

# Hawthorne High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Hawthorne High School   |
| <b>Street</b>                     | 4859 W El Segundo Blvd  |
| <b>City, State, Zip</b>           | Hawthorne, CA 90250   |
| <b>Phone Number</b>               | (310) 263-4400  |
| <b>Principal</b>                  | Vanessa Landesfeind   |
| <b>E-mail Address</b>             | landesfeindv@centinela.k12.ca.us                                  |
| <b>Web Site</b>                   | <a href="http://www.hhscougars.org">http://www.hhscougars.org</a> |
| <b>CDS Code</b>                   | 19 64352 1933951  |

| <b>District Contact Information</b> |   |
|-------------------------------------|---|
| <b>District Name</b>                | Centinela Valley Union High School District |
| <b>Phone Number</b>                 | (310) 263-3200                              |
| <b>Superintendent</b>               | Dr. Gregory O'Brien                         |
| <b>E-mail Address</b>               | obrieng@centinela.k12.ca.us                 |
| <b>Web Site</b>                     | www.centinela.k12.ca.us                     |

### **School Description and Mission Statement (School Year 2017-18)**

Hawthorne High School is a 9-12 Grade comprehensive secondary school located in the Centinela Valley Union High School District. It serves and ethnically diverse population in the cities of Hawthorne, Lawndale and Lennox.

Hawthorne High School has approximately 1,911 enrolled students. An ethnically diverse population is comprised of 82% Latino students, 12% African American students, 3% Caucasian students, 1% Pacific Islander students and 1% Asian students.

There are 114 Certificated classroom teachers, 4 Administrators, 4 Counselors, 2 Intervention Specialists, 1 School Resource Officer, 2 School Psychologists, 1 Speech Therapist, 1 Health Clerk, and 52 Classified staff members.

HHS Mission Statement:

Hawthorne High School makes learning relevant through college and career based education.

HHS Vision:

Students lead at Hawthorne High School by committing themselves to academic achievement, the pursuit of excellence, and the highest ethical standards through showing empathy. All students will achieve the highest ideal of ethical standards by practicing personal responsibility, creating a venue to positively impact the community and by having the opportunity to be a lifelong learner. Students accept responsibility for their own lives coming prepared daily, their actions, and the impact they have on changing society as they continue their lifelong process of learning. Students and staff will create a safe environment where all Cougars can LEAP.

Principal's Message & Welcome:

Welcome to Hawthorne High School. I am honored to serve as the Principal Hawthorne High School and look forward to working with you throughout the school year. For those returning, welcome back, and for our new students ...we're happy you chose to join our family!

Hawthorne offers students so many ways to be involved and prepare for college and career, no matter your interests we have a place for you. We have outstanding athletics and activities programs, offer Advanced Placement and Honors classes in all curricular areas, as well as,

Linked Learning academies and career technical classes. These are just few examples of our excellent programs:

**AVID:** The Advancement via Individual Determination prepares students for college readiness and success in a global society.

**Cougar Academy:** The Cougar Academy ensures that students exemplify the principals of leadership, empathy, achievement, preparation, and safety by supporting students in their core and elective classes.

**NJROTC:** The Navy Junior ROTC program instills students in United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.

**School of Criminal Justice:** The School of Criminal Justice promotes knowledge of and respect for the law and will help transform students into civically responsible citizens who may become leaders in their community.

**School of Manufacturing & Engineering:** The School of Manufacturing and Engineering provides a strong foundation in mathematics and science and developing innovators who design and implement practical solutions to meet the ever-changing societal challenges of today and tomorrow.

Technical Art and Design Academy : The Technical Art and Design Academy (TADA) identifies and nurtures the artistic instincts of our students to build a collaborative and creative community through a rigorous artistic, career technical education, and standards-based academic technical design curriculum.

In addition I encourage you to take advantage of the supports for success we have available to all students, including tutoring, extended library and computer center hours, credit recovery,college/career counseling services, personal counseling, and PBIS/attendance rewards program.

We are going to have a great school year together at Hawthorne, where every Cougar LEAPS!

