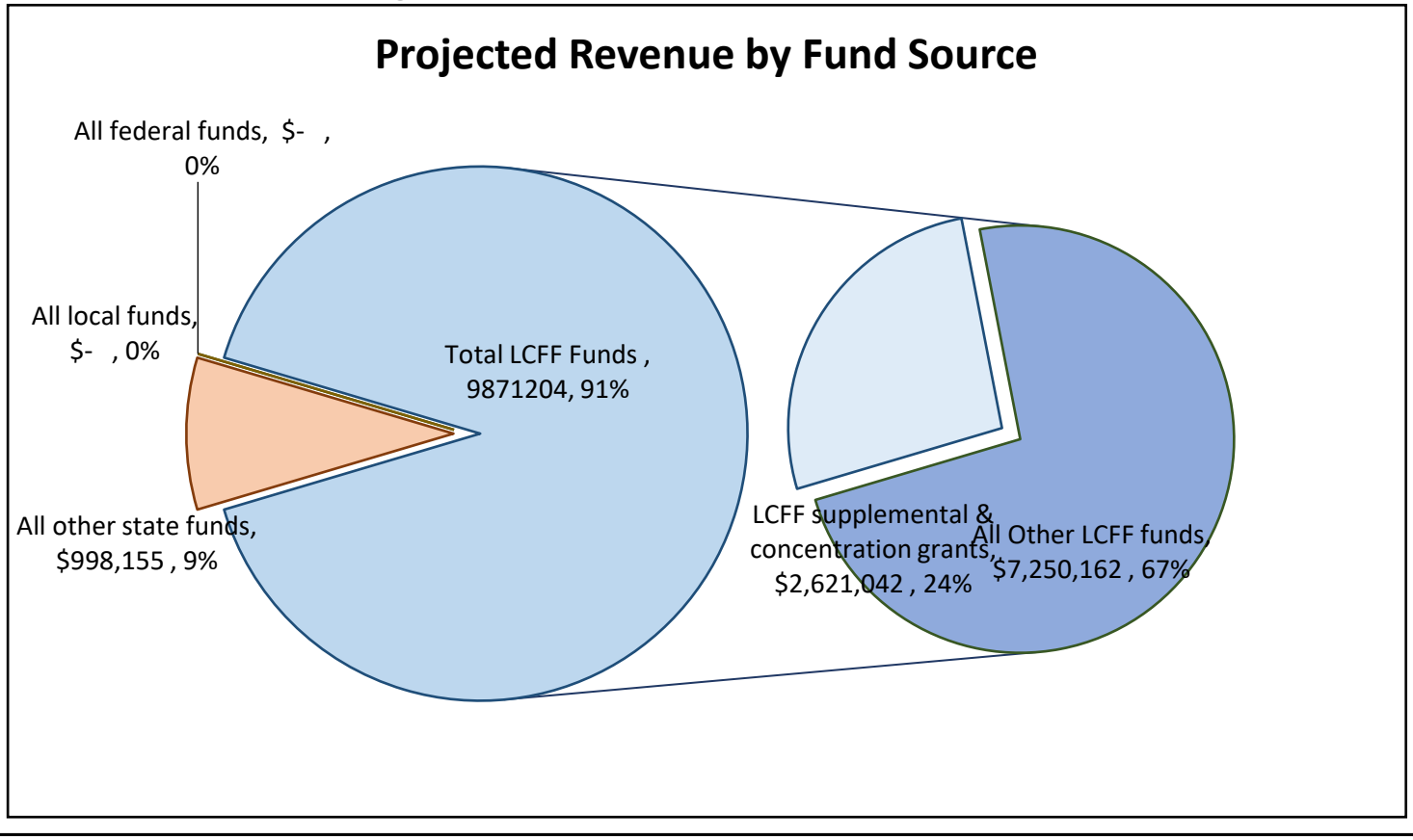
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne Math and Science Academy
CDS Code: 19-64592-100354
School Year: 2026-27
LEA contact information: Mara Pagniano

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

Budget Overview for the 2026-27 School Year

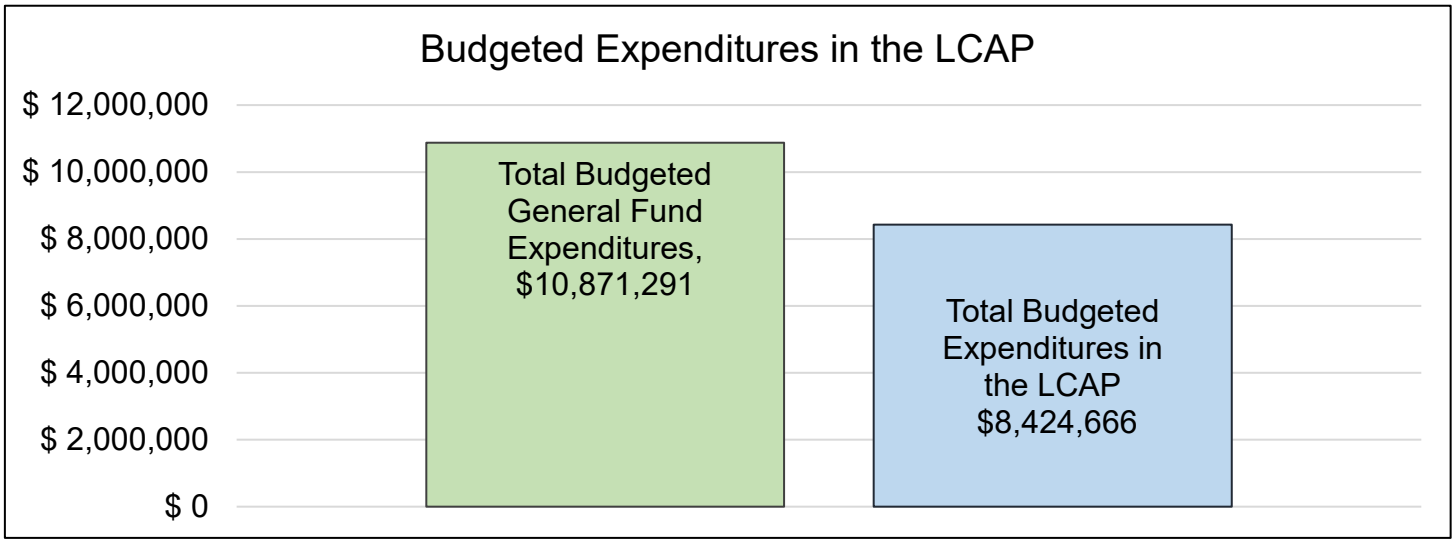


This chart shows the total general purpose revenue Hawthorne Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne Math and Science Academy is $10,869,359.00, of which $9,871,204.00 is Local Control Funding Formula (LCFF), $998,155.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $9,871,204.00 in LCFF Funds, $2,621,042.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawthorne Math and Science Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hawthorne Math and Science Academy plans to spend $10,871,291.00 for the 2026-27 school year. Of that amount, $8,424,666.00 is tied to actions/services in the LCAP and $2,446,625.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures related to HMSA's core educational program are among the expenditures not listed in the LCAP. Some of these expenditures include salaries and benefits related to administration, maintenance, business services, human resources, special education teachers, psychologists, educational services, pupil personnel, clerical, aides, and substitutes. Other expenditures would include utilities, legal fees, insurance, routine restricted maintenance, special education contracts/services, transportation, audit costs, general materials, supplies, and debt service.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

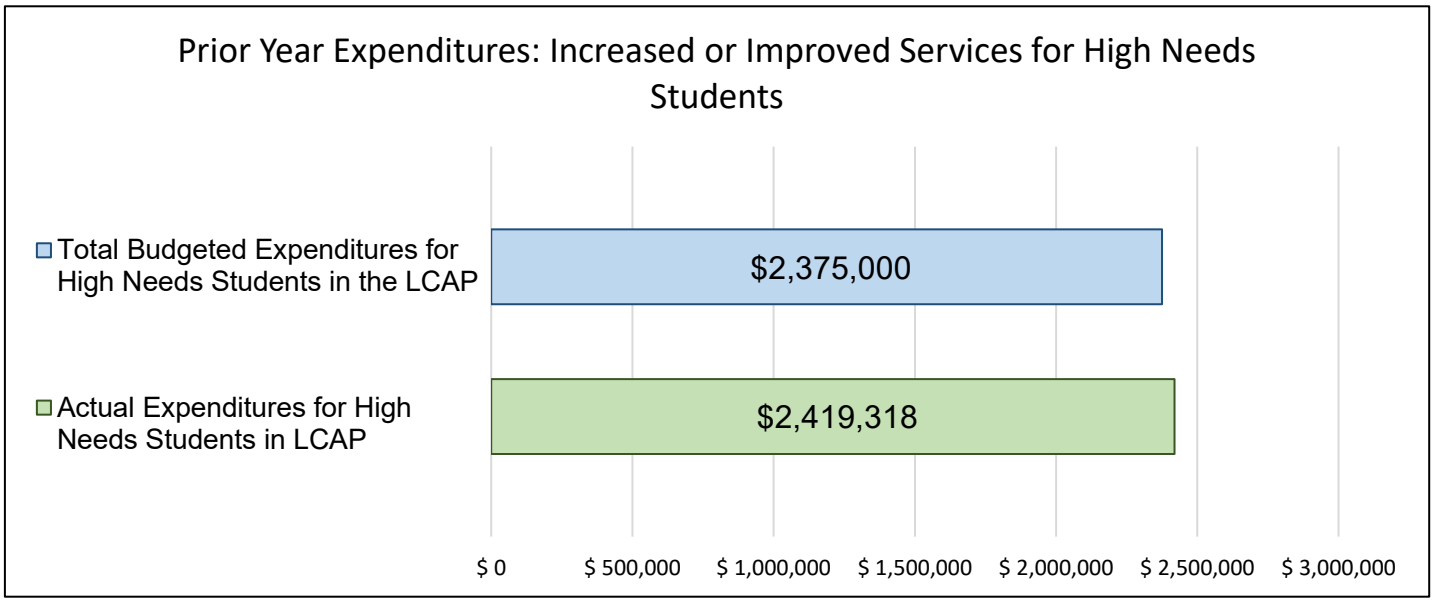
LCFF Budget Overview for Parents

In 2026-27, Hawthorne Math and Science Academy is projecting it will receive $2,621,042.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne Math and Science Academy plans to spend $2,612,854.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

HMSA will expend all supplemental and concentration grant funds in the 4 goal areas outlined within the LCAP. HMSA LCAP goals focus heavily on supplemental programs, staffing, and supports to ensure students have every opportunity to meet their learning goals.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Hawthorne Math and Science Academy's LCAP budgeted $2,375,000.00 for planned actions to increase or improve services for high needs students. Hawthorne Math and Science Academy actually spent $2,419,318.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hawthorne Math and Science Academy	Anakonia Matsumoto Principal	amatsumoto@hawthorne.k12.ca.us 310-973-8184

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

For the 2025-2026 school year, HMSA's student population is a diverse, low socio-economic population of 573 students. This is an increase from 2024-25's enrollment of 567. For 24-25, according to the demographic data, 66% identified as Hispanic or Latino, 17.5% identified as African American / Black, 10.1% as Asian, 1.9% identified as Filipino or Pacific Islander, 4.5% identified as White, 0% identified as American Indian / Alaskan Native and .0% identified as two or more races.

Special Education services were provided to 3.3% students and English Learners were 7% of the student population. At HMSA, our unduplicated pupil percentage is 65.67%. This is a decrease from the prior year of 83.77% This percentage reflects the unduplicated counts of poverty including free/reduced lunch eligibility, English learners, and foster youth by site. We obtained this data through income verification forms that were sent out to all families.

At HMSA, graduation requirements exceed the University of California admission requirements, supporting students to be more competitive in the college admission process. In addition to the UC requirements, HMSA students must complete three years of social science, four years of math, a third and fourth year of lab science and three years of a

language other than English to be eligible to graduate. In addition, HMSA provides a rigorous and engaging curriculum that demands student accountability and mastery of content, as well as family support. The instructional program addresses the Common Core State Standards and all courses meet the University of California (UC) admission requirements. HMSA offers several Advanced Placement (AP) courses across many content areas to expose and allow students to experience the rigor and challenging coursework that will prepare them for post-secondary education. Within the daily student schedule, HMSA has implemented a College Prep (CP) curriculum that offers additional academic support for students who have learning gaps and/or for students who seek additional enrichment. Teachers are committed to seeing that every student succeeds by offering tutoring before or after school and during lunchtime. This year, HMSA recently partnered with El Camino College to offer dual enrollment courses after school to allow students opportunities to take additional elective courses and advance academically.

As part of the robust college preparatory program, HMSA also requires students to attend a Summer Bridge program to help with their transition to high school and to orient them to school expectations and the college and career planning process. HMSA also has a Link Crew program which is a peer mentorship program that provides support for ninth graders in making a successful transition to high school. Each ninth grader is part of a small group of students paired with specially trained upperclassmen who lead the Summer Bridge orientation and activities throughout the year. The goal of this organization is to support ninth graders in meeting the academic, interpersonal, and social-emotional demands of high school with the support of their mentors and small group classmates.
Through the Link Crew program curriculum, ninth grade students receive mentorship and guidance throughout the year from selected upperclassmen who meet the criteria to support others. HMSA's counseling team ensures that students are informed about the A-G college requirements and are on track to earn a high school diploma, as well as provide support and guidance for students and parents navigating the college admissions process. Counselors also play a key role in supporting the social and emotional well-being of students and facilitating referrals to school-based mental health agencies.
HMSA is proud to uphold the reputation as an outstanding high school in the Hawthorne community. The administrative team, along with the teachers and staff work tirelessly to serve the students, families, and community at large.

Reflections: Annual Performance

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

In reviewing the 2025 California Dashboard, HMSA has met standards in all local indicators including: Basics: Teachers, Instructional Material, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.
In the dashboard, our strongest categories included English Language Arts and our low suspension rate. In English Language Arts, HMSA achieved a "Blue" with 80.6 points above the standard, an increase from 77.6 points from 2023-2024, and compared to the state score of 8.1 points below standards. For the suspension rate, HMSA achieved a "Blue" with a reported suspension rate of 0.5% suspended at least one day, a significant difference from the state average of 2.9%. The largest group represented in suspensions reported the Black or African American student group of 3 students with .5%% suspended at least one day. This is lower than the state average of 2.9% suspended at least one day. No other student groups were represented in suspensions. Overall, HMSA's suspension rate had a significant decrease of 0.5% in 2024 from the 1.1% in 2023. HMSA hopes to receive the same outcomes as we are monitoring this closely and providing support to students and families.

