

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students Through School and Career Academy Focus"

14901 South Inglewood Avenue
Lawndale, CA 90260
(310) 263-3200
www.centinela.K12.ca.us

BOARD OF EDUCATION

Lorena Gonzalez
Maritza Molina
Rocio C. Pizano
Gloria Ramos
Hugo Rojas II

DISTRICT ADMINISTRATION

Bob Cox
Interim Superintendent

Bob Cox
Assistant Superintendent
Human Resources

Dr. Allan Mucerino
Assistant Superintendent
Educational Services

Ron Hacker
Assistant Superintendent
Business Services

The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2014; school facilities information was obtained in January 2015.

HAWTHORNE HIGH SCHOOL



Accredited by the Western Association of Schools and Colleges
Candidate School for International Baccalaureate Diploma Program

4859 West El Segundo Blvd., Hawthorne, CA 90250
(310) 263-4400

Dr. Mark Newell, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2013-14 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2015

PRINCIPAL'S MESSAGE

Hawthorne High School is dedicated to a daily academic program of an engaging focused curriculum that provides our students with the knowledge to pursue their dreams as they progress toward secondary education or the workforce. Our three academies; Engineering, Criminal Justice and Visual and Performing Arts provides relevance toward student interests and LINKS content to meaningful real world experience.

For learners that accept the challenge, Hawthorne High School is the only school in the South Bay to have an accredited International Baccalaureate Program which challenges students enrolled in this IB Diploma Program to utilize their content knowledge to become leaders in the areas of social relationships, conservation of the planet and the latest technology to enhance the lives of people throughout the world.

As with every high school, some children require additional support. "Failure is not an option" is the mission we follow. Our support program(s) lead by Cougar Academy, have the finest teachers in California who dedicates their lives to academic understanding of subject matter while providing their students with social and emotional stability in order to succeed when challenges arise.

Hawthorne is dedicated toward teaching and learning for all students and to the success of all students in their post secondary education and careers.

DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2013-14 school year, the district's three comprehensive high schools, one continuation school, one independent study school, and one community day school served a total of 6,661 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox, and unincorporated portions of Los Angeles County. The district serves four feeder districts, Hawthorne Elementary, Lawndale Elementary, Lennox Elementary, and Wiseburn Elementary.

DISTRICT VISION

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

SCHOOL PROFILE

During the 2013-14 school year, Hawthorne High School served 2,120 students in grades 9-12. Student enrollment included 12.8% receiving special education services, 15.5% qualifying for English learner support, and 93.9% qualifying for free or reduced-price meals. Hawthorne High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	15.9%	Grade 9	507
American Indian or Alaskan Native	0.3%	Grade 10	519
Asian	0.7%	Grade 11	551
Filipino	0.6%	Grade 12	524
Hawaiian or Pacific Islander	0.6%	Ungraded	19
Hispanic or Latino	75.4%		
White (not Hispanic)	1.9%		
Two or More Races	1.8%		
Total Enrollment			2,120

SCHOOL MISSION

Hawthorne High School will achieve academic success through high expectations and collaboration.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

PARENT INVOLVEMENT

Parents are encouraged to get involved in Hawthorne High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- In the classroom and Parent Center
- Chaperoning field trips, dances, and college visits
- With fundraising projects
- With special projects, mailers, test prep activities
- With athletics

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Superintendent's Advisory Committee, Booster Club, Title I Parent Advisory Council, and Student Support Personnel Team. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact a representative located in the main office at (310) 263-4401.

Hawthorne High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Athletic Events
- Parent Education Workshops
- Academy Nights/Events
- Parent Orientation
- Back to School Night
- Parent Conferences
- Family Mediation
- Renaissance Program
- Family Counseling
- Student Performances
- Fundraising
- Subject-Based Family Nights
- Monthly Parent Meetings
- Title I Parent Meetings
- Open House
- UCLA Tutoring
- PIQE
- Rtl2

SCHOOL NEWS

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- ConnectEd (mass communication telephone system)
- E-mail
- Monthly calendars
- Parent Portal (online student grades/information system)
- Quarterly school newsletters
- Remind 101
- School website and marquee

STUDENT ACHIEVEMENT

STANDARDIZED STATE ASSESSMENTS

Students at Hawthorne High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through

fiscal year 2012-13. Beginning in 2013-14, students at Hawthorne High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science tests given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site <http://star.cde.ca.gov>.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Hawthorne	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
Graduation Rate	No	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	11/17	14/25
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Hawthorne			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	28	34	33	32	38	38	54	56	55
Math	8	4	4	12	11	9	49	50	50
History	22	30	26	28	32	30	48	49	49

