred. 4. Ensure timely posting of resources from meetings, events, etc. Measures 1. Surveys 2. PARs/CARs; agendas; sign-in sheets; minutes from committee meetings 3. Evaluations 4. Screenshots of webpages	All students	250.00 Title I Part A: Parent Involvement Instructional materials/supplies 500 Title I Part A: Parent Involvement Stipends (translations) 177.00 Title I Part A: Parent Involvement Benefits (translations)
6.3	Parent-Teacher Communications/Conferences	All students.	1000 Title I

	Tasks 1. Develop process for parent-teacher communication/conferences 2. Get feedback from parents as to their areas of need. 3. Submit PARs/CARs; submit timesheets and registers to office manager as needed. 4. As necessary, meet with families and develop academic contract for struggling students. Measures 1. Minutes from committee meetings, staff meetings, and staff collaborations 2. Parent survey results 3. PARs/CARs; timesheets; registers 4. Progress reports; report cards, Progress report reflection sheets, Academic contracts; parent-teacher conference notes		Stipends
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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.

Overall, HMSA has effectively implemented strategies to foster an inclusive and welcoming community by promoting student connectedness, increasing family engagement through school and community programs, and providing multiple avenues for parent participation and access to school resources.

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 budgeted expenditures, as HMSA successfully executed the planned family engagement initiatives, community partnerships, and communication strategies within the allocated resources.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

An effective, supportive, and welcoming environment will be maintained for students, staff, and families.

Provide Transition Programs that will ease the transition between major stages of students' academic development.

This will be measured by student surveys, attrition reports, and Summer Bridge Attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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
Recognition ceremonies	MARK awards; Celebration of Excellence; Senior Awards Night; College Decision Day	Maintain or increase the number of awards students achieve
Exit Surveys	Last three years of Senior exit surveys	Develop portion of survey for students to rate their overall experience at HMSA
Summer Bridge attendance	Summer Bridge attendance	Maintain Summer Bridge's attendance rate at 95%
Attrition reports	Historical data on "transfers" and "no shows"	Reduce the number of students leaving HMSA before graduation

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
7.1	Summer Bridge: ensuring that 9th grade students are provided an orientation to HMSA which will ease them in their transition from Middle School to High School. Tasks 1. Establish dates for Summer Bridge 2. Reserve classrooms, other facilities, and technology	All incoming 9th grade students for Fall 2025	1000.00 Title I Stipends (translations) 30.00 Title I Benefits (translations)

	3. Inform incoming 9th grade students and parents of program 4. Meet with teachers to develop program topics, schedule, and lesson plans 5. Provide training for Link Crew leaders 6. Create 9th grade student groups & attendance rosters 7. Create parent orientation agenda, training materials, sign-in sheets & evaluation forms Measures 1. Summer Bridge letter 2. Emails to confirm room reservations; technology requests 3. Summer Bridge letter 4. PARs/CARs; agenda; sign-in sheets; timesheets; meeting minutes; lesson plans 5. Attendance rosters for each group 6. Parent meeting items: agenda, training materials; sign-in sheet; evaluation forms		
7.2	College Decision Day: ensuring that 12th grade students are recognized on their transition out of high school to their chosen college or career. Tasks 1. Schedule day to recognize 12th grade students on their transition to college/career. 2. Reserve facilities; technology; other equipment. 3. Create invitation for parents/guests, district personnel, etc. to attend. 4. Prepare materials needed for event Measures 1. Scheduled on HMSA events calendar 2. Email confirmation of facilities and/or equipment; technology requests; reservation forms 3. Invitations; guest lists 4. Materials check-list	All 12th grade students who will graduate in June 2024.	1000 LCFF S/C - School Climate - Enrichment - Academic

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.

HMSA has effectively implemented strategies to maintain a safe, respectful, and welcoming learning environment that fosters student connectedness and actively engages students and parents in the educational program.