The rigorous academic culture, data-driven instruction, academic and social support system and strong college-going culture are all attributes to the success of our increased growth. These results affirm that our current strategies are making a positive difference in our student outcomes.

HMSA scored high in the category of College/Career with 78% prepared, a decline of 0.5% from last year. This is still much higher than the state average of 51.7% prepared. Possible reasons for the decline include lower completion rates in A-G requirements and/or reduced enrollment in AP or dual enrollment courses. To address this decline and strengthen College and Career Readiness, HMSA will continue to promote student access to dual enrollment and AP courses, having a proactive approach with academic support structures in place. HMSA will also strengthen academic advising and college/career counseling by maintaining the college and career course during the 12th grade, increasing career exploration opportunities at all grade levels and providing continuous support through the college application process.
In identifying areas of improved success, HMSA received "yellow" in Graduation Rate, with a 93.9% graduation rate and declining by 1.9%. HMSA still remains higher than the state average of 87.8% graduated.
Another area of continued improved success identified in the dashboard is in Mathematics. In 2025, HMSA reported "green" with 8 points above the standard.This is an

improvement from 2024, 6.7 points below the standard, and 2023 with 12.7 points below standard. HMSA remains much higher than the state average of an “orange” rating, 42.4 points below standard. Student groups identified in this category include Hispanic and Black / African American.
There is a significant improvement for English Learner Progress. The dashboard reports an increase of 2.8% in the “Green”, with 52.8% making progress. In 2024, 45.7% made progress in the “orange” category, declining 3%. HMSA is very pleased with the overall progress of English Learners. HMSA remains above the state average of 46.4% making progress. The year-over-year gain represents a positive shift from “red” to “orange” to “yellow and HMSA is proud of our students and staff for this achievement. We will continue to focus on the consistent academic progress monitoring for our ELL students and support teachers with scaffolding and evidence-based practices in integrated ELD effectiveness.

Our data shows that students continue to benefit from strong support and interventions to assist with academic gaps. 11th grade students that met or exceeded on the CAASPP Math assessment in 2024-2025 was 56.59%. This is an increase from 50.81% the previous year.

Also, 11th grade students that met or exceeded on the CAASPP English Language Arts assessment in 2024-2025 was 82.17%, with a slight decrease from 84.67% the year prior.

Additional support is needed to continue to improve our CAASPP California Science Test scores. Data shows that in 2024-2025, 55.16% met or exceeded the standards. This is an increase from 47.86% the previous year. This growth is possibly attributed to the grade change for testing for the 11th grade students. 43.5% of the 12th graders and 66.7% of 11th graders met or exceeded on the 2024-25 CAST Summative Assessment. This data supports the decision to have our 11th grade students take the CAST Summative assessment, not as 12th graders.
HMSA’s athletic program continues to thrive, with over 220 students participating throughout the school year. Each student athlete worked hard to maintain their academic requirements and athletic schedule.
Fall sports:
- The Girls Volleyball program continues to be one of our strongest programs in terms of numbers of athletes. This year the program was able to have a varsity team and a junior varsity team. Each team consisted of 14 players with the varsity team fielding nine senior athletes. The varsity team finished with a record of 7 wins and 12 losses and finished 6th in the Coastal League. There were three players recognized for their outstanding performance throughout the season. The returning players are looking forward to building on the successes of this past season.
- The boys and girls cross country teams competed in numerous events throughout the season. The Woodbridge classic and the Mount SAC invitational are a couple of events the teams participated in and continued the tradition of doing well at these events. These events are attended by hundreds of athletes from schools across California and neighboring states. Both teams continued their dominance by winning the coastal league championship and qualifying for the CIF SS regional championships. The boys were able to make it to the CIF SS preliminary race but fell short of competing in the finals. The girls were able to make it to the CIF SS finals where they took 10th place. The team expects to continue their success next year.
Winter sports:
-The Girls soccer team had a strong season filled with first ever accomplishments for the program. This was the first year the team made the playoffs and also won their first ever playoff match. The team was able to make it to the second round where they lost a close match at home. They finished the season with a record of six wins, six losses and 1 tie and finished fourth in the coastal league. There were four athletes recognized for their outstanding performance throughout the season.
- The boys soccer program continues to be a popular athletic program for HMSA. This year there were a total of 33 student athletes split between the Junior Varsity and Varsity teams. The varsity team ended with a record of 7 wins , 8 losses, and 1 tie and finished 4th in the coastal league. The team qualified for the division 7 CIF playoffs where they suffered a tough loss in overtime. There were six athletes recognized for their outstanding performance throughout the season.
- The boys basketball program had a good season this year. The team finished the regular season with an overall record of 12 wins and 10 losses and finished 4th in the coastal league. With the 4th place finish the team was able to make the playoffs after a 4 year drought. The team was able to host the first round playoff match but ultimately came up short in the match. The season was filled with accomplishments and the team worked hard throughout the season. There were three athletes recognized for their outstanding performance throughout the season.
- The girls basketball team continued its success from previous years. The team finished with an overall record of 16 wins and 5 losses and finished 2nd in the coastal league. The team qualified for playoffs. The team fought hard in the first round match up but came up short losing by 2 points at the buzzer. There were four athletes recognized for their outstanding performance throughout the season
Spring sports:
- The track and field teams continue to grow in popularity. This year across both programs there were a total of 45 athletes. The team competed in a few invitationals such as the Santa Monica All Comers event, the Santa Monica High School invitational, and the Malibu High School invitational. Both teams continue to do well and improve as they progress through the season. This year the girls program was able to win the coastal league championship while the boys team missed out on a championship by 6 points. We have a few athletes within the girls program who will be participating in the CIF SS DIV4 preliminary event.
- The boys volleyball program continues to be a popular sport at HMSA. This year there were 28 athletes in the program split between a junior varsity and varsity team. The

varsity team continued to grow throughout the season finishing with an overall record of 14 wins, 16 losses, and 3 ties. The team finished 2nd in the coastal league and qualified for the playoffs this season. The team battled in the first round of playoffs but came up short. There will be athletes honored for the performance this season.
- The baseball team is continuing to grow as this season there were 21 athletes who were a part of the team this season. The team had a good year finishing the season with a record of 5 wins and 10 losses. The team finished 4th in the coastal league.
- The softball team continues to be a strong program at HMSA. This year HMSA welcomed a new head coach , Mr. Jose Gomez. Hard work and dedication has led the team to an overall record of 13 wins and 6 losses. The team has qualified playoffs finishing 3rd in the Mulholland League. The team looks forward to having success as the playoffs approach.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
HMSA Various Committee and Focus Groups	HMSA continues to work hard to elicit educational partner feedback through a variety of ways including school-site leadership groups, student leadership groups, parent focus groups, surveys, in-person meetings and zoom meetings. Collaborative efforts remain consistent with all educational partner groups as a thorough review of various survey data and feedback is collected and used when writing the 2024-2027 Local Control and Accountability Plan (LCAP) and evaluating the past three years. HMSA educational partner groups involved in the creation and collaboration of the 2024-2027 LCAP includes certificated teachers, classified staff, students, parents, and community members. Student insight was provided through surveys administered throughout the year. Survey topics were geared to gauge student morale and interest, identify needs and strengths, and receive feedback and insight on new school programs and protocols. Over 449 students of 557 completed the LCAP survey through Thought Exchange in March (81% completion), a slight decrease from 441 students of 552 completing it for 2024. (89% completion) The Healthy Kids survey was administered to all ninth and eleventh grade students in April 2025. All survey data and feedback were analyzed and reviewed by administration and the school community to determine areas of strength and improvement. Various committees serve as an integral venue to elicit parent insight and feedback including School Site Council (SSC) representatives, English Learner Advisory Council (ELAC), Hawthorne Parent Academy (HPA), and other parent participation workshops and committees Follow-up surveys are sent after meetings, events, and workshops for participants to provide input, feedback, share concerns, and offer suggestions for improvement. The LCAP Parent Surveys were administered in April 2025 in both English and Spanish. Parents received the surveys via HMSA's school messaging system, received an email and voicemail reminders, and were given two weeks to complete. 93 parents submitted the LCAP Parent Survey, close to the 91 parent surveys completed in 2025 and 72 parent surveys completed for 2024. A total of 30 certificated and 10 classified staff completed and submitted their corresponding LCAP educational partner survey. The survey was emailed via a link to all staff with a two-week window for completion in April. Feedback was also shared through department and site meetings, grade level meetings, leadership meetings, and office staff meetings. Site-based administrators provided input on the LCAP during such meetings. Data and feedback from all educational partner surveys and meetings were carefully reviewed and analyzed to draft the 2024-2027 LCAP goals. Goal statements were presented and agreed upon by the School Site Council and certificated staff in May of 2026.
HMSA School Site Council	HMSA's school site council (SSC) meets once a month and is composed of twelve members including four teachers, one administrator, three parents, three students and one other staff member that is not a teacher in the classroom. Meeting topics are centered around school plans, student achievement, community partnerships, curriculum and instruction, staff, school and community events, and initiatives for school improvement. School Site Dates: 10/6/25, 11/3/25, 12/15/25, 1/26/26, 3/9/26, 3/23/26, 4/20, 5/11, 6/8
HMSA Leadership / Support Team	HMSA's school site leadership team meets two times a month. Members include the principal, assistant principal, two teachers on special assignments (TOSA), one counselor representative, one department chair, RSP teacher, security lead, office manager, computer tech, athletic director and community school resource teacher. Each member adds their agenda items to the meeting notes prior to the meeting and all members can ask questions and provide comments and feedback. The purpose of the leadership meetings are to allow the leadership team to collaborate and plan for school improvement, keep communication current and constant and share best practices for all school-site groups to be represented. The leadership team met at total of 16 times, typically meeting on the first and third Thursday of each month.
HMSA Community School Advisory Council	HMSA's community school advisory council is a requirement by the California Community School Partnership Program. The goal is to build an effective and collaborative partnership between the community and school systems to share information, address concerns, and solve problems. It operates as a "think tank" where administrators, parents, students, and community partners can share ideas in a proactive manner as well as provide a place for building community and strategic planning to gather feedback, perspective and support aligned to the CCSPP goals. The advisory council members include one administrator, one site community school coordinator, two teachers, 2 classified staff, one parent and one community partner. The CSAC team met on 10/29/25, 11/19/25, 1/28/26, 2/25/26, and 4/26/267.

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

Educational partners closely evaluated all data collected from surveys, informal and formal meetings, academic assessment reporting, state-testing data, and additional means for collaboration and reporting. Focus groups including HMSA's school-site leadership groups, student leadership groups, parent focus groups, surveys, in-person meetings and zoom meetings all played a key role in discussions and decisions centered around school and student improvement.

School leadership teams meet throughout the school year. HMSA's school site council meets once a month to discuss school initiatives and review important plans including but not limited to the School Safety Plan, the School Plan for Student Achievement, the Needs Assessment, Department and School-wide updates and our yearly LCAP.

Our Community School Advisory Council meets one a month to share with community and family partners the various initiatives our community school promotes. This includes but is not limited to community outreach, parent classes, various resource workshops, student centered activities in our Family Resource Center and support to achieve school improvement goals.

HMSA's leadership team meets every first and third Thursday of each month to share updates, discuss upcoming events, and make informed decisions to support student success and school growth. The team also reviews various data reports, including department chair updates and requests, school culture and climate surveys and staff surveys.

The 2025-2026 LCAP survey emphasized key areas that need continued improvement. One area is to increase the number of students that are "motivated to complete the schoolwork that is assigned to [them] as only 58% of students stated motivation. Also, there was a slight increase of students that stated they "look forward to attending school," increasing from 54% (23-24) to 60% (24-25) to 65% this year. We believe that the substantial increase in field trips has a significant impact on the increase for positive school attendance. Recommendations from the leadership teams, advisory council and student and parent groups suggest increasing the fun activities and opportunities for peer interaction. HMSA will also continue to host "attendance" related incentives such as grade level and homeroom level competitions.

Another area needing continued attention for improvement is that 68% of students that completed the survey reported feeling "overwhelmed with learning tasks and assignments." HMSA continues to make outlets available for students for academic and SEL support. This is through counseling, workshops, ASB school activities, and teacher mentor partnerships. Also, with our school-wide engagement with Capturing Kids Hearts, teachers continue to place extra effort in fostering positivity and motivation with their students. Administration will continue to prioritize supporting teachers and staff in keeping the momentum both in and out of the classrooms.

Parent surveys report that 93% of children "look forward to attending school." 89% report that their child is "motivated to complete the schoolwork she/he is assigned." Last year, parent surveys indicated 76.7% feel that "my child feels that there are caring adults that he/she can talk to at school if there is a problem." This year, that number improved to 86%. This increase is attributed to the efforts to promote student connectedness and family engagement. HMSA will continue efforts to create more opportunities for students to interact with adult mentors, teachers, or advisors. HMSA will continue to communicate the availability of trusted adults (teachers, counselors, club advisors, administration) and share how students can access them. HMSA's Link Crew leaders will provide student leadership opportunities and encourage peer support programs so students feel connected and are given ways to engage and participate in school activities.

Our Community School Initiative has strengthened connections across our entire school community, including students, families, staff, and community partners, by creating more coordinated, responsive, and inclusive systems of support. The Community School Advisory Council remains instrumental in guiding HMSA's efforts, ensuring that resources and strategies are aligned to maximize student success and overall well-being. By continuing to prioritize meaningful community partnerships, we are expanding access to critical services and opportunities that directly benefit our students and families.

At the heart of this work, the centrally located Family Resource Center serves as a welcoming and supportive hub for all stakeholders. It provides a space for connection, access to resources, and meaningful engagement through workshops, individualized parent meetings, and collaborative opportunities that are intentionally designed to meet the expressed needs of our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Hawthorne Math and Science Academy 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. Also, HMSA students will 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.	Focus Goal

State priorities addressed by this goal.

