

Hawthorne High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

Community Description:

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 2,186 enrolled students. An ethnically diverse population is comprised of 77% Latino students, 16% African American students, 2.3% Caucasian students, 1.8 % Pacific Islander students and 0.8% Asian students.

There are 114 Certificated classroom teachers, 5 Administrators, 5 Counselors, 2 Intervention Specialists, 1 School Resource Officer, 1 DIS Counselor, 1 School Psychologist, 1 Speech Therapist, 1 Medical Technician, 1 Richstone Therapist, 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.

IB Programme: The International Baccalaureate Diploma Programme at Hawthorne High School is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.

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 2015-16)

Grade Level	Number of Students
Grade 9	638
Grade 10	593
Grade 11	493
Grade 12	455
Ungraded Secondary	8
Total Enrollment	2,187

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.1
Asian	0.6
Filipino	0.9
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.4
White	1.9
Two or More Races	2.7
Socioeconomically Disadvantaged	85.7
English Learners	17.7
Students with Disabilities	14.1
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	106	99	97.5	334
Without Full Credential	7	9	6	12
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	4	4	4
Total Teacher Misassignments *	5	8	6
Vacant Teacher Positions	1	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.2	5.8
All Schools in District	88.6	11.4
High-Poverty Schools in District	88.3	11.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Instructional Materials

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 September 13, 2016, 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. 16-17/008 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 2016-17 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/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2012 Scholastic; Read 180 Next Generation 2010 Pearson; Literature for California 2002 Hampton Brown; Edge Fundamentals 2002 Hampton Brown; Edge Levels A, B 2000 Hampton Brown; Edge Level C 2011 Scholastic; English 3D Volume 1 2013 Scholastic; English 3D Volume 2 2013: The California State University; Expository Reading and Writing Course 2013: Oxford; English A: Language & Literature	Yes	0
Mathematics	2015 Houghton Mifflin Harcourt; Integrated Math 1, Integrated Math 1 Success 2008 Pearson; Algebra II, Geometry UC 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2012 Pearson; Mathematics Standard Level	Yes	0
Science	2007 Pearson; Biology 2005 Prentice Hall; Chemistry 2006 Prentice Hall; Chemistry The Central Science 2006 Prentice Hall; Physics & Conceptual Physics 2003 Prentice Hall; Human Anatomy and Physiology, 7th Edition 2003 Prentice Hall; AP Physics 2008 Pearson; AP Biology, 8th Edition 2013 Holt McDougall; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2008 Prentice Hall; Magruder's American Government 2005 Thomson Learning; Contemporary Economics 2006 McDougal Littell; The Americans 2006 McDougal Littell; Modern World History- Patterns of Interaction 2010 Houghton Mifflin; American Pageant 2005 McGraw Hill; Economics, 16th Edition 2005 Longman; American Democracy 2006 Longman; American Government: Continuity & Change 2007 Addison Wesley; World Civilizations: The Global Experience 2011 Houghton Mifflin; History of Western Society 2014 Pearson; Government in America: People, Politics, & Policy 2005 Worth Publishing; Psychology, 7th Edition	Yes	0
Foreign Language	2011 Santillana; Espanol Level 1-3 2013 Wayside Publishing; Tejidos 2008 Holt, Rinehart Winston; Allez, Viens! 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas 2007 Pearson; Intrigue, 2nd Edition 1993 Dawn Sign Press; Signing Naturally, Level 1-3 2009 Pearson; Building ASL Interpreting & Translation Skills 2009 Cheng & Tsui; Integrated Chinese Level 1, Part 1 & 2 and Level 2 Part 1 & 2 2014 Pearson; Abriendo Paso	Yes	0
Health	2016 Positive Prevention Plus; Health	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities Maintenance