**Student Enrollment by Grade Level (School Year 2016-17)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| Grade 9                 | 448                       |
| Grade 10                | 606                       |
| Grade 11                | 512                       |
| Grade 12                | 443                       |
| Ungraded Secondary      | 13                        |
| <b>Total Enrollment</b> | <b>2,022</b>              |

**Student Enrollment by Group (School Year 2016-17)**

| <b>Student Group</b>                | <b>Percent of Total Enrollment</b> |
|-------------------------------------|------------------------------------|
| Black or African American           | 11.7                               |
| American Indian or Alaska Native    | 0.1                                |
| Asian                               | 0.8                                |
| Filipino                            | 1                                  |
| Hispanic or Latino                  | 80.8                               |
| Native Hawaiian or Pacific Islander | 0.2                                |
| White                               | 2.6                                |
| Two or More Races                   | 2.6                                |
| Socioeconomically Disadvantaged     | 84.6                               |
| English Learners                    | 19.1                               |
| Students with Disabilities          | 14.3                               |
| Foster Youth                        | 0.9                                |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| <b>With Full Credential</b>   | 99      | 97.5    | 93      | 324      |
| <b>Without Full Credential</b>  | 9       | 6       | 2.5     | 6        |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 2       | 2       | 1       | 3        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 4       | 4       | 1       |
| <b>Total Teacher Misassignments *</b>                 | 8       | 6       | 2       |
| <b>Vacant Teacher Positions</b>                       | 0       | 1       | 1       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** October 2017

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are being aligned to the Common Core State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 10, 2017, the Centinela Valley Union High School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted the Resolution No. 17-18/009 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2017-18 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| <b>Reading/Language Arts</b>  | 2012 Scholastic; Read 180 Next Generation<br>2010 Pearson; Literature for California<br>2002 Hampton Brown; Edge Fundamentals<br>2002 Hampton Brown; Edge Levels A, B<br>2000 Hampton Brown; Edge Level C<br>2011 Scholastic; English 3D Volume 1<br>2013 Scholastic; English 3D Volume 2<br>2013: The California State University; Expository<br>Reading and Writing Course<br>2013: Oxford; English A: Language & Literature  | Yes                              | 0   |
| <b>Mathematics</b>            | 2015 Houghton Mifflin Harcourt; Integrated Math 1<br>2015 Houghton Mifflin Harcourt; Integrated Math 2<br>2007 Pearson; Pre-Calculus and Calculus: Graphical<br>2009 Person; Elementary Statistics: Picturing the<br>World<br>2013 W.H. Freeman; The Practice of Statistics: AP<br>Statistics<br>2012 Pearson; Mathematics Standard Level   | Yes                              | 0   |
| <b>Science</b>                | 2007 Pearson; Biology<br>2005 Prentice Hall; Chemistry<br>2006 Prentice Hall; Chemistry The Central Science<br>2006 Prentice Hall; Physics & Conceptual Physics<br>2003 Prentice Hall; Human Anatomy and Physiology,<br>7th Edition<br>2003 Prentice Hall; AP Physics<br>2008 Pearson; AP Biology, 8th Edition<br>2013 Holt McDougall; Environmental Science<br>2005 People's Publishing; Environmental Science:<br>Earth as a Living Planet, 5th Edition   | Yes                              | 0   |
| <b>History-Social Science</b> | 2008 Prentice Hall; Magruder's American<br>Government<br>2005 Thomson Learning; Contemporary Economics<br>2006 McDougal Littel; The Americans<br>2006 McDougal Littel; Modern World History-<br>Patterns of Interaction<br>2010 Houghton Mifflin; American Pageant<br>2005 McGraw Hill; Economics, 16th Edition<br>2005 Longman; American Democracy<br>2006 Longman; American Government: Continuity &<br>Change<br>2007 Addison Wesley; World Civilizations: The<br>Global Experience<br>2011 Houghton Mifflin; History of Western Society<br>2014 Pearson; Government in America: People,<br>Politics, & Policy<br>2005 Worth Publishing; Psychology, 7th Edition | Yes                              | 0   |

| Subject                 | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------|---|----------------------------------|---|
| <b>Foreign Language</b> | 2011 Santillana; Espanol Level 1-3<br>2013 Wayside Publishing; Tejidos<br>2008 Holt, Rinehart Winston; Allez, Viens!<br>2012 Holt McDougall Little; Abriendo Puertas:<br>Ampliando Perspectivas<br>2007 Pearson; Intrigue, 2nd Edition<br>1993 Dawn Sign Press; Signing Naturally, Level 1-3<br>2009 Pearson; Building ASL Interpreting &<br>Translation Skills<br>2009 Cheng & Tsui; Integrated Chinese Level 1, Part<br>1 & 2 and Level 2 Part 1 & 2<br>2014 Pearson; Abriendo Paso | Yes                              | 0   |
| <b>Health</b>           | 2016 Positive Prevention Plus; Health   | Yes                              | 0   |

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects.