4, 2, 1, 5, 7

An explanation of why the LEA has developed this goal.

HMSA administration and leadership collaborate with Hawthorne School District administrators to implement effective hiring and retention practices. All students receive standards-aligned instructional materials and technology. The 2022 CA Dashboard indicates an immediate need to reflect, evaluate and put measures in place to support students, especially in the areas of Math and English Learner Progress. It is recommended that resources continue to be allocated for a full-time ELL specialist to service the needs of the growing ELL population at HMSA and ELL learners should have uninhibited access to the school curriculum. While HMSA students continue to score well above the state average in English Language Arts, there is a decline in scores each year which is not the intended outcome.The 2024 WASC mid-cycle identified increasing achievement of English Learners as an area for continuous improvement. Other areas identified for continued improvement include increasing student achievement in core subject areas and providing optimal conditions for student learning. The 2024 WASC mid-cycle also included additional areas for growth to include: Specify and clearly communicate to other educational partners 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. Clarifying a consistent approach to structuring collaboration to use assessment data to guide instruction and providing systems to evaluate data and engage in rigorous discussion and implementation is another recommendation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully credentialed and appropriately assigned teachers	All teachers were appropriately assigned and fully credentialed for the 2023-24 school year.	All teachers were appropriately credentialed for the 2024-2025 school year.	All teachers were appropriately credentialed for the 2025-2026 school year.	HMSA's desired outcome is for all teachers to be appropriately assigned and fully credentialed.	No difference reported

2	Access to standards-aligned instructional materials	Internal instructional material inventories were sufficient for all students in the 2023-24 school year.	Internal instructional materials inventories were sufficient for all students in the 2024-2025 school year.	Internal instructional materials inventories were sufficient for all students in the 2025-2026 school year.	HMSA's desired outcome is that internal instructional materials inventories will verify sufficient access to all adopted standards-based instructional materials at HMSA.	No difference reported
3	Implementation of State Standards: A-G Courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission.	All A-G courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements of UC/CSU college admission in the 2023-24 school year.	All A-G courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission in the 2024-2025 school year.	All A-G courses at HMSA were approved by the University of California Office of the President (UCOP) and met the requirements for UC/CSU college admission in the 2025-2026 school year.	HMSA’s desired outcome is that all a-g courses at HMSA will be approved by the University of California Office of the President (UCOP) and meet the requirements for UC/CSU college admission.	No difference reported
4	Universal access to A-G courses	All students were assigned to a four-year course schedule that met A-G requirements for the 2023-24 school year.	All students were assigned to a four-year course schedule that met the A-G requirement for the 2024-2025 school year.	All students were assigned to a four-year course schedule that met the A-G requirement for the 2025-2026 school year.	HMSA’s desired outcome is for all students to be assigned a four-year course schedule that at a minimum meets the A-G college admission requirements.	No difference reported
5	CAASPP ELA Pupil Achievement: School-wide achievement for English Language Arts as reported on the CA Dashboard	School-wide achievement on CAASPP ELA for the 2022-23 school year was 81.14% of students that met or exceeded standards. The CA statewide achievement on CAASPP ELA was 46.66%.	School wide achievement on CAASPP ELA for the 2023-24 school year was 84.67% of students that met or exceeded standards. The CA statewide achievement on CAASPP ELA was 55.73%.	School wide achievement on CAASPP ELA for the 2024-25 school year was 82.17% of students that met or exceeded standards. The CA statewide achievement on CAASPP ELA was 48.82%.	HMSA’s desired outcome is that school-wide achievement on the CAASPP ELA will remain at or above 85%.	There was an increase of 1.03%.

6	CAASPP Math Pupil Achievement: School-wide achievement for Mathematics as reported on the CA Dashboard	School-wide achievement on CAASPP Mathematics for the 2022-23 school year was 42.62% of students that met or exceeded standards. The CA statewide achievement on CAASPP Math was 34.62%.	School wide achievement on CAASPP Mathematics for the 2023-24 school year was 50.81% of students that met or exceeded standards. The CA statewide achievement on CAASPP Math was 35.54%.	School wide achievement on CAASPP Mathematics for the 2024-25 school year was 56.59% of students that met or exceeded standards. The CA statewide achievement on CAASPP Math was 37.30%.	The HMSA's desired outcome is that school-wide achievement on the CAASPP Mathematics will remain at or above 50%.	There was an increase of 13.97%
7	A-G Completion Rate: The percentage of twelfth grade graduates who complete all courses required for the University of California (UC) and/or California State University (CSU) admission as reported on DataQuest (Four-year Cohort Graduation Rates and Outcomes; Four-year Adjusted Cohort Graduation Rate)	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for UC and/or CSU admission with a grade of “C” of better was 80% in 2022-23.	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better was 82% in 2023-2024.	The A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better was 81% in 2024-2025.	The HMSA desired outcome is that the A-G Completion Rate of twelfth-grade graduates who completed all A-G courses required for University of California (UC) and/or California State University (CSU) admission with a grade of "C" or better to be 80% or above.	There was an increase of 1%.

8	Completion: The percentage of twelfth grade students designated as “Prepared” on the College/Career Indicator as reported on DataQuest (CCI) Dashboard: College/Career Measures Reports & Data	Indicator of twelfth-grade students designated as “Prepared” was not reported per the 2023 California Dashboard.	The 2024 College/Career Indicator of twelfth grade students designated as “Prepared” is 78%, a decline from 2023.	The 2025 College/Career Indicator of twelfth grade students designated as “Prepared” is 78%, the same as last year.	HMSA’s desired outcome is for the College/Career Indicator of twelfth-grade students designated as "Prepared" to remain at or above 80%.	No baseline was determined to report difference.
9	Passage of AP Exams with a score of 3 of higher: The percentage of students who earn a score of 3 or higher on AP exams as reported on College AP Central or DataQuest (CCI Dashboard); College/Career Measures Reports & Data: Approaching & Prepared Students: Met via Advanced Placement	According to College Board 2022-23, the rate of students scoring a 3 or higher on AP exams was 70.7%.	According to College Board 2023-24, the rate of students scoring a 3 or higher on AP exams was 68%.	According to College Board 2024-25, the rate of students scoring a 3 or higher on AP exams was 71%.	HMSA’s desired outcome is for the rate of students who earn a score of 3 or higher on AP Exams to remain at or above 75% .	There was an increase of 0.3%

10	EAP College English Preparedness: The percentage of students designated as “Ready” for College English pursuant to Early Assessment Program (EAP) as reported on DataQuest (CAASPP Test Results; % Standards Exceeded (Ready)	According to 2022-23 CAASPP data, students designated as “Ready” for English pursuant to Early Assessment Program was 42.62%.	According to the 2023-24 CAASPP data, students designated as “Ready” for English pursuant to Early Assessment Program was 44.35.	According to the 2024-25 CAASPP data, students designated as “Ready” for English pursuant to Early Assessment Program was 48.06%.	HMSA’s desired outcome is for the percentage of students designated as "Ready" for College English pursuant to Early Assessment Program (EAP) to remain at or above 50%.	There was an increase of 5.44%
11	EAP College Math Preparedness: The percentage of students designated as “Ready” for College Math pursuant to Early Assessment Program (EAP) as reported on DataQuest (CAASPP Test Results; % Standards Exceeded (Ready)	According to 2022-23 CAASPP data, students designated as “Ready” for Math pursuant to Early Assessment Program was 18.85%	According to the 2023-2024 CAASPP data, students designation as “Ready” for Math pursuant to Early Assessment Program was 22.58.	According to the 2024-25 CAASPP data, students designation as “Ready” for Math pursuant to Early Assessment Program was 27.13%.	HMSA’s desired outcome is for the percentage of students designated as "Ready" for College Math pursuant to Early Assessment Program (EAP) to remain at or above 25%.	There was an increase of 8.28%

12	College Application Rate: All HMSA students are expected to complete at least one college application to a four-year college/university prior to graduation as reported by internal counseling department documents	The College Application Rate for the 2022-23 school year was 100% based on internal counseling documents to record college application activity.	The College Application Rate for the 2024-25 school year was 100% based on internal counseling documents to record college application activity.	The College Application Rate for the 2025-26 school year was 100% based on internal counseling documents to record college application activity.	HMSA's desired outcome is for the College Application Rate to be 100%. All HMSA students are expected to complete at least one college application to a four-year college/university prior to graduation as reported by the internal counseling department document.	No difference reported

13	College Readiness Perceptions: LCAP Educational Partner Surveys are administered to evaluate college readiness.	2023 LCAP Student survey results: Below is the percentage of students who agreed with the following statements: 92% HMSA provides a high-quality education program that will prepare me to be college ready. 88%: I am monitoring my coursework to ensure that I meet college requirements. 2023 LCAP Parent survey results: Below is the percentage of students who agreed with the following statements: 94%: HMSA provides a high-quality education program that prepares my child to be college ready. 85%: HMSA provides sufficient college preparation information for parents.	2024 LCAP Student Survey results: Below is the percentage of students who agreed with the following statements: 94%: HMSA provides a high-quality education program that will prepare me to be college ready. 87%: I am monitoring my coursework to ensure that I meet college requirements. 2024 LCAP Parent survey results: Below is the percentage of students who agreed with the following statements: 94%: HMSA provides a high-quality education program that prepares my child to be college ready.	2025-26 LCAP Student Survey results: Below is the percentage of students who agreed with the following statements: 95%: HMSA provides a high-quality education program that will prepare me to be college ready. 82%: I am monitoring my coursework to ensure that I meet college requirements. LCAP Parent survey results: Below is the percentage of students who agreed with the following statements: 97%: HMSA provides a high-quality education program that prepares my child to be college ready. 85%: HMSA provides sufficient college preparation information for parents	HMSA's desired outcome is that in the 2027 LCAP Educational Partner survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP Student Survey results: : 3% increase with the following statement: HMSA provides a high-quality education program that will prepare me to be college ready. 6% decrease with the following statement: I am monitoring my coursework to ensure that I meet college requirements. LCAP Parent survey results:: 3% increase in the following statement: HMSA provides a high-quality education program that prepares my child to be college ready. No difference reported in the following statement: HMSA provides sufficient college preparation information for parents

14	EL Progress toward English proficiency: English Learners scoring at "Well Developed" on the California English Language Proficiency Assessment as reported on the California School Dashboard.	For the 2022-23 school year, 25.64% of English Learners scored at least a Level 4 (Well Developed) on the Summative ELPAC.	For the 2023-24 school year, 23% of English Learners scored at least a Level 4 (well developed) on the Summative ELPAC.	For the 2024-25 school year, 48% of English Learners scored at least a Level 4 (well developed) on the Summative ELPAC.	HMSA's desired outcome is that 30% of English Learners scored at least a Level 4 (Well Developed) on the Summative ELPAC as measured by the ELPAC and English Learner Progress Assessment.	There was an increase of 22.36%
15	Reclassification Rate: English Learners will meet criteria for Reclassification as reported on DataQuest.	For the 2022-23 school year, the reclassification rate was 10.64% representing 5 students.	For the 2023-2024 school year, the reclassification rate was 11% representing 5 of 42 students.	For the 2024-25 school year, the reclassification rate was 27% representing 9 of 33 students.	HMSA's desired outcome for 2027 is for a 15% or above reclassification rate	There was an increase of 16.36%

Goal Analysis for 2025-2026

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

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

During the 2025-2026 school year, Hawthorne Math and Science Academy substantially implemented all actions and services associated with Goal 1: ensuring that all students, with a strong focus on unduplicated students and students with disabilities, graduate college and career ready through access to highly qualified staff, standards-aligned instructional materials, technology, and effective instructional practices.

Action 1: Maintain appropriately placed instructional staff. HMSA successfully maintained a fully credentialed and appropriately assigned teaching staff throughout the school year, resulting in a 0% teacher misassignment rate. All students received instruction from properly credentialed teachers in their assigned content areas, supporting the school's commitment to high-quality instruction and college and career readiness.

Action 2: Maintain professional development, personnel, instructional materials, and technology that provide universal access and support standards-based instruction. HMSA continued to provide students with access to standards-aligned curriculum, instructional technology, and academic supports. Instructional personnel and resources were maintained to ensure equitable access to rigorous coursework and interventions for all students, including English learners, low-income students, foster youth, and students with disabilities.

Action 3: Provide professional development opportunities. HMSA implemented ongoing professional development focused on standards-based instruction, differentiated instructional strategies, classroom management, student engagement, social-emotional learning, data analysis, and support for diverse learners. Professional learning opportunities were designed to strengthen instructional practices and improve student achievement across all content areas. Evidence of effectiveness can be seen in the continued strong performance on state assessments. CAASPP Mathematics achievement increased from a baseline of 42.62% of students meeting or exceeding standards to 56.25%, representing a 13.63 percentage point increase. CAASPP English Language Arts achievement remained strong at 82.17%, exceeding statewide performance by more than 33 percentage points. Additionally, Early Assessment Program (EAP) readiness improved in both English and Mathematics, with English readiness increasing from 42.62% to 48.06% and Mathematics readiness increasing from 18.85% to 27.13%.

Action 4, which focused on providing standards-aligned instructional materials and resources, was effective in supporting student access to rigorous coursework and college preparatory programs. Outcomes associated with this action include maintaining an 81% A-G completion rate, exceeding the school's goal of 80%, and sustaining a 100% college application rate. Student and parent survey results also demonstrated strong confidence in the school's academic program, with 95% of students and 97% of parents reporting that HMSA provides a high-quality education program that prepares students for college readiness.

Action 5, which provided intervention specialists and targeted academic support, was particularly effective in improving outcomes for English Learners and students requiring additional academic assistance. The percentage of English Learners scoring at the Well Developed level on the Summative ELPAC increased from 25.64% to 48%, significantly exceeding the school's desired outcome of 30%. Similarly, the English Learner reclassification rate increased from 10.64% to 27%, demonstrating that targeted intervention services were successful in accelerating language acquisition and academic progress.

Actions 6, 7, and 8, which focused on maintaining technology infrastructure, technology support staff, and instructional technology resources, were effective in ensuring uninterrupted access to instructional programs, digital learning platforms, assessments, and college and career planning resources. These actions supported the implementation of all instructional and intervention services throughout the year and contributed to maintaining high levels of student access to academic resources.