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 budgeted expenditures, as HMSA successfully maintained a safe and welcoming learning environment and carried out the planned strategies to promote student and parent engagement within the allocated resources.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

An effective, supportive, and welcoming environment will be maintained for students, staff, and families.
HMSA will maintain/increase the number of Positive Behavior Incentives and Supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

It is necessary to outline behavior expectations while promoting a positive and supportive school culture. To develop this school culture students need to demonstrate the qualities of motivation, accountability, respect, and kindness.

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
Positive calls	2023-2024 and 2024-2025 positive calls (from PowerSchool data)	The number of positive calls to recognize MARK characteristics will increase by 2%.
MARK tickets	2023-2024 and 2024-2025 MARK ticket data	The number of teachers recognizing students for MARK characteristics will increase by 5%
MARK tickets	2023-2024 and 2024-2025 MARK ticket data	Students exchanging MARK tickets will increase by 5%

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
8.1	MARK awards: recognize students for positive behaviors (motivation, accountability, respect and kindness). New strategies need to be developed to recognize and include students in the independent study program. Tasks 1. Educate students and teachers about the MARK program, including MARK tickets. 2. Provide tickets to teachers and encourage them to distribute to students. 3. Track ticket distributions by teacher and by student.	All students	5000 LCFF S/C - School Climate MARK awards/prizes

	4. Purchase and solicit donations for MARK awards/prizes. 5. Celebrate, at a semesterly award ceremony, outstanding students at each grade level who best exemplify one of the MARK characteristics 6. Evaluate and modify the program as needed. Measures 1. MARK Awards PowerPoint presentation 2. Master set of MARK tickets provided to all staff members 3. Data on ticket distribution 4. Google survey of awards/prizes requested by students 5. Award program from recognition ceremonies 6. PBIS committee minutes; analysis of data		
8.2	Positive calls/communication to parents Tasks 1. Make positive call home when teacher recognizes exceptional behavior or academic performance. 2. Enter positive call onto PowerSchool or a tracking spreadsheet 3. Evaluate and modify the program as needed. Measures 1. Positive call logs 2. PowerSchool log data or data from spreadsheet 3. PBIS committee minutes; analysis of data	All students.	2000 LCFF S/C - Family Outreach

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.

Overall, HMSA has effectively implemented strategies to maintain a safe, respectful, and welcoming learning environment that fosters student connectedness and actively engages students and parents in the educational program.

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

No major differences as HMSA successfully maintained a safe, respectful and welcoming learning community for our students and families.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

Students will exhibit increases in achievement in core subject areas.
HMSA will create Literacy Rich Environment to promote reading skills for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

It is important that HMSA develops a community with an appreciation and love of reading, who want to read for pleasure as well as content.

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
CAASPP English Language Arts/Literacy	2024-2025 CAASPP administration data (state's met or exceeded rate was 48.821%, HMSA's rate was 82.17%)	Increase to 85% pass rate
Library check-out reports	2024-2025 check-out reports	Increase the number of books checked out from HMSA library by 2%
Number of books given away to students for Fall book give-away	Fall 2025 book give-away numbers	To have 1000+ free books made available for distribution to students in Fall 2026 book give-away.
Participation in Project LIT	Program attendance data in 2023-2024 and 2024-2025 (consider also when group meets, whether it is as part of the standard school day or as an extracurricular activity)	Maintain attendance count when program/club is held outside of enrichment class hours

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
9.1	Community of Readers: revision of HMSA Reads, or development of new program, to track student reading and encourage discussion. Tasks 1. Instruct students on proper protocol and procedures of posting a book review and/or blogging.	All students	1,000.00 LCFF S/C - School Climate HMSA Reads awards/prizes