Most of Hawthorne High School's repairs and maintenance projects are performed by the school's day custodians. A crew of custodians visits Hawthorne High School on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

One plant manager, seven custodians, and one groundskeeper are assigned to Hawthorne High School for routine maintenance, daily custodial duties, and special events preparations. The associate principal in charge of facilities and custodians communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodians check restrooms every two hours as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. The groundskeeper is responsible for daily landscaping and irrigation maintenance. A crew of skilled groundskeepers visits Hawthorne High School on a rotational basis for large scale mowing, scrubbing, and sweeping.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

#### Facilities Inspections

Every morning before school begins, the lead day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Hawthorne High School took place on October 2017. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2017-2018 school year, 100% of restrooms were fully operational and available to students at all times.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b>     |                      |             |             |   |
|--|----------------------|-------------|-------------|---|
| <b>Year and month of the most recent FIT report: 10/04/17</b>    |                      |             |             |   |
| <b>System Inspected</b>  | <b>Repair Status</b> |             |             | <b>Repair Needed and Action Taken or Planned</b>  |
|  | <b>Good</b>          | <b>Fair</b> | <b>Poor</b> |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X                    |             |             |   |
| <b>Interior:</b> Interior Surfaces                               |                      | X           |             | Interior Surfaces<br>Ceiling tiles are stained.<br>Classroom 11-10<br>Ceiling tiles are stained.<br>Classroom 11-3<br>Damaged floor tiles by door<br>Classroom 16-6<br>Damaged ceiling tile<br>Classroom 19-2<br>Floor damaged at threshold<br>Classroom 20-3<br>Damaged ceiling tile<br>Classroom 22-3<br>Ceiling tiles are stained.<br>Damaged ceiling tile<br>Classroom 23-6   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X                    |             |             | Overall Cleanliness<br>Unsecured items stored too high<br>Classroom 11-10<br>Unsecured items stored too high<br>Classroom 11-6<br>Unsecured items stored too high<br>Classroom 23-2<br>Unsecured items stored too high<br>Classroom D202  |
| <b>Electrical:</b> Electrical                                    |                      | X           |             | Electrical<br>Lighting fixture or bulbs are not working or missing.<br>Boys Locker Room<br>Lighting fixture or bulbs are not working or missing.<br>Classroom 16-4<br>Lighting fixture or bulbs are not working or missing.<br>Classroom D101<br>Lighting fixture or bulbs are not working or missing.<br>Classroom D107<br>Lighting fixture or bulbs are not working or missing.<br>Classroom F106<br>Lighting fixture or bulbs are not working or missing.<br>Classroom P-2 |

| School Facility Good Repair Status (Most Recent Year)                      |               |      |      |  |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 10/04/17                     |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 | X             |      |      | Sinks / Fountains<br>Sink/Fountain is not working.<br>Boys RR C Bldg<br>Sink/Fountain is filled with refuse.<br>Classroom C114 |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | X             |      |      |  |
| <b>Structural:</b> Structural Damage, Roofs                                | X             |      |      |  |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences | X             |      |      |  |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 10/04/17 |           |      |      |      |
|--|-----------|------|------|------|
| Overall Rating   | Exemplary | Good | Fair | Poor |
|  |           |      | X    | X    |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 43  | 51      | 43       | 44      | 48      | 48      |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 12  | 13      | 18       | 15      | 36      | 37      |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 493              | 483           | 97.97          | 51.04                   |
| Male                                | 269              | 263           | 97.77          | 45.04                   |
| Female                              | 224              | 220           | 98.21          | 58.26                   |
| Black or African American           | 57               | 57            | 100            | 50                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 407              | 399           | 98.03          | 51.39                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 12               | 12            | 100            | 41.67                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 412              | 408           | 99.03          | 49.63                   |
| English Learners                    | 136              | 129           | 94.85          | 18.11                   |
| Students with Disabilities          | 66               | 66            | 100            | 6.35                    |
| Foster Youth                        | --               | --            | --             | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 493              | 492           | 99.8           | 12.6                    |
| Male                                | 269              | 269           | 100            | 11.9                    |
| Female                              | 224              | 223           | 99.55          | 13.45                   |
| Black or African American           | 57               | 57            | 100            | 7.02                    |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 407              | 406           | 99.75          | 13.79                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 12               | 12            | 100            | 0                       |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 412              | 411           | 99.76          | 12.41                   |
| English Learners                    | 136              | 136           | 100            | 0.74                    |