Action 9, which focused on maintaining staff responsible for the physical school environment, was effective in providing a safe and supportive learning environment conducive to student learning and engagement. While this action is not directly measured by a specific academic metric, it supported the successful implementation of all instructional and student support programs.

Actions 10 - 15....

Although the actions overall have been effective, some outcome measures indicate areas where the actions have not yet fully achieved the desired results. The College/Career Indicator remained at 78%, below the desired outcome of 80% and below the baseline level of 88.5%. Additionally, while the Advanced Placement examination pass rate improved from 68% to 71%, it remains below the school's target of 75%. CAASPP English Language Arts achievement also remained slightly below the school's desired outcome of 85%. These results suggest that while the actions have been successful in maintaining strong academic performance and improving several key indicators, additional focus is needed on increasing college and career readiness measures, expanding opportunities for students to earn College/Career Indicator points, strengthening Advanced Placement performance, and increasing student ownership of academic planning and postsecondary preparation.

Based on the available data, HMSA concludes that the Goal 1 actions have been largely effective in making progress toward the goal, as evidenced by improvements in mathematics achievement, English Learner outcomes, college readiness indicators, and sustained access to rigorous college preparatory coursework. Continued refinement of intervention supports, college and career readiness programming, and advanced academic opportunities will be necessary to address remaining areas of need and achieve the desired outcomes by the conclusion of the LCAP cycle.

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

Action 1: Maintain Appropriately Placed Instructional Staff
Estimated actual expenditures exceeded budgeted expenditures by approximately $97,812. Actual staffing costs, including salaries and benefits necessary to maintain appropriately credentialed and assigned instructional staff, were higher than originally projected due to a negotated salary increase.

Action 2: Provide Collaboration, Professional Development, Personnel, Instructional Materials and Technology Estimated actual expenditures were lower than budgeted by approximately $247,920. Actual expenditures for professional development, instructional materials, technology, personnel support, and related supplies were lower than originally projected while planned services continued to be implemented.

Action 5: Provide Math Intervention Specialist Support
Estimated actual expenditures were lower than budgeted by approximately $8,960. Actual personnel costs associated with providing math intervention services staff member were slightly lower than projected.

Action 7: Maintain Technology Support Staff
Estimated actual expenditures exceeded budgeted expenditures by approximately $5,317. Actual staffing and benefit costs associated with maintaining technology support personnel were slightly higher than projected.

Action 8: Upgrade and Maintain Technology Resources
Estimated actual expenditures were lower than budgeted by approximately $138,091. Actual costs associated with technology equipment, software, devices, and related technology resources were lower than originally projected while maintaining student and staff access to technology resources.

Action 9: Maintain Staff Responsible for Improving the Physical School Environment
Estimated actual expenditures were lower than budgeted by approximately $35,357. Actual personnel and operational costs associated with maintaining the physical school environment were lower than originally projected.

No material differences were identified for Actions 3, 4, 6, and 10 through 15, as budgeted and estimated actual expenditures remained consistent.

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

Overall, the actions and services associated with Goal 1 have been effective in making progress toward ensuring that all students graduate college and career ready. The implementation of highly qualified instructional staff, standards-aligned instructional materials, professional development, intervention supports, technology resources, and facility improvements contributed to positive outcomes across multiple academic and college readiness indicators.

Actions 1 and 2, which focused on maintaining appropriately credentialed staff, instructional personnel, standards-aligned curriculum, and access to technology, were effective in ensuring equitable access to rigorous instruction. HMSA maintained a 0% teacher misassignment rate and 100% access to standards-aligned instructional materials. In addition, all A-G courses remained approved by the University of California Office of the President (UCOP), and all students continued to be assigned a four-year course sequence aligned with A-G requirements. These actions supported strong academic performance and college readiness outcomes.

Action 3, which provided professional development focused on instructional practices, differentiated instruction, classroom management, and social-emotional learning, was effective in supporting student achievement. Evidence of effectiveness can be seen in the continued strong performance on state assessments. CAASPP Mathematics achievement increased from a baseline of 42.62% of students meeting or exceeding standards to 56.25%, representing a 13.63 percentage point increase. CAASPP English

Language Arts achievement remained strong at 82.17%, exceeding statewide performance by more than 33 percentage points. Additionally, Early Assessment Program (EAP) readiness improved in both English and Mathematics, with English readiness increasing from 42.62% to 48.06% and Mathematics readiness increasing from 18.85% to 27.13%.

Action 4, which focused on providing standards-aligned instructional materials and resources, was effective in supporting student access to rigorous coursework and college preparatory programs. Outcomes associated with this action include maintaining an 81% A-G completion rate, exceeding the school's goal of 80%, and sustaining a 100% college application rate. Student and parent survey results also demonstrated strong confidence in the school's academic program, with 95% of students and 97% of parents reporting that HMSA provides a high-quality education program that prepares students for college readiness.

Action 5, which provided intervention specialists and targeted academic support, was particularly effective in improving outcomes for English Learners and students requiring additional academic assistance. The percentage of English Learners scoring at the Well Developed level on the Summative ELPAC increased from 25.64% to 48%, significantly exceeding the school's desired outcome of 30%. Similarly, the English Learner reclassification rate increased from 10.64% to 27%, demonstrating that targeted intervention services were successful in accelerating language acquisition and academic progress.

Actions 6, 7, and 8, which focused on maintaining technology infrastructure, technology support staff, and instructional technology resources, were effective in ensuring uninterrupted access to instructional programs, digital learning platforms, assessments, and college and career planning resources. These actions supported the implementation of all instructional and intervention services throughout the year and contributed to maintaining high levels of student access to academic resources.

Action 9, which focused on maintaining staff responsible for the physical school environment, was effective in providing a safe and supportive learning environment conducive to student learning and engagement. While this action is not directly measured by a specific academic metric, it supported the successful implementation of all instructional and student support programs.

Although the actions overall have been effective, some outcome measures indicate areas where the actions have not yet fully achieved the desired results. The College/Career Indicator remained at 78%, below the desired outcome of 80% and below the baseline level of 88.5%. Additionally, while the Advanced Placement examination pass rate improved from 68% to 71%, it remains below the school's target of 75%. CAASPP English Language Arts achievement also remained slightly below the school's desired outcome of 85%. These results suggest that while the actions have been successful in maintaining strong academic performance and improving several key indicators, additional focus is needed on increasing college and career readiness measures, expanding opportunities for students to earn College/Career Indicator points, strengthening Advanced Placement performance, and increasing student ownership of academic planning and postsecondary preparation.

Based on the available data, HMSA concludes that the Goal 1 actions have been largely effective in making progress toward the goal, as evidenced by improvements in mathematics achievement, English Learner outcomes, college readiness indicators, and sustained access to rigorous college preparatory coursework. Continued refinement of intervention supports, college and career readiness programming, and advanced academic opportunities will be necessary to address remaining areas of need and achieve the desired outcomes by the conclusion of the LCAP cycle.

Following a review of Goal 1 implementation and outcomes, HMSA, in collaboration with the School Site Council (SSC), determined that Actions 10–15 were largely redundant and duplicated services, strategies, and expected outcomes already addressed within Actions 1–9. As a result, Actions 10–15 will be removed beginning with the 2026–27 LCAP to streamline Goal 1 and improve clarity without reducing services or supports for students.

The removed actions focused on outcomes such as Early Assessment Program (EAP) readiness, college application completion, college readiness, English Learner progress, and reclassification, all of which continue to be supported through the comprehensive instructional program, counseling services, standards-aligned curriculum, A-G implementation, academic interventions, and college and career readiness actions included in Actions 1–9. This revision reflects HMSA and educational partners' recommendation to reduce redundancy, improve the organization of the LCAP, and ensure each action clearly identifies a distinct strategy while maintaining all existing services and target outcomes for

students.

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

Based on reflection of prior year outcomes, the school will prioritize strengthening actions connected to Goal 1 Metrics 5 and 7, where desired outcomes were not fully met. Although CAASPP ELA achievement and A-G completion rates remained above state averages, both areas experienced slight declines, indicating a need for more targeted and consistent supports. In response, the school will increase the use of formative assessment data and progress monitoring systems to identify students needing intervention earlier, expand targeted literacy and academic support opportunities, strengthen counseling and family communication regarding student progress, and provide ongoing professional development focused on evidence-based instructional practices and differentiated support.

Reflection on Metric 6 demonstrated positive growth in Mathematics achievement, with CAASPP Mathematics performance increasing from 50.81% to 56.25%. As a result, the school will continue implementing and refining successful strategies already in place, including targeted intervention, data-driven instruction, teacher collaboration, and expanded academic support opportunities to sustain and accelerate student achievement in Mathematics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	Recruit and retain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	$4,917,812.00	No
2	Provide collaboration, professional development, personnel, instructional materials and technology that provide components for universal access and supplies to support our unduplicated student population with standards-based instruction	Continue to provide professional development, instructional materials, instructional technology, supplies and classified and certificated personnel to address the learning needs using evidence-based strategies for our identified unduplicated students.	$588,974.00	Yes
3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning. Additional personnel will be added to create a multi-tiered system of support.	$0.00	No

	strategies to address at-risk behaviors and Social and Emotional Learning.			
4	Purchase standards - aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)	Purchase standards-aligned instructional materials and resources.	$0.00	No
5	Provide math intervention specialist to support students performing before grade level in math.	To support struggling students in math and provide intervention support to improve student success.	$150,000.00	Yes
6	Upgrade and maintain a network for student and staff use. (repeated expenditure, Goal 1, Action 9)	Upgrade and maintain a network for student and staff use.	$0.00	No
7	Maintain staff responsible for technology support.	Maintain staff responsible for technology support.	$145,000.00	Yes
8	Upgrade and maintain school facilities.	Upgrade and maintain school facilities to provide a clean and safe learning environment.	$300,000.00	No
9	Maintain staff responsible for improving the physical school environment.	Maintain staff responsible for improving the physical school environment.	$325,000.00	No
10	Provide professional development, personnel, materials, and supplies to support standard-based instruction.	Provide professional development, classified and certificated personnel, instructional materials, technology, and supplies to support standard-based instruction.	$0.00	No
11	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	Continue to provide professional development, instructional materials, technology, supplies and classified and certificated personnel to address the learning needs using evidence-based strategies for our identified unduplicated students.	$0.00	No
12	Provide instructional materials and technology that have components for universal access.	To address learning loss, students need to tackle challenging, grade appropriate problems, and can be successful when given strategic support. HMSA will provide an increase of instructional materials that have components for universal access and intervention (scaffolds) support to increase access to grade level standards and standards based program components by our vulnerable student population.	$0.00	No
13	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	$0.00	No
14	Replace/add furniture and equipment as needed.	Replace/add furniture and equipment as needed.	$0.00	No

15	Provide training to support standards of maintenance.	Provide training to support standards of maintenance.	$0.00	No

Goal

Goal #	Description	Type of Goal
2	Hawthorne Math and Science Academy 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 Local Control and Accountability Plan survey completed by educational partners including students, certificated and classified staff and families 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.	Focus Goal

State priorities addressed by this goal.

2, 4, 5, 6, 3, 7, 8

An explanation of why the LEA has developed this goal.

HMSA administration and leadership collaborate with Hawthorne School District administrators to monitor student academic performance and progress. HMSA will also monitor students' social-emotional concerns to provide a system of student support and parent communication. The 2024 WASC Mid-Cycle Report identified "Specify and clearly communicate to other [educational partners] (e.g., students and parents) 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" as an Area of Growth. The visiting committee also recommended that HMSA "ensures consistent access to counseling staff, particularly to seniors looking for support with common applications, FAFSA applications, and information pertinent to Seniors' post-graduate plans."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	High School Graduation Rate: The HMSA graduation rate as reported on DataQuest (Five-Year Graduation Rate)	The 2022-23 graduation rate was 100%. There were 7 students who passed the California High School Proficiency Exam in the spring of 2023.	The 2023-24 graduation rate was 97.47% There were 3 students who passed the California High School Proficiency Exam in the spring of 2024.	The 2024-25 graduation rate was 93.9% There were 3 students who passed the California High School Proficiency Exam in the spring of 2025.	HMSA's desired outcome is for the HMSA graduation rate to remain at or above 98%. This percentage will not include students who complete and pass the CA High School Proficiency Exam each Spring.	There was a decrease of 6.1%

2	High School Dropout Rate: The HMSA high school dropout rate as reported on DataQuest (Four Year Adjusted Cohort Graduation Rate and Outcome; Four-Year Adjusted Cohort Outcomes)	The 2022-23 high school dropout rate was 0%.	The 2023-24 high school dropout rate was 0%.	The 2024-25 high school dropout rate was 0%.	HMSA's desired outcome is for the HMSA high school dropout rate to remain at or below 2%.	No difference reported
3	Student Support Perceptions: LCAP Educational Partner Surveys are administered to evaluate student support services.	2023 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 77%: I feel that there are caring adults that I can talk to at school if there is a problem. 70%: I receive meaningful feedback from my teachers on a regular basis. 2023 LCAP Parent survey results - Below is the percentage of students who agreed with the following statements: 90.45% HMSA communicates effectively about my child (ren)'s academic progress.	2024 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 81%: I feel that there are caring adults that I can talk to at school if there is a problem. 79%: I receive meaningful feedback from my teachers on a regular basis. 2024 LCAP Parent survey results - Below is the percentage of students who agreed with the following statements: 97%: HMSA communicates effectively about my child(ren)'s academic progress.	2025 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 80%: I feel that there are caring adults that I can talk to at school if there is a problem. 78%: I receive meaningful feedback from my teachers on a regular basis. LCAP Parent survey results - Below is the percentage of students who agreed with the following statements: 95%: HMSA communicates effectively about my child(ren)'s academic progress.	HMSA's desired outcome is that in the 2027 LCAP Stakeholder Survey, items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP Student Survey results - 3% increase with the following statement: I feel that there are caring adults that I can talk to at school if there is a problem. 8% increase with the following statement: I receive meaningful feedback from my teachers on a regular basis. LCAP Parent survey results - 4.5% increase with the following statement: HMSA communicates effectively about my child(ren)'s academic progress.

