Hawthorne High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	Mark Newell
E-mail Address	newellm@centinela.k12.ca.us
Web Site	http://www.hhscougars.org
Grades Served	9-12
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 (Most Recent Year)

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 Cougars to the best year of your life! Individually each one of you has the ability to be a successful leader within our school community.

As your principal, I will continue to emphasize the following school wide values for success. We will follow this guideline each day.

Leadership - Shining as a positive example to others and being prepared to do what others won't at school and in the surrounding community.

Empathy- Putting yourself in others' shoes, listening carefully, and caring for anyone in physical or mental distress.

Achievement- Doing your best academically in every subject, every day.

Preparation- Be on time, be prepared, be organized with your planner, and be ready to succeed in each daily challenge.

Safety- Follow all school-wide and classroom expectations to maintain a safe and civil environment.

All of you are a success and we believe in you. That is why we will push you to be your best academically, socially, emotionally and physically.

Hawthorne High School is currently piloting three college and career academies with a focus to become Linked Learning (AB790) by the State of California.
The three funded academies are:

The School of Criminal Justice, comprised of 284 students. The academy offers an elective course curriculum designed to help students become educated in the concepts needed to pursue a career of Criminal Justice.

The Hawthorne High School Academy of Manufacturing and Engineering Program (HHSME) is a sequence of courses which follow proven hands on, real world problem solving approaches to engineering and manufacturing problems. Students use industry leading design principles in coordination with companies like Northrop Grumman, Boeing, and Disney Imagineering. Students explore the world of architecture and product design. They also experiment with aerodynamics and bio mechanics to better understand the complexities of world wide engineering.

The Visual and Performing Arts Academy (VAPA) includes four unique visual and performing pathways. The visual pathway of the academy includes courses such as drawing, painting, 3D Design and computer based graphic design. The drama department has a pathway to ensure that instruction is relevant to the current needs to the industry and modern standards of theater. The music pathway includes options of both vocal and instrumental careers.

School-wide programs focus on all students and their academic abilities. High achieving students have the opportunity to take Honors classes, AP classes or enroll in an International Baccalaureate program during their Junior and Senior year. For students that need additional support, Hawthorne High School offers a Cougar Academy which provides students with support they may need to be academically successful.

Grade 9:   Ms. Waggoner, Ms. Mejia and Ms. McClaren
Grade 10:   Dr. Cabeza and Mr. Eddy
Grade 11:   Dr. DeGuzman and Ms. Mejia
Grade 12:   Dr. Varee, Dr. Newell and Mr. Eddy

Life can be simple or hard. Let's make 2015/2016 Simple. Be on time, do your best academically and respect those who respect you.

Ms. Mejia, Mr. Eddy, Ms. McClaren, Dr. Cabeza, Ms. Waggoner, Dr. DeGuzman, Dr. Varee and Dr. Newell

Dr. Newell, Hawthorne High School

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	562
Grade 10	548
Grade 11	531
Grade 12	467
Ungraded Secondary	19
Total Enrollment	2,127

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	13.4
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0.6
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	0.8
White	1.9
Two or More Races	2
Socioeconomically Disadvantaged	84.5
English Learners	16.5
Students with Disabilities	13.9
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
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	93	106	99	307
Without Full Credential	4	7	9	17
Teaching Outside Subject Area of Competence (with full credential)	0	1	2	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	3	4	4
Total Teacher Misassignments *	10	5	8
Vacant Teacher Positions	4	1	0

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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	74.2	25.8
All Schools in District	81.3	18.7
High-Poverty Schools in District	80.4	19.6
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 2015-16)

Year and month in which data were collected: September 2015

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 21, 2015, 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. 15-16/006 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 2015-16 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.

Core Curriculum Area	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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	2012 ALEKS; Algebra Essentials & Math Success 2009 Pearson; Algebra I 2008 Pearson; Algebra II, Geometry UC 2012: ALEKS; Math Success 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Person; Elementary Statistics: Picturing the World 2012 Pearson; Mathmatics 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
History-Social Science	2008 Prentice Hall; Magruders American Government 2005 Thomson Learning; Contemporary Economics 2006 McDougal Littel; The Americans 2006 McDougal Littel; 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 Wessley; 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	2006 Glencoe McGraw Hill; Buen Viaje! 2003 Holt, Rinehart Winston; Nuevas Vistas 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

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 13, 2015. 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 in which data were collected: October 13, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 13, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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 in which data were collected: October 13, 2015				
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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 13, 2015

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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 in which data were collected: October 13, 2015				
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 in which data were collected: October 13, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	44	44	44
Mathematics	8	12	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	488	462	94.7	25	30	32	12
Male	11		240	49.2	32	30	28	10
Female	11		222	45.5	17	31	37	14