Note: STAR Program was last administered in 2012-13. 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 Assessment of Student Performance and
Progress/Standardized Testing and Reporting**

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Hawthorne			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	38	39	24	40	44	32	60	59	60

**California Assessment of Student Performance and
Progress Results by Student Group in Science
2013-14**

	Percentage of Students Scoring at Proficient and Advanced Levels
CVUHSD	32
Hawthorne	24
Male	27
Female	22
African American	26
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	24
Hawaiian or Pacific Islander	
White (not Hispanic)	
Two or More Races	
Economically Disadvantaged	25
English Learners	4
Students with Disabilities	18
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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 High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Hawthorne			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	43	39	36	44	45	31	56	57	56
Math	38	35	38	43	47	33	58	60	62

**California High School Exit Exam
Tenth Grade Results by Student Group
2013-14**

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	61	25	14	57	34	9
Hawthorne						
All Students	64	22	14	62	31	7
Male	70	20	10	61	30	9
Female	58	24	18	62	32	6
African American	65	23	13	70	28	1
Hispanic or Latino	65	22	13	61	31	8
Two or More Races	67	17	17	75	17	8
Economically Disadvantaged	66	21	14	61	31	8
English Learners	97	2	1	90	10	0
Students with Disabilities	91	9	0	95	5	0

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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education's web site www.ed.gov/nclb/accountability/.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 70% of Hawthorne High School's tenth grade students who took the test passed the math portion of the exam and 67% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

PHYSICAL FITNESS

In the spring of each year, Hawthorne High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards**

2013-14			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20.3%	17.5%	10.2%

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.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts

in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Hawthorne High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Hawthorne High School received Title I Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Academic Performance Index Three-Year Performance Comparison			
	Hawthorne		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	1	2	1
Similar Schools Rank	4	7	4
Actual API Change			
	2010-11	2011-12	2012-13
All Students	-4	40	-38
Ethnic Subgroups			
African American	-23	60	-38
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	2	37	-36
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	-2	49	-40
English Learners	15	37	-153
Students with Disabilities	19	40	-1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Title I PI Status
2014-15**

	Hawthorne	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-2000	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

Note: Cells with N/A values do not require data.
*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Hawthorne High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1950. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2013-14 Campus Improvement Projects

- Completion of administration building
- Addition of a student services building

2014-15 Planned Campus Improvements

- Installation of a new engineering center
- Installation of a new college career center
- Installation of a new science center

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day; campus security personnel patrol the campus before, during, and after school. All students are required to enter the campus through the main gate. As students arrive on campus each morning, all administrators and campus security officers are stationed at strategic locations to monitor student activities. During the lunch period, all administrators share supervision of students in the cafeteria and central common area. The Dean of Students circulates throughout the campus during lunch to increase individual student support and accessibility. When students are dismissed at the end of the day, administrators, the Dean of Students, and campus security staff monitor exit areas, student pick-up areas, and bus loading areas to ensure students leave campus in a safe and orderly manner. Following a regular schedule, canine detection teams visit the

campus to screen for prohibited items and substances. To maintain a safe and secure environment, all parents and visitors are required to check in at the security booth located at the main school entrance, obtain and wear a visitor's badge, and then return to the security booth upon departure.

Campus Description	
Year Built	circa 1950
Acreage	36
	Quantity
# of Permanent Classrooms	95
# of Portable Classrooms	9
# of Restrooms (student use)	4 sets
Cafeteria	1
Career Center	1
Community Center	1
Computer Lab	3
Gym	2
Media Center	1
Parent Center	1
Performing Arts Building	1
Sports Stadium	1
Staff Lounge	1

SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Hawthorne High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in summer 2014.

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 three groundskeepers 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 November 6, 2014. 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 2013-14 school year, 100% of restrooms were fully operational and available to students at all times.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

There is an old saying that says; "You cannot beat poor behavior out of an individual." The goal of Hawthorne High School is to remediate behavior that impedes learning and to find out the cause of the problem that manifests itself in negative behavior. Hawthorne High School implements two programs to support children socially and emotionally. Response to Intervention, (RTI) is a thought process which looks at each child academically and socially. This three tiered program meets student needs on their level of requirement; effective teaching and social activities, Tier I, school support academically and socially, Tier II and outside expert assistance for those children with unique learning or social needs, Tier III.

PBIS is a Positive Behavior support system designed to reward children for positive academic and social habits. This system does not take the place of our discipline policy it adds to it by providing incentive for positive action and results.