4	Student Additional Support Perceptions: LCAP Educational Partner Surveys are administered to evaluate student support services.	2023 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 55%: I receive extra help and support within or beyond the regular school day (ex: intervention, small group intervention sessions, counseling and support services)LCAP Parent survey results - Below is the percentage of students who agreed with the following statements: 92%: My child receives academic support when needed by communicating with teachers and attending after school intervention.	2024 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 55%: I receive extra help and support within or beyond the regular school day (ex: intervention, small group intervention sessions, counseling and support services) 2024 LCAP Parent Survey - Below is the percentage of students who agreed with the following statements: 87%: My child receives academic support when needed by communicating with teachers and attending after school intervention.	2025 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 61%: I receive extra help and support within or beyond the regular school day (ex: intervention, small group intervention sessions, counseling and support services) LCAP Parent Survey - Below is the percentage of students who agreed with the following statements: 88%: My child receives academic support when needed by communicating with teachers and attending after school intervention.	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP Student Survey results - 6% increase with the following statement: I receive extra help and support within or beyond the regular school day (ex: intervention, small group intervention sessions, counseling and support services) LCAP Parent Survey - 4% decrease with the following statement:: My child receives academic support when needed by communicating with teachers and attending after school intervention.

5	Student Feedback Support Perceptions: LCAP Educational Partner Surveys are administered to evaluate student support services.	2023 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 75%: I receive meaningful feedback and feel comfortable sharing my concerns with classroom teachers, counselors or administrators. 2023 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 92%: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren).	2024 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 79%: I receive meaningful feedback and feel comfortable sharing my concerns with classroom teachers, counselors or administrators. 2024 LCAP Parent Survey results - Below is the percentage of students who agreed with the following statement: 91%: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren).	2025 LCAP Student Survey results - Below is the percentage of students who agreed with the following statement: 78%: I receive meaningful feedback and feel comfortable sharing my concerns with classroom teachers, counselors or administrators. LCAP Parent Survey results - Below is the percentage of students who agreed with the following statement: 93%: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren).	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages	LCAP Student Survey results - 3% increase with the following statement: I receive meaningful feedback and feel comfortable sharing my concerns with classroom teachers, counselors or administrators. LCAP Parent Survey results - 1% increase with the following statement:: Information shared at HMSA parent meetings is meaningful and helps me support my child(ren).

Goal Analysis for 2025-2026

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

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

During the 2025-2026 school year, Hawthorne Math and Science Academy substantially implemented all actions and services associated with Goal 2. The goal focused on monitoring academic performance, providing targeted interventions and counseling services, supporting students' social-emotional well-being, strengthening family communication, and ensuring students remain on track for graduation. No substantive differences were identified between the planned actions and the actual implementation of the actions. HMSA fully implemented the planned services while continuing to refine supports based on student needs and educational partner feedback.

Action 1: HMSA fully implemented this action by providing comprehensive academic counseling, transcript reviews, credit accumulation monitoring, intervention meetings, progress monitoring, and individualized graduation planning to ensure students remained on track for graduation and postsecondary success. Counselors, administrators, and instructional staff regularly reviewed student progress, identified students in need of intervention, and provided targeted academic supports throughout the school year. These efforts contributed to maintaining a 0% dropout rate for the third consecutive year while continuing to increase student perceptions of support. Student survey results showed improvements from baseline, including a 3% increase in students reporting they have caring adults at school, an 8% increase in students receiving meaningful teacher feedback, and a 6% increase in students reporting they receive additional academic support. Although the graduation rate declined from the 2022-23 baseline of 100% to 93.9% in 2024-25, the school continued to provide extensive interventions to support every student through graduation. No substantive differences occurred between the planned and actual

implementation of this action.

Action 2: HMSA fully implemented this action by expanding student access to printers across campus to ensure equitable access to instructional materials, assignments, college applications, scholarship documents, and other educational resources. Increased printing availability reduced barriers for students completing coursework and college readiness activities while supporting classroom instruction and intervention programs. The expanded access also supported stronger communication between school and home, reflected in parent survey results that increased from 90.45% to 95% of parents reporting that HMSA effectively communicates their child's academic progress. Implementation occurred as planned with no substantive differences.

Action 3: HMSA continued full implementation of its 1:1 technology initiative by maintaining student devices, classroom technology, wireless infrastructure, and digital learning platforms that supported daily instruction, assessment administration, intervention, and college and career readiness activities. Students maintained consistent access to online instructional resources, credit recovery opportunities, and digital college planning tools throughout the school year. Continued investment in technology also supported timely academic feedback from teachers and increased access to intervention resources, contributing to improvements in student perceptions regarding meaningful feedback and academic support. No substantive differences occurred between planned and actual implementation. Ongoing technology maintenance and replacement of aging equipment remained an operational challenge but did not significantly impact implementation.

Action 4: This action was fully implemented through continued funding for Advanced Placement exam enrollment, college readiness assessments, test preparation opportunities, and professional development for teachers administering college and career readiness programs. Staff participated in ongoing professional learning to strengthen instructional practices and prepare students for rigorous coursework and postsecondary opportunities. Students continued to participate in AP courses and assessments while receiving targeted academic preparation and support. These efforts supported the school's college-going culture and maintained strong academic expectations for all students. No substantive differences occurred between planned and actual implementation.

Action 5: HMSA fully implemented this action by providing individualized college advising, college application workshops, FAFSA and financial aid assistance, college visits, transcript support, and staff assistance with letters of recommendation. Students participated in college field trips and received personalized guidance throughout the admissions process to support informed postsecondary decision-making. Parent communication remained a significant strength, with 95% of parents reporting effective communication regarding their child's academic progress and 93% reporting that information shared at parent meetings was meaningful and helpful. No substantive differences occurred between planned and actual implementation, and the continued collaboration between counselors, teachers, and families strengthened support for students pursuing college and career pathways.

Action 6: HMSA fully implemented the mandatory College and Career course for all seniors, providing structured instruction on college applications, financial aid, scholarships, career exploration, resume development, interview preparation, and postsecondary planning. The course ensured that every graduating senior received equitable access to individualized college and career planning regardless of postsecondary pathway. Students also received ongoing support from counselors and classroom staff throughout the application process. Survey results continued to demonstrate positive perceptions of student support, including increases in meaningful teacher feedback, caring adult relationships, and access to additional academic assistance compared to baseline data. While the graduation rate declined below the school's desired outcome of 98%, implementation of the course remained consistent with the planned action and continues to provide an important foundation for improving postsecondary readiness and student outcomes.

Implementation of these actions contributed to several notable successes. HMSA maintained a 0% dropout rate for the third consecutive year, significantly exceeding the desired outcome of remaining at or below 2%. Student support survey data also reflected positive outcomes. Eighty percent of students reported that there are caring adults they can talk to at school when they have a problem, representing an increase from the baseline year. Student perceptions regarding meaningful feedback from teachers increased from 70% at baseline to 78%, while parent perceptions regarding communication about student academic progress increased from 90.45% to 95%. Student perceptions regarding access to additional academic and counseling support services increased from 55% to 61%, indicating that more students recognized and utilized the intervention and support

opportunities available to them.

Additional successes included maintaining strong family engagement and communication systems. Ninety-three percent of parents reported that information shared during HMSA parent meetings is meaningful and helps them support their child, while 95% of parents indicated that HMSA effectively communicates regarding their child's academic progress. These results demonstrate continued success in implementing family outreach and communication efforts.

While all planned actions were implemented, several challenges were identified through student outcome data. The graduation rate declined from the baseline rate of 100% to 93.9%, falling below the school's desired outcome of 98% or higher. Although HMSA successfully prevented student dropouts and maintained a 0% dropout rate, the decline in graduation rate suggests that additional supports may be needed for students experiencing credit deficiencies, attendance concerns, or other barriers to graduation. Student survey results also indicate opportunities for continued improvement in ensuring that all students consistently receive academic support, meaningful feedback, and individualized guidance. While student perceptions improved overall from baseline levels, the data suggest that some students may still be unaware of available intervention and counseling services or may require additional outreach and support.

Overall, HMSA successfully implemented the actions and services associated with Goal 2 as planned. Counseling services, intervention programs, social-emotional supports, and family engagement efforts were maintained throughout the year and contributed to positive outcomes in student support, school connectedness, communication, and dropout prevention. HMSA will continue refining intervention systems, graduation monitoring practices, and student support services during the 2026-2027 school year to improve graduation outcomes and further strengthen student success.

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

No material differences were identified between budgeted expenditures and estimated actual expenditures for Goal 2. The actions were implemented through existing personnel, resources, and operational supports and therefore did not require separate expenditures during the reporting period.

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

Overall, the Goal 2 actions were effective in strengthening academic monitoring, college and career readiness, technology access, and student support services. Student survey data showed improvements from baseline, including a 3% increase in students reporting they have caring adults at school, an 8% increase in meaningful teacher feedback, a 6% increase in access to additional academic support, and a 3% increase in students feeling comfortable sharing concerns with staff. Parent survey results also remained strong, with effective communication increasing from 90.45% to 95% and meaningful parent meeting information increasing from 92% to 93%. These results indicate that the actions have positively supported student success and college readiness.

Action 2.1 – Provide personnel, materials, and services to monitor academic achievement and credit accumulation. This action was effective in supporting students through academic counseling, progress monitoring, transcript reviews, and targeted interventions. HMSA maintained a 0% dropout rate for the third consecutive year while student perceptions of caring adults, meaningful feedback, and academic support all increased. Although the graduation rate declined to 93.9%, the school will continue strengthening interventions to reach its desired outcome of 98%.

Action 2.2 – Provide expanded access to printing capabilities
Expanded printing access ensured students had equitable access to instructional materials, coursework, and college application resources. While not measured by a single metric, this action supported improved communication, student access to resources, and overall academic success.

Action 2.3 – Technology hubs and infrastructure to sustain the 1:1 program

Maintaining the 1:1 technology program provided students with reliable access to digital instruction, assessments, intervention programs, and college planning resources. Continued technology access supported increased student perceptions of meaningful teacher feedback and additional academic support.

Action 2.4 – Provide funds for student enrollment, test preparation, and professional development for administration of college and career readiness assessments
This action effectively supported student participation in college readiness assessments, Advanced Placement coursework, and rigorous academic opportunities while providing professional development that strengthened instruction. These efforts contributed to increased student perceptions of meaningful feedback and academic support.

Action 2.5 – Provide funds to support the college selection process through college application field trips, college application assistance, and letters of recommendation staff support
This action effectively supported students through individualized college advising, application assistance, college visits, financial aid support, and staff guidance. Parent survey results remained strong, with 95% reporting effective communication regarding academic progress and 93% reporting that parent meetings provided meaningful information to support their child.

Action 2.6 – Offer a mandatory College and Career elective for all 12th grade students
The mandatory College and Career course continued to effectively prepare seniors for postsecondary success through instruction in college applications, financial aid, scholarships, and career planning. Combined with counseling services, the course ensured all seniors received structured support as they prepared for college and career opportunities.

While the actions have generally been effective, outcome data also reveal areas requiring continued attention. The most significant challenge remains the decline in the graduation rate from 100% at baseline to 93.9% in 2024-25, which falls below the school's desired outcome of 98% or higher. Although HMSA maintained a 0% dropout rate, the decline in graduation rate suggests that some students continue to face barriers to completing graduation requirements within four years. Additionally, while student perceptions regarding support services improved overall, approximately 39% of students still reported that they do not consistently receive additional support services, indicating an opportunity to improve student awareness and utilization of available interventions.

Based on the available data, HMSA concludes that the Goal 2 actions have been largely effective in making progress toward the goal. The actions have contributed to maintaining a 0% dropout rate, improving student perceptions of support and feedback, increasing family engagement, and strengthening communication with parents. Continued efforts to enhance graduation monitoring, expand intervention services, and increase student awareness of available supports will be necessary to address remaining challenges and improve graduation outcomes during the remainder of the LCAP cycle.

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

Based on this year's survey results, we will maintain our current goals and metrics, but we are making more targeted adjustments to our actions based on what students and families shared. While 80% of students still report having a caring adult at school and 78% report receiving meaningful feedback, the slight declines from last year signal that these experiences are not consistent for every student, so we will focus on strengthening relationship-building and ensuring feedback practices are implemented more consistently across classrooms. Although parent feedback remains very strong (95–97% in communication and 93% in meaningful meetings), we want to build on this by creating more opportunities for two-way communication and deeper family engagement.

It is encouraging that student perception of receiving extra help increased from 55% to 61%, but this continues to be one of our lowest areas, so we will expand access to intervention, more actively connect students to support, and monitor participation more closely. We will also focus on making sure students feel comfortable seeking help, as reflected in the slight dip from 79% to 78% in students feeling comfortable sharing concerns. Overall, our next steps center on making sure the supports we already have in place are more visible, consistent, and felt by every student on campus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	Provide personnel, materials, and services to monitor academic achievement and credit accumulation to ensure that students meet graduation requirements. Studies show that the unduplicated student population is vulnerable to not graduating on time, and dropping out from high school. By monitoring credit completion throughout their high school career and communicating with families about credit recovery needs early, HMSA will be successful in ensuring that students receive their high school diploma.	$0.00	No
2	Provide expanded access to printing capabilities (repeated expenditure, Goal 1, Action 8)	Provide expanded access to printing capabilities for our unduplicated student population by printing supplemental curriculum materials for students to annotate, and provide printers for students to print out their coursework for assignment submission.	$0.00	No
3	Technology hubs and infrastructure to sustain 1:1 (repeated expenditure, Goal 1, Action 8)	Technology hubs and infrastructure to sustain 1:1	$0.00	No
4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments. HMSA provides universal access to AP exams and allocates funds for exam fees to ensure that the unduplicated student population can participate in rigorous coursework. HMSA teachers and counselors participate in AP institutes and information meetings to stay current on curriculum changes and test administration.	$0.00	No
5	Provide funds to support the college selection process through college	Provide funds to support unduplicated students by funding stipends for extra hours of teachers and counselors to support families as they navigate the college application process.	$0.00	No

	exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)			
6	Offer mandatory College and Career elective for all 12th graders (repeated expenditure, Goal 1, Action 3)	Provide mandatory college and career electives for all 12th graders to address specific requests for more support, resources, and guidance through the college application process.	$0.00	No

Goal

Goal #	Description	Type of 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.	Focus Goal

State priorities addressed by this goal.