	2. Recognize milestones in program participation; establish a rewards system for participation. 3. Review data each semester. 4. Purchase/solicit rewards/prizes. 5. Offer Project LIT program; create PAR/CAR for teacher adviser Measures 1. Number of students who meet milestones 2. Receipts or Purchase Orders 3. Number of GoodRead posts 4. Purchase orders/receipts 5. Club/program attendance; timesheets		
9.2	Family Home Libraries: provide opportunities for students and families to add books to their home collection via Book Exchanges/Donations Tasks 1. Select date for book exchange event 2. Reserve facilities and technology (if needed) 3. Schedule guest author (if available) 4. Publicize event 5. Setup for event (schedule volunteers, gather materials) Measures 1. Book Exchange/Donation schedule 2. Facility & technology requests 3. Email confirmation with guest author 4. School Messenger calls/emails; fliers; website screenshots 5. Event checklist	All students	1000 LCFF Office supplies to promote and facilitate the event.
9.3	Update School Library Catalog Tasks 1. Determine what library needs are (via student and staff surveys) 2. Review of current library inventory 3. Determine budget options Measures 1. Survey results 2. Library inventory report 3. Review of funding sources	All students	1000 Title I Purchase of titles to update HMSA library.

Annual Review

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.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

An effective, supportive, and welcoming environment will be maintained for students, staff, and families.
HMSA will maintain or increase the amount of extracurricular activities, intramurals, and a variety of elective and enrichment classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Students need to be well-rounded individuals with opportunities to expand their support network, feel connected, explore a variety of interests, reduce stress, and have a healthier lifestyle. To achieve this, multiple opportunities for involvement within and beyond the classroom need to be offered.

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
Determine trends in Counseling requests/sessions	2024-2024 full in-person classes	Data to guide allocation of resources and staffing
10th grade Physical Fitness Test (PFT) pass rate	Data from 2024-2025esting	Have all students pass Physical Fitness Test by end of their 10th grade year
Number of students in Extracurricular participation (CIF sports & Elective PE)	Number of students enrolled in CIF sports and Elective PE during 2024-2025 school year	Maintain percent of participation in CIF sports and Elective PE class
Number of students in Extracurricular participation (clubs)	Number of students participating in clubs during the 2024-2025 school year	Maintain participation in school clubs
Number of students in Extracurricular participation (intramurals)	Number of students participating in intramurals	Return to increased participation rate in school intramurals during 2025-2026
Number of Enrichment opportunities (during the school day)	Number of enrichment opportunities offered by teachers & number of students participating in the CP enrichments during 2024-2025	Establish baseline of students participating in enrichment classes and obtain feedback about the enrichment offerings

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
10.1	School Organized Activities (CIF sports, Clubs/Groups, Multicultural Celebration, etc.): provide multiple and varied opportunities for students to participate in activities beyond the academic classroom NOTE: Los Angeles County Department of Health guidelines will be followed when events are held. Tasks 1. Meet with teachers to determine sign-up dates, joining criteria (if any), and meeting times. 2. Meet with Athletic Director and coaches to determine sign-ups and tryout schedules for sports. 3. Publicize groups/clubs and sports accordingly. 4. PARs/CARs; sign-in sheets; timesheets Measures 1. Minutes from meetings 2. Athletic event schedules; event planning schedules 3. Fliers; morning announcements/emails 4. CIF rosters and athletic calendar/schedule; Club minutes and attendance	All students	20,000.00 LCFF Office supplies to facilitate and promote activities. Staff Stipends for coaches and staff advisors.
10.2	Enrichment Classes: provide multiple and varied opportunities for students to participate in activities within the school day, via CP classes Tasks 1. Meet with teachers to establish classes, joining criteria (if any), meeting times, and meeting locations. 2. Publicize accordingly 3. Schedule students into CP classes (as needed) 4. Develop rubrics 5. Provide professional development as needed to support teacher 6. Purchase supplies as needed to support goals of class Measures 1. Minutes from staff meetings; syllabi 2. Emails or google forms to students 3. Class schedules 4. Class rubrics 5. PAR/CAR for professional development 5. Inventory; purchase orders	All students	500.00 LCFF Office supplies to facilitate and promote activities.
10.3	Student Sponsored Activities (Intramurals, dances, etc.): provide multiple and varied opportunities for students to participate in activities beyond the academic classroom. NOTE: Los Angeles County Department of Health guidelines will be followed if events are held.	All students	1000 ASB Office supplies to facilitate and promote activities.