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 2016. 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 2015-16 school year, 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 23, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 11-1 Damaged ceiling tiles Ceiling tiles are stained. Classroom 11-10 Ceiling tiles are stained. Hole in wall Classroom 11-3 Ceiling tiles are stained. Classroom 11-6 Ceiling tiles are stained. Classroom 17-1 Damaged floor tiles by door Classroom 17-3 Damaged floor tiles Classroom 17-A Carpet dirty Classroom 17-D Carpeting damaged

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: August 23, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room/Area: Classroom 22-6: Evidence of termites on door Room/Area: Boys RR D Bldg Graffiti. Room/Area: Boys RR Westside Graffiti. Room/Area: Classroom 17-A Unsecured items stored too high Room/Area: Classroom 19-2 Unsecured items stored too high Room/Area: Classroom 20-3 Unsecured items stored too high Room/Area: Classroom 23-2 Unsecured items stored too high Room/Area: Classroom D-204 Unsecured items stored too high Room/Area: Main Gym Excessive clutter or trash behind bleachers Room/Area: Small Gym Graffiti. in restroom High School Decile 2

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: August 23, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Room/Area: Boys Locker Room Lighting fixture or bulbs are not working or missing. Room/Area: Classroom 11-8 Cords taped to floor in permanent fashion Room/Area: Classroom 18-5 TV not secured to cart Room/Area: Classroom 19-2 Lighting fixture or bulbs are not working or missing. Room/Area: Classroom 22-1 Lighting fixture or bulbs are not working or missing. Room/Area: Classroom 23-1 Cords taped to floor in permanent fashion Room/Area: Classroom D-111 One light flickering Room/Area: Kitchen Lighting fixture or bulbs are not working or missing. Room/Area: Main Gym Lighting fixture or bulbs are not working. Girls RR Lighting fixture or bulbs are not working in Gym Room/Area: Small Gym Lighting fixture or bulbs are not working or missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room/Area: Boys RR C Bldg Sink/Fountain is not working. Room/Area: Classroom 17-1 Sink/Fountain is dirty. Room/Area: Classroom 18-5 Sink/Fountain is dirty. Room/Area: Classroom C-203 Sink/Fountain fixture is loose. Sink/Fountain is damaged. High School ???????

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 23, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		Room 23-2 aerosol found on the windowRoom/Area: Boys Locker Room: Broken exit sign Room/Area: Classroom 22-6: Fire extinguisher is missing. Room/Area: Classroom D-201: Fire extinguisher is blocked. Room/Area: Classroom P-4: Plug in air freshener
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 18-14- Rear door out of square; Theater-Cracked lobby windows

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 23, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	44	43	45	43	44	48
Mathematics	8	12	13	18	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	457	433	94.8	43.2
Male	11	238	227	95.4	40.1
Female	11	219	206	94.1	46.6
Black or African American	11	71	70	98.6	31.9
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	349	329	94.3	45.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	16	16	100.0	50.0
Socioeconomically Disadvantaged	11	396	377	95.2	43.7
English Learners	11	79	63	79.8	7.9
Students with Disabilities	11	58	56	96.5	7.1
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	458	444	96.9	11.7
Male	11	239	232	97.1	13.4
Female	11	219	212	96.8	9.9
Black or African American	11	72	71	98.6	8.6
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	349	338	96.8	11.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	16	16	100.0	31.3
Socioeconomically Disadvantaged	11	397	384	96.7	11.8
English Learners	11	79	73	92.4	2.7
Students with Disabilities	11	58	56	96.5	
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	23	21	28	30	30	25	60	56	54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	591	560	94.8	27.5
Male	322	305	94.7	30.2
Female	269	255	94.8	24.3
Black or African American	70	67	95.7	19.4
Hispanic or Latino	483	459	95.0	27.7
White	13	12	92.3	41.7
Two or More Races	15	12	80.0	58.3
Socioeconomically Disadvantaged	475	452	95.2	27.2
English Learners	112	101	90.2	8.9
Students with Disabilities	77	74	96.1	20.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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. Regional Occupational Programs (ROP) are available off campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Career Technical Education Courses:

- Computer Numerical Control
- Computer-aided Drafting/Design
- Criminal Justice
- Exploring Engineering and Design, Level 1
- Other Manufacturing and Product Development
- Robotics
- Woodworking

Job Shadowing/Internships/Work Experience:

- Engineering
- Manufacturing
- Robotics

Career Academies:

- School of Criminal Justice
- School of Visual and Performing Arts - Vocals
- Technical Art and Design Academy
- School Manufacturing of Engineering (California Partnership Academy)

Career Pathway Sequences

- Aerospace
- Architect

Carpenter
 Computer Aided Designer
 Construction
 Draftsman
 Engineering
 Graphic Artist
 Interior Designer
 Machinist
 Special Effects
 Welder

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/.

Career Technical Education Participation (School Year 2015-16)

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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	21.6

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.7	21.3	13.6

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 Parental Involvement State Priority (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 2016-17)

Parent and Community Organizations:

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.90	15.50	14.50	18.20	16.90	12.20	11.40	11.50	10.70
Graduation Rate	77.24	78.11	79.75	68.16	70.72	80.43	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	88	74	86
Black or African American	95	69	78
American Indian or Alaska Native	100	38	78
Asian	100	88	93
Filipino	100	100	93
Hispanic or Latino	86	79	83
Native Hawaiian/Pacific Islander	33	88	85
White	100	59	91
Two or More Races	100	70	89
Socioeconomically Disadvantaged	85	90	66
English Learners	78	76	54
Students with Disabilities	87	83	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.7	4.6	4.0	4.7	2.3	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.7	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21	56	36	27	19	76	46	15	19	76	46	15
Mathematics	23	30	38	24	20	52	34	23	20	52	34	23
Science	25	22	15	29	24	27	9	30	24	27	9	30
Social Science	25	24	13	29	20	41	24	16	20	41	24	16

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	397
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker	.25	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8030.8	1408.24	6622.56	66025.6
District	N/A	N/A	6632.46	68249.92
Percent Difference: School Site and District	N/A	N/A	-0.1	-3.3
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	16.7	-15.2

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- California Partnership Academies
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education

- State Lottery
- Title I, II, III
- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Common Core State Standards Implementation funding
- Mandated Block Grant funding
- Other Local: Locally Defined

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,523	\$46,184
Mid-Range Teacher Salary	\$72,207	\$75,179
Highest Teacher Salary	\$88,688	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$150,008	\$137,939
Superintendent Salary	\$193,950	\$217,637
Percent of Budget for Teacher Salaries	29%	35%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All courses	15	.3

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)

Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of staff and student LCAP focus group data. During the 2016-2017 School Year, the district offered two voluntary non-student professional development days; one per semester. On the first offered voluntary PD day, teachers attended 90 minute workshops on the Learning Management System: Canvas, Achieving Rigor Through Reading, Writing & Collaboration (AVID strategies), Oral Academic Discourse Strategies (Pro Talk), and strategies for Supporting Our Students' Social & Emotional Health. The second day of PD offered 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 two years, Centinela Valley has also provided a Summer Professional Development 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 in the Summer of 2016, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops including: 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).

District wide Course Lead Teams received three full-day release days throughout the 2016-2017 school year to work together on developing course resources and assessments. During the Summer PL Week, course leads attended an extra day of training 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. 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.

2016-2017 Continued Staff Development Offerings

- Canvas Professional Development
- Common Core State Standards
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- 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
- System 44 Training
- TurnItIn.com 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 and three other local districts (Lawndale, Lennox and Hawthorne) jointly 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. All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

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.

The principal and leadership team identify teacher training needs in alignment with the district's mission and based upon results of staff surveys and analysis of student performance data. Teachers meet twice a month after school on early release days to collaborate within their departments and align benchmark exams and pacing guides through the analysis of student performance data.

2016-17 Site-Based Topics

Local Control Funding Formula

Positive Behavior Intervention Support

Response to Intervention

Restorative Justice

Small Learning Communities

Pro-Talk

Grading policies

AVID Strategies

Attendance intervention