4, 5, 2, 8, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic absenteeism rate: The HMSA end-of-year chronic absenteeism rate as reported on CALPADS	The end-of-year chronic absenteeism rate for the 2022-23 school year was 12.92%.	The end-of-year chronic absenteeism rate for the 2023-24 school year was 8.93%	The end-of-year chronic absenteeism rate for the 2024-25 school year was 8.04%	HMSA's desired outcome is for the HMSA end-of-year chronic absenteeism rate to remain at or below 8%.	Decrease of 4.88%
2	Attendance Rate: The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2)	The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2) for the 2022-23 school year was 91%.	The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2) for the 2023-24 school year was 95.77 %.	The HMSA attendance rate as reported on the CALPADS (EOY; Report 14.1, 14.2) for the 2024-25 school year was 95.87 %.	HMSA's desired outcome is for the HMSA attendance rate to remain at or above 97%.	Increase of 4.87%

3	Student Suspension Rate: Student Suspension Rate as reported on CALPADS	There were six suspensions in the 2022-23 school year.	There were 4 suspensions in the 2023-24 school year.	There were 3 suspensions in the 2024-25 school year.	HMSA's desired outcome is for the Student Suspension Rate to remain at or below 1%.	Decrease of 3 student suspensions.
4	Student Expulsion Rate: HMSA student expulsions as reported on DataQuest	There were zero expulsion during the 2022-23.	There were zero student expulsions during the 2023-24 school year.	There were zero student expulsions during the 2024-25 school year.	HMSA's desired outcome is for the HMSA student expulsion rate to remain at 0%.	No difference reported.
5	Family Engagement: The HMSA parent participation attendance count as recorded on March 1st annually on HSD Family Attendance Account Report.	The HMSA parent participation attendance count was 1,023 as of March 1, 2024.	The HMSA parent participation attendance count was 2,569 as of March 1, 2025.	The HMSA parent participation attendance count was 3,630 as of March 1, 2026.	HMSA's desired outcome is for the parent participation attendance count to be a minimum of 1,200.	Increase of parent participation attendance count by 2,607.
6	Parent Educational Partner: All HMSA parents will be aware of opportunities to be involved in the decision making process at the school.	In the 2023 HMSA LCAP parent survey, 85% respondents agreed with the statement, "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."	In the 2024-25 HMSA LCAP parent survey, 81% parent respondents agreed with the statement, "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."	In the 2025-26 HMSA LCAP parent survey, 81% parent respondents agreed with the statement, "Parents and guardians are presented with opportunities to take part in decisions made within the school/district."	HMSA's desired outcome is for the results from the internal LCAP parent survey to maintain or increase from 90% of parents/guardians to indicate they are aware of opportunities to be involved in the decision-making process at HMSA and Hawthorne School District.	Decrease of 4%

7	Safety and School Connectedness: Students surveyed in 9th and 1th grade will “agree” or “strongly agree” that they feel they are a part of the school on the Healthy Kids Survey or an internal equivalent measure.	79% of the 9th and 11th grade Healthy Kids Survey 2023 participants responded that they “agree” or “strongly agree” that they feel they are a part of the school.	83% of the 9th and 11th grade Healthy Kids Survey 2024-25 participants responded that they “agree” or “strongly agree” that they feel they are a part of the school.	83% of the 9th and 11th grade Healthy Kids Survey 2025-26 participants responded that they “agree” or “strongly agree” that they feel they are a part of the school.	HMSA’s desired outcome is that by 2027, 85% of 9th and 11th-grade students "agree" or "strongly agree" that they feel that they are a part of the school on the Healthy Kids Survey or an internal equivalent measure.	Increase of 3% with the following statement: 11th grade Healthy Kids Survey participants responded that they “agree” or “strongly agree” that they feel they are a part of the school.

8	School Climate Perceptions: LCAP Educational Partner surveys are administered to evaluate school climate, active engagement and feeling safe and supported.	2023=2024 LCAP student survey results - Below is the percentage of students who agreed with the following statements: 91%: My school is safe. 83%: I am treated fairly and with respect by my peers. 93%: I am treated fairly and with respect by staff members. 76%: I have access to social and emotional support. 67%: I participate in enrichment opportunities within or beyond the regular school day (ex: athletics, clubs, enrichment groups, etc). 2023 LCAP parent survey results - Below is the percentage of parents who agreed with the following statements: 100%: HMSA is safe. 96%: HMSA provides a respectful environment for all students. 92%: HMSA provides a welcoming environment for visitors and volunteers.	2024-25 LCAP student survey results - Below is the percentage of students who agreed with the following statements: 93%: My school is safe. 85%: I am treated fairly and with respect by my peers. 89%: I am treated fairly and with respect by staff members. 82%: I have access to social and emotional support. 71%: I participate in enrichment opportunities within or beyond the regular school day (ex: athletics, clubs, enrichment groups, etc). 2024-25 LCAP parent survey results - Below is the percentage of parents who agreed with the following statements: 86%: HMSA is safe. 96%: HMSA provides a respectful environment for all students. 96%: HMSA provides a welcoming environment for visitors and volunteers.	2025-26 LCAP student survey results - Below is the percentage of students who agreed with the following statements: 95%: My school is safe. 87%: I am treated fairly and with respect by my peers. 89%: I am treated fairly and with respect by staff members. 83%: I have access to social and emotional support. 67%: I participate in enrichment opportunities within or beyond the regular school day (ex: athletics, clubs, enrichment groups, etc)	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement and feeling safe and supported will maintain or increase from the baseline percentages	LCAP student survey results - 4% increase with the following statement: My school is safe. 4% increase with the following statement: I am treated fairly and with respect by my peers. 4% decrease with the following statement: I am treated fairly and with respect by staff members. 7% increase with the following statement: I have access to social and emotional support. No difference reported with the following statement: I participate in enrichment opportunities within or beyond the regular school day (ex: athletics, clubs, enrichment groups, etc) LCAP parent survey results - 3% decrease with the following statement%: HMSA is safe. 2% increase with the following statement: HMSA provides a respectful environment for all students. 5% increase with the following statement: HMSA provides a welcoming environment for visitors and volunteers.

9	School Climate Staff Perceptions: LCAP Educational Partner surveys are administered to evaluate school climate and active engagement.	2023 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 96%: HMSA is safe. 96%: Our school provides a welcoming environment for parents and families. 96%: The Summer Bridge program has a positive impact on student transition to HMSA. 96%: HMSA provides student support and facilitates transitional needs that have a positive impact on student motivation/achievement.	2023-24 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 96%: HMSA is safe. 100%: Our school provides a welcoming environment for parents and families. 100%: The Summer Bridge program has a positive impact on student transition to HMSA. 100%: HMSA provides student support and facilitates transitional needs that have a positive impact on student motivation/achievement.	2025-26 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 100%: HMSA is safe. 100%: Our school provides a welcoming environment for parents and families. 100%: The Summer Bridge program has a positive impact on student transition to HMSA. 100%: HMSA provides student support and facilitates transitional needs that have a positive impact on student motivation/achievement.	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 4% increase with the following statement: HMSA is safe. 4% increase with the following statement: Our school provides a welcoming environment for parents and families. 4% increase with the following statement: The Summer Bridge program has a positive impact on student transition to HMSA. 4% increase with the following statement: HMSA provides student support and facilitates transitional needs that have a positive impact on student motivation/achievement.

Goal Analysis for 2025-2026

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

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

During the 2025-2026 school year, Hawthorne Math and Science Academy substantially implemented all actions and services associated with Goal 3. The goal focused on providing a safe and supportive school environment, improving student attendance and engagement, fostering positive school connectedness, strengthening family involvement, and maintaining systems that support student success. No substantive differences were identified between the planned actions and actual implementation. HMSA implemented all planned actions while continuing to refine supports based on attendance data, school climate surveys, and educational partner feedback. Data from attendance, discipline, family engagement, and school climate measures demonstrate that the actions were largely successful in improving student outcomes and maintaining a positive school culture.

Action 1: HMSA fully implemented counseling services to connect students and families with academic, social-emotional, and community resources. Counselors provided ongoing case management, attendance interventions, parent outreach, and individualized support, contributing to improved attendance, reduced chronic absenteeism, and increased student perceptions of access to social-emotional support. No substantive differences occurred between planned and actual implementation.

Action 2: This action was fully implemented by providing instructional materials, intervention resources, and personnel to ensure students had equitable access to academic and social-emotional supports. Continued investment in these resources supported improved attendance, reduced suspensions, and positive student and parent perceptions of school safety and support. Implementation occurred as planned.

Action 3: HMSA implemented a variety of extended learning opportunities, including credit recovery, summer school, after-school intervention, and tutoring programs to support

student achievement and graduation. These services helped maintain a 0% dropout rate, improve attendance, and reduce chronic absenteeism while providing additional academic support for students needing intervention. No substantive differences occurred during implementation.

Action 4: Credentialed counselors and support staff continued to provide academic advising, social-emotional counseling, behavior interventions, and proactive communication with families. These services contributed to fewer suspensions, high levels of school connectedness, and increased student access to social-emotional support. The action was implemented as planned throughout the school year.
Action 5: HMSA continued to offer parent workshops, informational meetings, and family engagement opportunities throughout the school year. Parent participation increased significantly from 1,023 participants at baseline to 3,630 participants in 2025-26, demonstrating strong family engagement and successful implementation. Although survey results regarding participation in school decision-making remained below the desired outcome, the school continues expanding opportunities for meaningful parent involvement.

Action 6: MSA fully implemented systems for monitoring student academic progress through regular grade reviews, progress reports, intervention meetings, and targeted academic supports. These efforts contributed to improved attendance, continued low suspension rates, and increased student perceptions of school safety and support. No substantive differences occurred between planned and actual implementation.

Action 7: Teachers and administrators participated in ongoing professional development, including Capturing Kids' Hearts (CKH) and AVID training, to strengthen instructional practices, relationship-building, and student engagement. Continued implementation supported positive school climate outcomes, including increased student perceptions of school safety and social-emotional support, while staff survey results reached 100% agreement that HMSA provides a safe and welcoming learning environment and effectively supports student success.

Implementation of these actions resulted in several notable successes. Chronic absenteeism decreased from 12.92% at baseline to 8.04%, representing a reduction of 4.88 percentage points and bringing the school very close to its desired outcome of 8% or below. Overall attendance increased from 91% at baseline to 95.87%, exceeding the school's desired outcome of maintaining attendance above 95%. Student discipline outcomes also improved, with suspensions decreasing from six incidents at baseline to three incidents in 2024-25, while student expulsions remained at zero. These results indicate that attendance interventions, behavior supports, and school climate initiatives have positively impacted student engagement and school participation.

Overall, HMSA successfully implemented all Goal 3 actions and services during the 2025-2026 school year. Attendance systems, behavior supports, school climate initiatives, family engagement efforts, and student support programs contributed to improved attendance, reduced disciplinary incidents, increased family participation, and positive perceptions of school safety and connectedness. HMSA will continue to build upon these successes while refining strategies to increase student engagement, school connectedness, enrichment participation, and family involvement in decision-making during the 2026-2027 school year.

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

Action 1: Provide Counseling Services to Assist Families in Accessing Resources for the Unduplicated Student Population
Estimated actual expenditures were lower than budgeted by approximately $113,473. Actual expenditures associated with counseling services, personnel, and support activities were lower than originally projected while planned services continued to be provided to students and families.

Action 2: Provide Materials, Supplies, and Personnel to Support the Unduplicated Student Population

Action 3: Provide Extended Learning Opportunities Including Credit Recovery, Summer School, Intervention, and Tutoring
Estimated actual expenditures exceeded budgeted expenditures by approximately $166,395. Actual costs associated with credit recovery, summer school, intervention programs, tutoring services, and related student supports were higher than originally projected during implementation.

No material differences were identified for Actions 4 through 7, as budgeted and estimated actual expenditures remained consistent.

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

Overall, the Goal 3 actions were effective in promoting a safe, supportive, and welcoming school environment while improving student attendance, family engagement, and school connectedness. Compared to baseline, chronic absenteeism decreased from 12.92% to 8.04%, attendance increased from 91% to 95.87%, suspensions decreased from six to three students, and the school maintained a 0% expulsion rate. Parent participation increased significantly from 1,023 to 3,630 participants, and student survey results showed improvements in school safety (+4%), peer respect (+4%), and access to social-emotional support (+7%). These results demonstrate continued progress toward the goal.

Action 1: This action was effective in connecting students and families with academic, behavioral, and community resources. Counseling services contributed to improved attendance, reduced chronic absenteeism, increased access to social-emotional support, and stronger student perceptions of school safety and connectedness.

Action 2: Providing additional resources and personnel helped ensure equitable access to academic and social-emotional supports. Improvements in attendance, reduced suspensions, and positive school climate survey results demonstrate the effectiveness of these supports in meeting student needs.

Action 3: Extended learning opportunities effectively supported students needing additional academic assistance and credit recovery. These services contributed to maintaining a 0% dropout rate, improving attendance, and reducing chronic absenteeism while providing students with multiple pathways to remain on track for graduation.

Action 4: Counseling positions were effective in providing proactive academic, behavioral, and social-emotional support. Student survey results showed increased access to social-emotional support, while reduced suspensions and high levels of school connectedness demonstrate the positive impact of these services.

Action 5: This action was highly effective in increasing family engagement, as parent participation attendance grew from 1,023 to 3,630 participants. Although parent survey responses regarding involvement in school decision-making remained below the desired outcome, participation in school events and workshops continued to increase substantially.

Action 6: Monitoring student progress and providing timely academic interventions effectively supported improved attendance, reduced chronic absenteeism, and continued low suspension rates. Students also reported increased access to social-emotional support and a safe learning environment, indicating that these systems continue to benefit student success.

Action 7: Professional development through Capturing Kids' Hearts (CKH) and AVID strengthened staff capacity to build positive relationships, improve instructional practices, and support student well-being. Staff survey results reached 100% agreement that HMSA provides a safe and welcoming environment and effectively supports student success, demonstrating the effectiveness of ongoing professional learning.