| Student Group              | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| Students with Disabilities | 66               | 66            | 100            | 1.52                    |
| Foster Youth               | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 21  | 28      | 30       | 25      | 60      | 56      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

#### Workforce Preparation

Hawthorne High School's career technical education programs, career academies, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. All career education courses comply with state-adopted content standards and integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through analysis of CST results, attendance rates, discipline records, and graduation rates. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

#### Career Technical Education Courses:

- Intro to Theatre
- Stagecraft
- Professional Stagecraft Development
- Woods I
- Woods II
- Introduction to Engineering Design (PLTW)
- Principles of Engineering (PLTW)
- Computer Integrated Manufacturing (PLTW)
- Engineering Design and Development (PLTW)
- Foundations in Criminal Justice
- Criminal Psychology and Sociology

#### Job Shadowing/Internships/Work Experience:

- Engineering
- Manufacturing
- Robotics

Career Academies:

- School of Criminal Justice; Pathway in Public Service
- Technical Art and Design Academy; Pathway in Product Innovation and Design
- School Manufacturing of Engineering (California Partnership Academy); Pathway in Engineering Design

The Career Technical Education Program table in this report shows the total number of students enrolled in Hawthorne High School’s vocational education courses. For more information on career technical programs, contact the high school’s career center or the state’s career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

**Career Technical Education Participation (School Year 2016-17)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 565                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 100                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 50                        |

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 94.86   |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 28.61   |

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 20.8  | 18.5                  | 19.4                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

There are various parent groups who are active at Hawthorne High School. Parent Institute for Quality Education (PIQE) is an organization that provides workshops for our parents on campus. There are also parents who have been taking leadership roles at School Site Council and Title 1 Parent meetings. Parent and community representation is an integral component of the School Site Council (SSC). The School Site has three elected parents (and one alternate) who are active members. They regularly attend and give vital input in the creation of the school plan. Title 1 parent meetings provide information about the different programs and services available to students at HHS. Presently, the school is actively pursuing the hire of a community liaison to reestablish a parent center.

Parents are encouraged through bulletins, website announcements, phone calls, and surveys to be involved in the HHS community. Participation is supported school wide by attending school and athletic events, chaperoning, field trips, AVID shadowing, academy nights, and parent meetings. Parent representation plays an important role in many of the school committees and groups such as Career Academy Boards, School Site Council, English Language Advisory Committee, School Parent Advisory Committee, and PIQE.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate    | 15.5    | 14.5    | 13.9    | 16.9     | 12.2    | 11.3    | 11.5    | 10.7    | 9.7     |
| Graduation Rate | 78.11   | 79.75   | 80.54   | 70.72    | 80.43   | 81.31   | 80.95   | 82.27   | 83.77   |

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group                            | Graduating Class of 2016 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 82.2                     | 87.01    | 87.11 |
| Black or African American        | 86.36                    | 86.18    | 79.19 |
| American Indian or Alaska Native | 100                      | 50       | 80.17 |
| Asian                            | 100                      | 92.31    | 94.42 |
| Filipino                         | 100                      | 89.47    | 93.76 |
| Hispanic or Latino               | 82.07                    | 86.32    | 84.58 |
| Native Hawaiian/Pacific Islander | 100                      | 83.33    | 86.57 |
| White                            | 83.33                    | 100      | 90.99 |
| Two or More Races                | 28.57                    | 78.72    | 90.59 |
| Socioeconomically Disadvantaged  | 55.74                    | 72.77    | 63.9  |
| English Learners                 | 52.78                    | 67.69    | 55.44 |
| Students with Disabilities       | 82.58                    | 87.08    | 85.45 |
| Foster Youth                     | 100                      | 86.67    | 68.19 |