Every positive accomplishment within our school is the bi-product of a daily climate that stresses responsibility for our students and allows our staff to support each student socially, emotionally and academically.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Repair Needed and Action Taken or Planned		
November 06, 2014	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		Cafeteria - Damaged step coating; Room 15-7 - Ceiling tiles are stained, damaged and loose carpeting; Kitchen/Service - Ceiling tiles are stained; Theater - Damaged carpeting
Cleanliness	✓		Restrooms West - Graffiti
Electrical	✓		Room 15-7 - Electrical panel blocked, loose electrical outlet; Girls Gym - Damaged electrical outlet
Restrooms/Fountains	✓		Girls Gym - Leaking fountain, standing water
Safety	✓		Room 15-7 - Fire extinguisher blocked; Room 18-1 - Fire extinguisher is not mounted
Structural	✓		Room 17-A - Rusted, damaged gutter
External	✓		Room 18-14 - Rear door out of square; Theater - Cracked lobby windows
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Suspensions and Expulsions

	Hawthorne			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	316	298	185	682	974	368	366629	329370	279383
Expulsions (#)	4	9	9	18	34	35	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Students have many opportunities to earn the following awards and honors at the end of each grading period:

- AP Honors
- Attendance Awards
- CAHSEE Awards
- CST Performance Awards
- Honor Roll
- Link Crew
- Ninth Grade Promotion Exercise
- PBIS
- Principal's Honor Roll
- Renaissance Awards/Privileges
- Senior Awards Night

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Hawthorne High School sponsors 35 clubs, leadership training opportunities, college prep courses, the Blueprint Program, and interscholastic athletic programs.

TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

DROPOUTS

Hawthorne High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 65 dropouts were recorded for 2012-13.

In the following Dropout & Graduation Rates table, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. The school website provides a list of student support services and programs to promote success and academic achievement. Counseling, tutoring, mentoring, parent conferences, E2020, and school transfers are available to resolve issues for

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	26	21	17	29
Math	26.2	15	13	22
Science	29	11	11	33
History	27	13	13	22
2012-13				
English	24	36	9	42
Math	25	22	16	34
Science	26	16	12	30
History	27	17	9	37
2013-14				
English	21	56	36	27
Math	23	30	38	24
Science	25	22	15	29
History	25	24	13	29

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

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Hawthorne		
	10-11	11-12	12-13
Dropout Rate (%)	22.4	18.2	14.9
Graduation Rate (%)	70.4	61.5	77.2
CVUHSD			
Dropout Rate (%)	22.5	24.1	18.2
Graduation Rate (%)	65.5	64.7	68.2
CA			
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.3	78.7	80.4

those students having difficulty with subject area content or social interactions. After-school peer tutoring and teacher led tutoring are available each day. Once each quarter, identified students are invited to a special presentation delivered by a motivational speaker who provides emotional support and emphasizes the value of a high school diploma. Students may be referred to the following programs for extra academic support:

- Hawthorne Community Center for tutoring
- Saturday Kaplan sessions for CAHSEE support
- Independent Study (concurrent enrollment)
- Saturday School for attendance recovery
- Opportunity for Learning (private school)

Alternative methods of acquiring a diploma are available through the district's continuation school and concurrent enrollment in community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Hawthorne High School.

Students must earn a total of 220 credits and pass the CAHSEE to receive a diploma from Hawthorne High School. The following table illustrates the percentage of students who graduated from Hawthorne High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2013			
	Hawthorne	CVUHSD	CA
All Students	82%	70%	84%
African American	86%	71%	75%
American Indian or Alaskan Native	-	-	77%
Asian	75%	81%	92%
Filipino	75%	73%	92%
Hispanic or Latino	81%	69%	80%
Hawaiian or Pacific Islander	100%	100%	84%
White (not Hispanic)	75%	60%	90%
Two or More Races	100%	88%	89%
Economically Disadvantaged	79%	71%	82%
English Learners	66%	50%	53%
Students with Disabilities	54%	65%	60%