While the actions have been largely effective, several indicators suggest areas for continued improvement. Parent awareness regarding opportunities to participate in decision-making remains below the desired outcome and has declined slightly from baseline levels. Student participation in enrichment opportunities remained unchanged compared to baseline data, indicating that additional efforts may be needed to increase participation in clubs, athletics, leadership programs, and extracurricular activities. Furthermore, while school connectedness improved, the school has not yet reached its desired outcome of 85% of students reporting that they feel they are a part of the school community. These findings indicate that continued focus on student engagement, enrichment participation, and family involvement in governance processes is warranted.

Based on the available data, HMSA concludes that the Goal 3 actions have been effective in making progress toward the goal. The actions have contributed to significant improvements in attendance, reductions in chronic absenteeism and suspensions, increased family participation, strong perceptions of school safety, and improved access to social-emotional support. Continued refinement of engagement strategies and outreach efforts will help address remaining areas of need and further strengthen school climate and connectedness during the remainder of the LCAP cycle.

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

Based on reflections from the implementation of Goal 3, no substantive changes were made to the overall goal, metrics, or planned actions for the coming year, as the current actions continue to effectively support a safe, respectful, and welcoming school environment. The school will continue to prioritize counseling services, academic and social-emotional supports, extended learning opportunities, parent engagement, student progress monitoring, and professional development for staff.

While attendance improved to 95.87%, chronic absenteeism decreased to 8.04%, suspensions declined from six to three students, and parent participation increased significantly from 1,023 to 3,630 participants, reflections on survey data identified opportunities for continued growth. HMSA will strengthen efforts to increase parent participation in school decision-making, expand student participation in enrichment opportunities, and continue implementing Capturing Kids' Hearts (CKH), AVID, and other relationship-centered practices to further improve school connectedness and access to social-emotional supports. These refinements are intended to build upon successful implementation while addressing areas that remain below the school's desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Provide counseling services to assist families in accessing resources for our unduplicated student population to lead staff into developing competence in social emotional learning.. Counselors facilitate additional group setting discussion with and build social-emotional skills with our unduplicated student population. Counselors also support the unduplicated student population by providing academic counseling to encourage a growth mindset, teach time management skills, and goal setting. Counselors also facilitate peer conflict resolution, advise students on how to create healthy relationships, and guide students to problem solve challenges inside and outside of the classroom.	$566,000.00	Yes
2	Provide materials, supplies, and personnel to support unduplicated student population	Provide materials, supplies, and personnel to support the unduplicated student population to ensure to minimize achievement gaps by eliminating challenges that may arise from a lack of resources.	$381,880.00	Yes
3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support the unduplicated student population to ensure that students can meet all graduation requirements and receive their high school diploma on time. HMSA will facilitate credit recovery and tutoring opportunities on campus at no cost to students.	$450,000.00	Yes
4	Provide counseling positions to support academic success, social emotional well-being,	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. Counselors will monitor and communicate student progress toward graduation requirement completion and assist families as they navigate the college admission process. Counselors monitor student social well being by meeting with students with social	$0.00	No

	positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	emotional needs, and facilitating parent communication and access to outside service providers. Counselors will support the unduplicated student population by seeking out no-cost services and resources that will support student well being.		
5	Provide personnel, materials, and resources to support parent education workshops.	Provide personnel, materials, and resources to support parent education workshops.	$0.00	No
6	Provide personnel, materials and resources to monitor student progress, and provide academic support (repeated expenditure, Goal 3, Action 2)	Provide personnel, materials and resources to monitor student progress and provide academic support to monitor student achievement and intervene early by communicating with families about academic support opportunities that will ensure that students pass their academic courses.	$0.00	No
7	Provide professional development and resources for teachers to support academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)	Provide professional development and resources for teachers to support academic and social emotional needs. Teachers and administrators will attend the Capturing Kids Hearts professional development training. Teachers and administrators will also attend the Advancement Via Individua Determination (AVID) professional development training.	$0.00	No

Goal

Goal #	Description	Type of 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 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.	Focus Goal

State priorities addressed by this goal.

4, 5, 6, 3, 8

An explanation of why the LEA has developed this goal.

HMSA administration and leadership collaborate with Hawthorne School District administrators to build relationships. The LEA developed this goal in order to focus on increasing involvement and create a sense of community and belonging for all educational partners. In collaboration with all student, parent, and community groups, HMSA will continue to work on improving engagement for students, parents and community members and promote a positive environment that encourages connectedness and a shared goal of community and belonging for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Climate Student Perceptions: LCAP Student surveys are administered to evaluate school climate, active engagement and feeling safe and supported.	2023 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 76%: I have access to social and emotional support.	2024-25 LCAP student survey results - Below is the percentage of students who agreed with the following statements: 82%: I have access to social and emotional support.	2025-26 LCAP student survey results - Below is the percentage of students who agreed with the following statements: 83%: I have access to social and emotional support.	ThMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP student survey results : 7% increase to the following statement: I have access to social and emotional support.

2	School Climate Staff Perceptions: LCAP Educational Partner surveys are administered to evaluate school climate, active engagement and feeling safe and supported.	2023 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 96%: Our school offers multiple opportunities for parents to be active partners in their child's learning.	2024-25 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 100%: Our school offers multiple opportunities for parents to be active partners in their child's learning.	2025-26 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements: 100%: Our school offers multiple opportunities for parents to be active partners in their child's learning.	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP certificated survey results - 4% increase to the following statement: Our school offers multiple opportunities for parents to be active partners in their child's learning.
3	School Climate Parent Perceptions: LCAP Educational Partner surveys are administered to evaluate school climate, active engagement and feeling safe and supported.	2023 LCAP certificated survey results - Below is the percentage of staff who agreed with the following statements - 85%: Parents are provided with advice and resources to support their child's social and emotional needs.	2024-25 LCAP parent survey results - Below is the percentage of parents who agreed with the following statements - 87%: Parents are provided with advice and resources to support their child's social and emotional needs.	2025-26 LCAP parent survey results - Below is the percentage of parents who agreed with the following statements - 92%: Parents are provided with advice and resources to support their child's social and emotional needs.	HMSA's desired outcome is that in the 2027 LCAP Educational Partner Survey items that gauge school climate, active engagement, and feeling safe and supported will maintain or increase from the baseline percentages.	LCAP parent survey results - 7% increase to the following statement: Parents are provided with advice and resources to support their child's social and emotional needs.

Goal Analysis for 2025-2026

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

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

During the 2025-2026 school year, Hawthorne Math and Science Academy substantially implemented all actions and services associated with Goal 4. The goal focused on strengthening family engagement, increasing access to social-emotional supports, building meaningful partnerships with educational partners, and ensuring students and families have access to the resources necessary to support student success. No substantive differences were identified between the planned actions and actual implementation. HMSA implemented all planned services and continued to expand outreach efforts, family engagement opportunities, and social-emotional supports based on educational partner feedback and student needs.

Action 1: HMSA fully implemented professional development focused on school climate, customer service, and creating a welcoming learning environment. Staff participated in training designed to strengthen relationships with students and families and improve the overall school culture. These efforts contributed to increased student access to social-emotional support (78% to 83%) and 100% of staff reporting that the school provides multiple opportunities for parents to be active partners in their child's education. No substantive differences occurred between planned and actual implementation.

Action 2: HMSA fully implemented the Summer Bridge Program by providing staffing, instructional materials, and resources to support incoming ninth-grade students as they transitioned to high school. The program promoted student connectedness, school readiness, and early relationship-building, contributing to increased student perceptions of access to social-emotional support. Implementation occurred as planned with no substantive differences.

Action 3: HMSA continued to provide staffing, transportation, facilities, and resources necessary to sustain its CIF athletic program. Athletic opportunities promoted student engagement, teamwork, and school connectedness while supporting a positive school climate. Participation in extracurricular activities continued to provide students with meaningful opportunities to build relationships and remain connected to the school community. No substantive differences occurred during implementation.

Action 4: HMSA continued to offer a variety of extracurricular programs, clubs, athletics, enrichment activities, and educational field trips that promoted student engagement and college and career exploration. These opportunities, combined with continued parent outreach and support, contributed to improved perceptions of social-emotional support among students and a 7% increase in parents reporting they receive advice and resources to support their child's social-emotional needs. The action was implemented as planned with no substantive differences.

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

Action 1: Provide Social-Emotional Supports and Resources for Students
No material difference was identified between budgeted and estimated actual expenditures.

Action 2: Summer Bridge Program
Estimated actual expenditures were lower than budgeted by approximately $18,709. Actual costs associated with program staffing, materials, supplies, and related supports were lower than originally projected while maintaining implementation of planned services.

Action 3: CIF Sports Program
Estimated actual expenditures were lower than budgeted by approximately $58,534. Actual costs associated with staffing, transportation, equipment, facilities, and related athletic program supports were lower than originally projected while maintaining implementation of planned services.

Action 4: After-School Supports, Clubs, Enrichment Activities, and Study Trips
Estimated actual expenditures exceeded budgeted expenditures by approximately $421,288. The primary reason for this variance was HMSA's investment in the development and implementation of an Esports Lab to expand after-school enrichment opportunities for students. Expenditures included technology equipment, furniture, infrastructure improvements, software, and other startup costs necessary to establish the program. The Esports Lab supports student engagement, collaboration, college and career readiness skills, and expanded extracurricular opportunities. Additional costs associated with after-school clubs, enrichment activities, and student participation also contributed to expenditures exceeding original projections.

No material differences were identified for Actions 5 through 11, as budgeted and estimated actual expenditures remained consistent.

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

Overall, the Goal 4 actions were effective in strengthening school climate, student connectedness, and family engagement. Student survey results showed a 5% increase in students reporting they have access to social-emotional support, increasing from 78% to 83%. Staff survey results increased from 96% to 100% of certificated staff reporting that HMSA provides multiple opportunities for parents to be active partners in their child's learning. Parent survey results also demonstrated a 7% increase, with 92% of parents reporting they receive advice and resources to support their child's social-emotional needs. These results indicate that the actions continue to positively support a welcoming, inclusive school community.

Action 1: This action was effective in strengthening staff capacity to foster a positive school climate and welcoming environment. Improvements in student, staff, and parent survey results demonstrate that professional development contributed to stronger relationships, increased access to social-emotional support, and enhanced family engagement.

Action 2: The Summer Bridge Program effectively supported incoming students by promoting school connectedness, relationship-building, and a successful transition to high school. Continued increases in student perceptions of access to social-emotional support indicate that early intervention and transition supports positively impact students' sense of belonging.

Action 3: Continued support for the CIF athletic program effectively promoted student engagement, teamwork, and school connectedness by providing meaningful extracurricular opportunities. These experiences contributed to HMSA's positive school climate and inclusive learning environment.

Action 4: This action effectively provided students with opportunities to participate in athletics, clubs, enrichment programs, and educational experiences beyond the classroom. These opportunities, along with continued family outreach, contributed to increased student access to social-emotional support and a 7% increase in parents reporting they receive advice and resources to support their child's social-emotional needs.

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

Based on reflection of prior year outcomes, the school will continue implementing actions that support student social-emotional wellness and family engagement while refining supports to increase student awareness and access to available resources. Because student survey results related to access to social and emotional support showed only slight growth from 82% to 83%, the school will strengthen outreach efforts to ensure students are aware of available counseling, wellness, and intervention services. Additional emphasis will be placed on increasing proactive social-emotional supports, expanding student check-ins, and strengthening connections between students and support staff.

Due to the increase in parent survey results regarding access to advice and resources supporting their child’s social and emotional needs, the school will continue providing parent workshops, communication, and wellness resources that contributed to these positive outcomes. The school will also maintain opportunities for parents to remain active partners in their child’s education, as reflected by continued positive certificated staff feedback. Ongoing monitoring of student, parent, and staff survey data will be used to refine supports and ensure actions continue meeting the social-emotional and engagement needs of the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	$0.00	No
2	Provide materials, supplies, and personnel to support the Summer Bridge program	Provide materials, supplies, and personnel to support the Summer Bridge program to ensure that incoming 9th grade students have a positive transition into their high school experience. The Summer Bridge program supports the unduplicated student population by providing a preview into high school diploma requirements, student behavior expectations and coursework.	$50,000.00	Yes
3	Provide staffing transportation and facilities to support the CIF sports program.	Provide staffing, transportation, and facilities to support CIF Sports program to ensure that the unduplicated student population has access to enrichment activities that motivate students to achieve academically so they can continue to participate in Athletics and are active participants in the school culture.	$300,000.00	Yes
4	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities, and good social emotional health.	$250,000.00	Yes
5	Maintain/increase after school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health.	Maintain/increase after school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities, and good social emotional health. To create access to enrichment activities for the unduplicated student population that motivate students to achieve academically and be active participants in the school culture by developing collaboration and leadership skills.	$0.00	No
6	Support the administration of the Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure.	$0.00	No
7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation.	Maintain (physical or virtual) school site parent centers and programs with materials and resources in both English and Spanish to ensure effective operation and facilitate increased use of the center by the unduplicated student population.	$0.00	No
8	Provide translation services, both oral and written, to parents.	Provide translation services, both oral and written, to parents to support the high percentage of our parents/ guardians of our unduplicated student population who need additional translation support and technology.	$0.00	No

9	Provide personnel, materials, and resources to support parent outreach activities	Provide personnel, materials, and resources to support parent outreach activities to engage families in a partnership by promoting parent involvement that will result in student achievement and community development.	$0.00	No
10	Provide personnel, materials, and services to support parent outreach of the unduplicated student population.	Provide personnel, materials, and services to support parent outreach of the unduplicated student population.	$0.00	No
11	HMSA administration will work with staff, parents, and students to encourage participation on the School Site Council, English Learner Advisory Committee, and WASC focus groups.	HMSA administration will work with staff, parents, and students to encourage participation on the School Site Council, English Learner Advisory Committee, WASC focus groups, and our Community Schools Advisory Council.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,621,042.00	$321,798.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.15%	0.00%	$0.00	36.15%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	The need was identified in order to provide standards-aligned instructional materials for all students.	1.2 will address need that all students have sufficient access to all adopted standards-aligned instructional materials to best support student learning by ensuring that materials adopted and purchased align to state and federal standards and go through the rigorous vetting process and obtain board approval prior to implementation.	Outcome of student performances on end-of-course assessments and state tests provide valuable data and insight on student learning based on the set standards/learning targets for low income students.