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 4.6     | 4.0     | 4.8     | 2.3      | 1.7     | 2.6     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.0     | 0.7     | 0.0     | 0.0      | 0.3     | 0.1     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2017-18)

The Hawthorne High School Emergency Management Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibility of all Hawthorne High School employees and is organized according to the Standardized Emergency Management System (SEMS). Hawthorne High School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

This Plan has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

This plan incorporates the Incident Command System (ICS), The Master Mutual Aid Agreement, existing mutual aid systems, the Los Angeles County operational area concept, and multi-agency coordination. The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources and the general flow of information among all agencies and jurisdictions within a region.

All emergency actions will be taken according to the following priorities:

- (1) Protection of Life
- (2) Incident Stabilization
- (3) Protection of property
- (4) Restoration of services

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 1999-2000 | 2004-2005 |
| <b>Year in Program Improvement*</b>                        | Year 5    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 4         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A       | 100       |

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | 2014-15         |                      |       |     | 2015-16         |                      |       |     | 2016-17         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 19              | 76                   | 46    | 15  | 22              | 49                   | 23    | 35  | 20              | 59                   | 30    | 21  |
| Mathematics    | 20              | 52                   | 34    | 23  | 22              | 48                   | 19    | 32  | 22              | 28                   | 18    | 18  |
| Science        | 24              | 27                   | 9     | 30  | 26              | 20                   | 14    | 35  | 25              | 22                   | 13    | 31  |
| Social Science | 20              | 41                   | 24    | 16  | 26              | 23                   | 13    | 32  | 21              | 41                   | 19    | 21  |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 4                                | 477   |
| Counselor (Social/Behavioral or Career Development) | 1.0                              | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 2                                | N/A   |
| Psychologist  | 1                                | N/A   |
| Social Worker                                       | 1                                | N/A   |
| Nurse   | .33                              | N/A   |
| Speech/Language/Hearing Specialist                  | 1.0                              | N/A   |
| Resource Specialist                                 |                                  | N/A   |
| Other   |                                  | N/A   |

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 8849.99                | 1784.15                  | 7065.84             | 68368.31               |
| District                                     | N/A                    | N/A                      | 8657.80             | \$75,050               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -18.4               | -1.3                   |
| State  | N/A                    | N/A                      | \$6,574             | \$82,770               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 7.5                 | -17.4                  |

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs at this school site:

- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Career Technical Education Incentive Grant
- California Partnership Academies
- Title I, II, III
- Department of Rehabilitation
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Mandated Block Grant funding
- Other Local: Locally Defined

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,069        | \$50,221                                     |
| Mid-Range Teacher Salary                      | \$78,091        | \$83,072                                     |
| Highest Teacher Salary                        | \$99,179        | \$104,882                                    |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 | \$128,094                                    |
| Average Principal Salary (High)               | \$150,008       | \$146,114                                    |
| Superintendent Salary                         | \$205,000       | \$226,121                                    |
| Percent of Budget for Teacher Salaries        | 30%             | 34%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2016-17)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  | 2                             | N/A                               |
| Fine and Performing Arts | 2                             | N/A                               |
| Foreign Language         | 1                             | N/A                               |
| Mathematics              | 1                             | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           | 4                             | N/A                               |
| All courses              | 10                            | 14.8                              |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State, ELD and NGSS Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of LCAP focus group data. Similarly to the 2016-2017 school year, the district offered two voluntary non-student professional learning (PL) days; one per semester. On the first offered voluntary PL day, teachers attended 90 minute workshops on the District's Digital Learning Initiative (including Learning Management System: Canvas), Achieving Rigor Through Reading, Writing & Collaboration: Annotating Text 2.0 - Writing in the Margins (AVID strategies), Oral Academic Discourse Strategies (Pro Talk: Best Practices), and strategies for Supporting Our Students' Social & Emotional Health: PTSD & Urban Youth 101. The second day of PL day offered will focus on an advanced level on the strategies previously listed. During the 2015-16 School Year, the district offered two mandatory non-student professional development days; the first PD day was devoted to district wide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