	Tasks 1. Meet with ASB advisers and other teachers as needed to determine event timelines and joining criteria (if any) 2. Create implementation plan for each event/intramural 3. Publicize events and sign-up criteria (if any) 4. Inform students of any rules or regulations 5. Schedule supervision (referees, chaperones, etc.) 6. Schedule professional development and/or collaboration as needed to support teachers organizing events 7. Purchase necessary supplies and equipment 8. Encourage development of new clubs (inform students and teachers of process) Measures 1. Minutes from meetings; timeline; sign-up forms/agreements; eligibility requirements 2. Implementation Plans (including rules or regulations) 3. Fliers; e-mails for morning announcements; google sign-up forms 4. Emails to students about rules and regulations; morning announcement notifications 5. Supervision list and schedule (and presentations for any training provided) 6. PARs/CARs; agenda; sign-in sheets; timesheets; meeting minutes; lesson plans. 7. Inventory; purchase orders 8. Flowcharts for club development; club constitutions; ASB minutes formalizing recognition of new clubs		
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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.

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

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	\$143,547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$647,184.00
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	\$122,330.00
Title I Part A: Parent Involvement	\$6,354.00
Title II	\$37,500.00

Subtotal of additional federal funds included for this school: \$166,184.00

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 (\$)
ASB	\$1,000.00
LCFF	\$170,000.00
LCFF S/C	\$125,000.00
LCFF S/C - Family Outreach	\$2,000.00
LCFF S/C - Intervention	\$136,000.00
LCFF S/C - School Climate	\$6,000.00
LCFF S/C - School Climate - Enrichment - Academic	\$41,000.00

Subtotal of state or local funds included for this school: \$481,000.00

Total of federal, state, and/or local funds for this school: \$647,184.00

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
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Expenditures by Funding Source

Funding Source	Amount
ASB	1,000.00
LCFF	170,000.00
LCFF S/C	125,000.00
LCFF S/C - Family Outreach	2,000.00
LCFF S/C - Intervention	136,000.00
LCFF S/C - School Climate	6,000.00
LCFF S/C - School Climate - Enrichment - Academic	41,000.00
Title I	122,330.00
Title I Part A: Parent Involvement	6,354.00
Title II	37,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	70,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ASB	1,000.00
	LCFF	170,000.00
	LCFF S/C	125,000.00
	LCFF S/C - Family Outreach	2,000.00
	LCFF S/C - Intervention	136,000.00
	LCFF S/C - School Climate	6,000.00

	LCFF S/C - School Climate - Enrichment - Academic	41,000.00
	Title I	122,330.00
	Title I Part A: Parent Involvement	6,354.00
	Title II	37,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	328,000.00
Goal 2	75,250.00
Goal 3	10,500.00
Goal 4	4,050.00
Goal 5	190,500.00
Goal 6	5,354.00
Goal 7	2,030.00
Goal 8	7,000.00
Goal 9	3,000.00
Goal 10	21,500.00

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
Anakonia Matsumoto	Principal
James LeBouf	Other School Staff
Davin Maddox	Classroom Teacher
Robert Ickes	Classroom Teacher
Mindi Siegler	Classroom Teacher
Patricia Mendoza	Classroom Teacher
Shana Monllor	Parent or Community Member
Pilar Delgado	Parent or Community Member
	Parent or Community Member
Angel Morales Vazquez	Secondary Student
Adina Tariq	Secondary Student
Gavin Bontemps	Secondary Student

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



English Learner Advisory Committee

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 12/11/23.

Attested:



Principal, Dr. Anakonia Matsumoto on 12/18/23



SSC Chairperson, Gema Cruz on 12/18/23

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/>

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