Goal 1 Action 5	The need was identified based on student CAASPP data, student data through formative and summative assessments, feedback from educational partners though LCAP survey, School Site Council, Math department collaboration, parent requests and student requests.	Action 1.5 will address the need by providing more focused supports for students struggling in math. The math support specialist will prioritize efforts on math intervention, scaffolding, small group and focused instruction for struggling math students, with special attention and support for low income students.	Informal and formal assessments, student surveys, parent surveys, teacher surveys, focus groups, CSAC, and LCAP survey data.
Goal 1 Action 7	The need was identified based on feedback provided from various educational partners meetings and surveys including SSC, LCAP survey data, CSAC, and school site leadership meetings. The identified needs included support for technology, classroom technology support for teachers and students in the classroom and at home, professional development on technology in education.	Action 1.7 will address the need by ensuring that the learning devices are up to date and working properly, that students, families and staff receive ongoing support, technology is current and provided to all learners, with special support for low income students.	Internal monitoring through a ticket system, LCAP survey data, school site leadership meeting data
Goal 3 Action 1	HMSA has an immediate need to support students and EL progress toward English proficiency. This need is based on the most recent CA dashboard with a report of "red," indicating a decline of the percentage of students making progress.	HMSA will continue to offer professional development and provide support for teachers supporting EL instruction, testing and support, with special support for low income students.	Student LCAP survey data, educational partner feedback, EL team meetings, school site leadership meetings, and community school meetings to support all learners.
Goal 3 Action 3	HMSA strives to hold every student accountable to increase their overall success after high school. The need is to ensure that services and supports are provided so that HMSA has a graduation rate at least 98% .	HMSA will continue to require every 12th grader to take college and career as a semester elective for support and guidance through the college application process. Teachers in grades 9-11 will support students and their academic progress to best prepare them for academic success. Counselors will continue to provide 1:1 support in the college application process and communicate regularly with teachers and parents, with special support for low income students.	College application rate as documented through internal counseling records, LCAP student and parent surveys, school site council meetings, school site leadership meeting feedback
Goal 4 Action 2	HMSA has identified the need to continue to monitor and promote student attendance. The need is to maintain HMSA's attendance rate to remain at or above 97%.	Through initiatives with the counseling department, ASB, community school and CKH, HMSA will make all efforts to encourage and support students and their attendance, with special support for low income students.	LCAP surveys, CKH surveys, SSC, Healthy Kids Survey, informal discussions, data collection
Goal 4 Action 3	HMSA works to keep the student suspension rate at or below 1%.	Teachers will continue to receive professional development on CKH to build positive relationships in the classroom. This positively impacts student performance and behavior, therefore minimizing misbehaviors, with special support for low income students.	CKH survey, LCAP survey, Healthy Kids survey, feedback from educational partners, Community School Advisory Council, data collection
Goal 4 Action 4	HMSA strives to keep the student expulsion rate to 0%.	HMSA will continue to partner with community resources to ensure students receive support encouraging positive behaviors, with special support for low income students.	PowerSchool data, Log entry data, SSC, LCAP data, Healthy Kids Survey data

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant funding is utilized to support additional counseling staff members who were added during the pandemic. Staff was added with one-time funding streams which are not expiring. The additional concentration grant funding will allow for this critical service to continue at HMSA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$7,250,162.00	$2,621,042.00	36.15%	0.00%	36.15%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,155,666.00	$269,000.00	$0.00	$0.00	$8,424,666.00	$6,989,666.00	$1,435,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.		No					$4,917,812	$0	$4,917,812	$0	$0	$0	$4,917,812	0.00%
1	2	Provide collaboration, professional development, personnel, instructional materials and technology that provide components for universal access and supplies to support our unduplicated student population with standards-based instruction	Low Income	Yes	Schoolwide	Low Income	All Schools		$188,974	$400,000	$588,974	$0	$0	$0	$588,974	0.00%
1	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	4	Purchase standards - aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)		No					$0	$0	$0	$0	$0	$0	$0	0.00%

1	5	Provide math intervention specialist to support students performing before grade level in math.	Low Income	Yes	Schoolwide	Low Income	All Schools		$150,000	$0	$75,000	$75,000	$0	$0	$150,000	0.00%
1	6	Upgrade and maintain a network for student and staff use. (repeated expenditure, Goal 1, Action 9)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	Maintain staff responsible for technology support.	Low Income	Yes	Schoolwide	Low Income	All Schools		$145,000	$0	$145,000	$0	$0	$0	$145,000	0.00%
1	8	Upgrade and maintain school facilities.		No					$65,000	$235,000	$300,000	$0	$0	$0	$300,000	0.00%
1	9	Maintain staff responsible for improving the physical school environment.		No					$325,000	$0	$325,000	$0	$0	$0	$325,000	0.00%
1	10	Provide professional development, personnel, materials, and supplies to support standard-based instruction.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	11	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	12	Provide instructional materials and technology that have components for universal access.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	13	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	14	Replace/add furniture and equipment as needed.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	Provide training to support standards of maintenance.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation		No					$0	$0	$0	$0	$0	$0	$0	0.00%
2	2	Provide expanded access to printing capabilities (repeated expenditure, Goal 1, Action 8)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
2	3	Technology hubs and infrastructure to sustain 1:1 (repeated expenditure, Goal 1, Action 8)		No					$0	$0	$0	$0	$0	$0	$0	0.00%

2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
2	5	Provide funds to support the college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
2	6	Offer mandatory College and Career elective for all 12th graders (repeated expenditure, Goal 1, Action 3)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Low Income	Yes	Schoolwide	Low Income	All Schools		$566,000	$0	$372,000	$194,000	$0	$0	$566,000	0.00%
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Low Income	Yes	Schoolwide	Low Income	Specific Grade Spans, 9-12		$181,880	$200,000	$381,880	$0	$0	$0	$381,880	0.00%
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Low Income	Yes	Schoolwide	Low Income	All Schools		$350,000	$100,000	$450,000	$0	$0	$0	$450,000	0.00%
3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
3	5	Provide personnel, materials, and resources to support parent education workshops.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support (repeated expenditure, Goal 3, Action 2)		No					$0	$0	$0	$0	$0	$0	$0	0.00%

3	7	Provide professional development and resources for teachers to support academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Low Income	Yes	Schoolwide	Low Income	All Schools		$25,000	$25,000	$50,000	$0	$0	$0	$50,000	0.00%
4	3	Provide staffing transportation and facilities to support the CIF sports program.	Low Income	Yes	Schoolwide	Low Income	All Schools		$75,000	$225,000	$300,000	$0	$0	$0	$300,000	0.00%
4	4	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Low Income	Yes	Schoolwide	Low Income	All Schools		$0	$250,000	$250,000	$0	$0	$0	$250,000	0.00%
4	5	Maintain/increase after school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	6	Support the administration of the Healthy Kids Survey or a local equivalent measure.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	8	Provide translation services, both oral and written, to parents.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	9	Provide personnel, materials, and resources to support parent outreach activities		No					$0	$0	$0	$0	$0	$0	$0	0.00%

4	10	Provide personnel, materials, and services to support parent outreach of the unduplicated student population.		No					$0	$0	$0	$0	$0	$0	$0	0.00%
4	11	HMSA administration will work with staff, parents, and students to encourage participation on the School Site Council, English Learner Advisory Committee, and WASC focus groups.		No					$0	$0	$0	$0	$0	$0	$0	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,250,162.00	$2,621,042.00	36.15%	0.00% - No Carryover	36.15%	$2,612,854.00	0.00%	36.04%	**Total:**	$2,612,854.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$2,612,854.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Provide collaboration, professional development, personnel, instructional materials and technology that provide components for universal access and supplies to support our unduplicated student population with standards-based instruction	Yes	Schoolwide	Low Income	All Schools	$588,974.00	0.00%

1	5	Provide math intervention specialist to support students performing before grade level in math.	Yes	Schoolwide	Low Income	All Schools	$75,000.00	0.00%
1	7	Maintain staff responsible for technology support.	Yes	Schoolwide	Low Income	All Schools	$145,000.00	0.00%
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	Schoolwide	Low Income	All Schools	$372,000.00	0.00%
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	Schoolwide	Low Income	Specific Grade Spans, 9-12	$381,880.00	0.00%
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	Schoolwide	Low Income	All Schools	$450,000.00	0.00%
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	Schoolwide	Low Income	All Schools	$50,000.00	0.00%
4	3	Provide staffing transportation and facilities to support the CIF sports program.	Yes	Schoolwide	Low Income	All Schools	$300,000.00	0.00%
4	4	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Yes	Schoolwide	Low Income	All Schools	$250,000.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$7,200,000.00	$7,164,202.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Maintain appropriately placed instructional staff in an effort to maintain our current 0% rate of teacher misassignment.	No	$4,100,000.00	$4,197,812.00
1	2	Provide collaboration, professional development, personnel, instructional materials and technology that provide components for universal access and supplies to support our unduplicated student population with standards-based instruction	Yes	$550,000.00	$302,080.00
1	3	Provide and increase professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors and Social and Emotional Learning.	No	$0.00	$0.00
1	4	Purchase standards - aligned instructional materials and resources. (repeated expenditure, Goal 1, Action 2)	No	$0.00	$0.00
1	5	Provide math intervention specialist to support students performing before grade level in math.	Yes	$150,000.00	$141,040.00

1	6	Upgrade and maintain a network for student and staff use. (repeated expenditure, Goal 1, Action 9)	No	$0.00	$0.00
1	7	Maintain staff responsible for technology support.	Yes	$135,000.00	$140,317.00
1	8	Upgrade and maintain school facilities.	No	$300,000.00	$161,909.00
1	9	Maintain staff responsible for improving the physical school environment.	No	$350,000.00	$314,643.00
1	10	Provide professional development, personnel, materials, and supplies to support standard-based instruction.	No	$0.00	$0.00
1	11	Provide professional development, personnel, materials, and supplies to support our unduplicated student population.	No	$0.00	$0.00
1	12	Provide instructional materials and technology that have components for universal access.	No	$0.00	$0.00
1	13	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	No	$0.00	$0.00
1	14	Replace/add furniture and equipment as needed.	No	$0.00	$0.00
1	15	Provide training to support standards of maintenance.	No	$0.00	$0.00
2	1	Provide personnel, materials, and services to monitor academic achievement and credit accumulation	No	$0.00	$0.00
2	2	Provide expanded access to printing capabilities (repeated expenditure, Goal 1, Action 8)	No	$0.00	$0.00
2	3	Technology hubs and infrastructure to sustain 1:1 (repeated expenditure, Goal 1, Action 8)	No	$0.00	$0.00

2	4	Provide funds for student enrollment , test preparation, and professional development for administration of college and career readiness assessments.	No	$0.00	$0.00
2	5	Provide funds to support the college selection process through college exposure field trips, college application assistance, and letter of recommendation staff support. (repeated expenditure, Goal 2, Action 4)	No	$0.00	$0.00
2	6	Offer mandatory College and Career elective for all 12th graders (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	$490,000.00	$376,527.00
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	$300,000.00	$194,434.00
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	$370,000.00	$536,395.00
3	4	Provide counseling positions to support academic success, social emotional well-being, positive behavior, and parent outreach. (repeated expenditure, Goal 3, Action 1)	No	$0.00	$0.00
3	5	Provide personnel, materials, and resources to support parent education workshops.	No	$0.00	$0.00

3	6	Provide personnel, materials and resources to monitor student progress, and provide academic support (repeated expenditure, Goal 3, Action 2)	No	$0.00	$0.00
3	7	Provide professional development and resources for teachers to support academic and social emotional needs. (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
4	1	Provide professional development opportunities and resources to address school climate, customer service and the physical environment. (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	$35,000.00	$16,291.00
4	3	Provide staffing transportation and facilities to support the CIF sports program.	Yes	$300,000.00	$241,466.00
4	4	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Yes	$120,000.00	$541,288.00
4	5	Maintain/increase after school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study, college and career opportunities, and good social emotional health.	No	$0.00	$0.00
4	6	Support the administration of the Healthy Kids Survey or a local equivalent measure.	No	$0.00	$0.00

4	7	Maintain or establish (physical or virtual) school site parent centers and programs with materials and resources to ensure effective operation.	No	$0.00	$0.00
4	8	Provide translation services, both oral and written, to parents.	No	$0.00	$0.00
4	9	Provide personnel, materials, and resources to support parent outreach activities	No	$0.00	$0.00
4	10	Provide personnel, materials, and services to support parent outreach of the unduplicated student population.	No	$0.00	$0.00
4	11	HMSA administration will work with staff, parents, and students to encourage participation on the School Site Council, English Learner Advisory Committee, and WASC focus groups.	No	$0.00	$0.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,394,056.00	$2,375,000.00	$2,419,318.00	($44,318.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Provide collaboration, professional development, personnel, instructional materials and technology that provide components for universal access and supplies to support our unduplicated student population with standards-based instruction	Yes	$550,000.00	$302,080.00	0.00%	0.00%
1	5	Provide math intervention specialist to support students performing before grade level in math.	Yes	$75,000.00	$70,520.00	0.00%	0.00%
1	7	Maintain staff responsible for technology support.	Yes	$135,000.00	$140,317.00	0.00%	0.00%
3	1	Provide counseling services to assist families in accessing resources for our unduplicated student population.	Yes	$490,000.00	$376,527.00	0.00%	0.00%
3	2	Provide materials, supplies, and personnel to support unduplicated student population	Yes	$300,000.00	$194,434.00	0.00%	0.00%
3	3	Provide extended learning opportunities including credit recovery, summer school, intervention, and tutoring services to support unduplicated student population.	Yes	$370,000.00	$536,395.00	0.00%	0.00%
4	2	Provide materials, supplies, and personnel to support the Summer Bridge program	Yes	$35,000.00	$16,291.00	0.00%	0.00%
4	3	Provide staffing transportation and facilities to support the CIF sports program.	Yes	$300,000.00	$241,466.00	0.00%	0.00%

4	4	Maintain/increase after school supports, clubs, enrichment activities, and study trips for students to promote access to a broad course of study and college and career opportunities.	Yes	$120,000.00	$541,288.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$6,950,776.00	$2,394,056.00	0.00%	34.44%	$2,419,318.00	0.00%	34.81%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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