For the past four years, Centinela Valley has also provided a Summer Professional Learning Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally during Summer, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops. The topics in the Summer of 2016 included: Student Engagement Strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); Use of Technology (LMS-Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and Other Workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices). During the Summer of 2017, some of the topics from 2016 were offered but varied the level from beginner to intermediate and added other topics of interest to the teachers which include: Strategies on Checking for Understanding, Designing Meaning Focused Learning Targets, Collaborative Study Groups, Partnering with Digital Textbooks, Practical Application of Accommodations for All teachers, Creating Passionate Learners, Strategies for Teacher Wellness, and Developing a Restorative Practice Mindset to create a positive classroom culture. Along with teachers, Academic Counselors, Intervention Specialists, Activities Directors, and Moderate/Severe Special Education teachers are provided with opportunities to collaborate and attend workshops tailored to their specific role.

During the 2016 Summer PL Week, course leads attended an extra day of training, led by the district's Instructional Support Team, where they were given overall training on the LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator and Tools for collaboration, Google Drive, and the use of Data Protocol. For the 2017 Summer PL Week, training focused on leading a data conversation using the Data Driven Dialogue model. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For Science and Social Science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

Targeted Professional Learning for all Math Teachers: College Access through Data Science (CADS) is a partnership between UCLA's Graduate School of Education & Information Studies (GSEIS) Center X, UCLA's Department of Statistics and the Centinela Valley Union High School District (CVUHSD) to strengthen teaching and learning in mathematics to prepare high school students to succeed at college level mathematics. At the core of CADS is the development of a Data Science Pathway, which culminates in the fourth-year course IDS (Introduction to Data Science), a course that uses both statistical reasoning, data analysis, and technology to engage students in strengthening their mathematical content knowledge. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming.



At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons.

**Targeted Professional Learning for all Science Teachers:** For the fourth year in a row, CVUHSD has partnered with UCLA's Science Project to increase content knowledge and strategies to deliver high quality science instruction aligned to the components and philosophy of the Next Generation Science Standards for all science teachers, and to provide teachers with more opportunities to collaborate in high functioning professional learning communities to plan, analyze results, reflect and refine lesson plans and instruction to support student learning and increase student achievement.

**Professional Learning for All Classified and Certificated Staff:** In the Spring of 2018, CVUHSD will host its second annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

#### 2017-2018 Continued Staff Professional Learning Offerings

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training

Throughout the year, Centinela Valley Union High School District provided training and support for identified concentrations and district-wide implementation of new and ongoing programs.

Centinela Valley Union High School District supported new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. Due to CTC implementing new standards for Induction Programs, first- and second-year teachers will participate in a two year induction program through UCLA. n All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Centinela Valley Union High School District are focused on increasing student engagement and proficiency.

**Co-Teaching:** A special education and general education teacher who share instructional responsibility for a single group of students with and without IEP's.

**Learning Center:** a designated classroom for students with IEP's receive academic and study skills support (through the use of AVID strategies and Blueprint for Success) that will contribute to success in general education core academic classes.

Crisis Prevention Intervention: a behavior management system that teaches skills on how to deescalate a behavioral crisis, or behavior situation.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by district representatives.

#### Site-based Professional Development

All supplemental staff development activities at Hawthorne High School are focused on increasing student learning and proficiency. Professional Learning Opportunity topics are identified based on staff survey results and analysis of student performance data that align with the district's mission. The collaboration PLOs take place on Monday mornings prior to our PLC structured department or academy collaborations. They are teacher-led, centered around best practices, and structured to provide peer support.

In addition to the collaboration PLOs, teachers also participate in site-based Learning Walks. Teachers are led to various classrooms to conduct peer-observations. While on these walks, observers focus on 3 criteria: student engagement, school-wide trends, and possible future PLO topics. Following their observations, teachers meet as a group and are led by instructional coaches through dialogue to foster reflective thought on their own practices.

#### 2016-18 Site-Based Topics

Positive Behavior Intervention Support

Response to Intervention

Restorative Justice

Small Learning Communities

Pro-Talk

Grading Policies

AVID Strategies

Attendance intervention

Instructional Best Practices

Learning Walks