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11		72	14.8	28	33	32	6
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		3	0.6	--	--	--	--
Filipino	11		6	1.2	--	--	--	--
Hispanic or Latino	11		368	75.4	25	29	32	13
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		3	0.6	--	--	--	--
Two or More Races	11		6	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		389	79.7	25	31	31	11
English Learners	11		73	15.0	62	25	11	0
Students with Disabilities	11		47	9.6	60	30	6	2
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	488	461	94.5	71	20	6	2
Male	11		240	49.2	72	17	7	3
Female	11		221	45.3	70	24	5	1
Black or African American	11		69	14.1	75	22	1	0
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		3	0.6	--	--	--	--
Filipino	11		7	1.4	--	--	--	--
Hispanic or Latino	11		369	75.6	71	20	7	2
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		3	0.6	--	--	--	--
Two or More Races	11		6	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		389	79.7	71	21	5	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	**11**	75		15.4	88	11	1	0
Students with Disabilities	**11**	46		9.4	98	2	0	0
Foster Youth	**11**	--		--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38	23	21	42	30	30	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	21
Male	26
Female	13
Black or African American	13
American Indian or Alaska Native	--
Asian	--
Filipino	33
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	25
Socioeconomically Disadvantaged	6
English Learners	1
Students with Disabilities	20
Foster Youth	--

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 2014-15)

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
School of Visual and Performing Arts - Instrumental
School of Visual and Performing Arts – Drama and Technical Theater
School of Visual and Performing Arts - Art
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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	775
% of pupils completing a CTE program and earning a high school diploma	94.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.3

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.51
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	22.14

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	39	36	45	45	31	37	57	56	58
Mathematics	35	38	44	47	33	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52	27	21	54	35	11
All Students at the School	55	25	20	56	35	9
Male	57	27	16	52	36	11
Female	53	22	25	60	34	6
Black or African American	60	22	18	66	28	6
Hispanic or Latino	54	25	21	54	37	10
Two or More Races	44	29	27	50	40	10
Socioeconomically Disadvantaged	57	23	20	56	35	9
English Learners	97	2	2	94	6	
Students with Disabilities	93	7		92	7	2

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.70	15.20	14.70

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 (Most Recent Year)

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	18.20	14.90	15.50	24.00	18.20	16.90	13.10	11.40	11.50
Graduation Rate	76.01	77.24	78.11	64.67	68.16	70.72	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	80.15	75.07	84.6
Black or African American	84.78	73.93	76
American Indian or Alaska Native	100	100	78.07
Asian	66.67	87.5	92.62
Filipino	66.67	85.71	96.49
Hispanic or Latino	79.39	74.7	81.28
Native Hawaiian/Pacific Islander	100	86.67	83.58
White	73.33	61.54	89.93
Two or More Races	75	78.79	82.8
Socioeconomically Disadvantaged	63.46	63.03	61.28
English Learners	26.92	37.6	50.76
Students with Disabilities	79.28	74.21	81.36
Foster Youth	--	--	--

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	13.61	7.68	4.59	5.26	4.69	2.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.04	0.00	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 Distrct 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	24	36	9	42	21	56	36	27	19	76	46	15
Mathematics	25	22	16	34	23	30	38	24	20	52	34	23
Science	26	16	12	30	25	22	15	29	24	27	9	30
Social Science	27	17	9	37	25	24	13	29	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	395
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		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	8.0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5784.99	413.88	5371.11	66541.62
District	N/A	N/A	5517.44	
Percent Difference: School Site and District	N/A	N/A	-2.7	1.0
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	0.4	-11.2

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$44,363
Mid-Range Teacher Salary		$71,768
Highest Teacher Salary		$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$121,276
Average Principal Salary (High)		$133,673
Superintendent Salary		$210,998
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	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 2014-15)

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.

Professional Development (Most Recent Three Years)

Staff Development
All curriculum and instructional improvement activities at Centinela Valley Union High School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2015-16 School Year, the district offered two non-student professional development days; one 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.

2015-16 District wide Topics
• Activate for Math, Science, and Social Studies Curriculum
• Common Core State Standards
• Common Formative Assessments
• Implementation of Performance Tasks Connection to Graduate Profile
• Synced for English Language Arts Curriculum

2015-16 Staff Development Offerings
• ALEKS Professional Development
• Common Core State Standards
• Direct Interactive Instruction (DII) Training
• E3D Cadre
• Edge eAssessment Training
• Edgenuity (e2020) Training
• Eno Board Training
• Illuminate Refresher
• iPad Demonstration
• Linked Learning Master Schedule Workshop

- Power Teacher and Blackboard Connect
- Read 180/System 44 Cadre
- SBAC Usability, Accessibility & Accommodations Training
- Scholastics Training English Essentials
- System 44 Training
- Turnltln.com Training

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

Centinela Valley Union High School District and three other local districts (Lawndale, Lennox and Hawthorne) jointly support 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 is a three-day program for teachers who are new to the district. Training sessions focus on The Big Three (engagement, active learning, and questioning), 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 two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (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 are invited to attend an annual orientation to better serve the students of the district. Classified support staff may receive additional job-related training 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.
2015-16 Site-Based Topics
- Local Control Funding Formula
- Positive Behavior Intervention Support
- Professional Learning Communities
- Response to Intervention
- Restorative Justice
- Small Learning Communities