CURRICULUM & INSTRUCTION

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

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; <i>Read 180</i>	0%	9-10
2010	*	Pearson; <i>Literature for California</i>	0%	9-11
2002	*	Hampton Brown; <i>Edge Fundamentals</i>	0%	9-12
2002	*	Hampton Brown; <i>Edge Levels A, B, C</i>	0%	9-12
2011	*	Scholastic; <i>English 3D Volume 1</i>	0%	9
2013	*	Scholastic; <i>English 3D Volume 2</i>	0%	10
2013	*	The California State University; <i>Expository Reading & Writing Course</i>	0%	12
2013	*	Oxford; <i>English A: Language & Literature</i>	0%	11
Math				
2012	*	ALEKS; <i>Algebra Essentials & Math Success</i>	0%	9-10
2009	*	Pearson; <i>Algebra I and II</i>	0%	9-12
2008	*	Pearson; <i>Geometry UC</i>	0%	9-12
2012	*	ALEKS; <i>Math Success</i>	0%	10
2007	*	Pearson; <i>Pre-Calculus and Calculus: Graphical</i>	0%	11-12
2009	*	Pearson; <i>Elementary Statistics: Picturing the World</i>	0%	11-12
2012	*	Pearson; <i>Mathematics Standard Level</i>	0%	11
Science				
2007	*	Prentice Hall; <i>Biology</i>	0%	9-12
2005	*	Prentice Hall; <i>Chemistry</i>	0%	10-12
2006	*	Prentice Hall; <i>Physics & Conceptual Physics</i>	0%	11-12
2003	*	Prentice Hall; <i>Human Anatomy and Physiology, 6th Edition</i>	0%	11-12
2003	*	Prentice Hall; <i>AP Physics</i>	0%	11-12
2008	*	Pearson; <i>AP Biology, 8th Edition</i>	0%	11-12
2013	*	Holt McDougall; <i>Environmental Science</i>	0%	10-12
2005	*	People's Publishing; <i>Environmental Science: Earth as a Living Planet, 5th Edition</i>	0%	11-12
2003	*	Worth Publishing; <i>Thinking About Psychology</i>	0%	11-12
Social Science				
2008	*	Prentice Hall; <i>Magruder's American Government</i>	0%	12
2006	*	Thomson Learning; <i>Contemporary Economics</i>	0%	12
2006	*	McDougal Littell; <i>The Americans</i>	0%	11
2005	*	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>	0%	10
2006	*	Houghton Mifflin; <i>American Pageant</i>	0%	11
2005	*	McGraw Hill; <i>Economics</i>	0%	12
2005	*	Longman; <i>American Democracy</i>	0%	12
2006	*	Longman; <i>American Government: Continuity & Change</i>	0%	12
2007	*	Addison Wesley; <i>World Civilizations: The Global Experience</i>	0%	10
2011	*	Houghton Mifflin; <i>History of Western Society</i>	0%	10
Foreign Language				
2006	*	Glencoe McGraw Hill; <i>Buen Viaje!</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Nuevas Vistas</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Allez, Viens!</i>	0%	9-12
2012	*	Holt McDougall Little; <i>Abriendo Puertas: Ampliando Perspectivas</i>	0%	11-12
2007	*	Pearson; <i>Intrigue, 2nd Edition</i>	0%	11-12
1993	*	Dawn Sign Press; <i>Signing Naturally, Level 1-3</i>	0%	9-12
2009	*	Pearson; <i>Building ASL Interpreting & Translation Skills</i>	0%	11-12
2009	*	Cheng & Tsui; <i>Integrated Chinese: Level 1, Part 1 & 2 and Level 2 Part 1</i>	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework. Textbook information was obtained from district office personnel in December 2014.

materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 9, 2014, 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. 14-15/004](#) 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2014-15 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.

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 2013-14 school year, the district offered two non-student professional development days; one day was devoted to districtwide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

2013-14 Districtwide 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

2013-14 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
- TurnItIn.com Training

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
2	2	2

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.

2013-14 Site-Based Topics

- Local Control Funding Formula
- Positive Behavior Intervention Support
- Professional Learning Communities
- Response to Intervention
- Restorative Justice
- Small Learning Communities

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the school administration, school staff, and parents. Principal Mark Newell is responsible for the day-to-day operations of the school and overall instructional program. The principal and three associate principals work closely as a collaborative body to fulfill the many responsibilities associated with running a comprehensive high school while taking responsibility for designated areas.

Hawthorne High School's leadership team is comprised of the principal, associate principals, department chairpersons, Academy coordinators, Dean, counselors, classified staff leads, and Academy leads. The team meets monthly as a collaborative decision-making body to facilitate the schoolwide vision and implementation of standards-based learning through the curriculum, standards-based learning through instruction, standards-based learning through assessment and accountability, school culture, and support for students and academic growth. Team members serve as a liaison to their respective department teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, parents, and students. The SSC meets monthly to assist in the decision-making process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

SPECIALIZED INSTRUCTION

All curriculum and instruction are being aligned to the Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Hawthorne High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Resource specialists and special education teachers are paired with a general education teacher to co-plan/co-teach core subjects. Each student is provided instruction based upon their IEP, which is reviewed and

updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts in core classes to accommodate the limitations of English learners. Beginning level English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class; lessons may incorporate Studio and Read 180 programs to support reading and language acquisition skills development. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Transitional ELD or Advanced ELD class to receive instruction specially designed to meet current language and learning levels.

Under the direction of the classroom teachers, one bilingual aide provides in-class support in the students' areas of need. Teachers use the Edge curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

AT RISK INTERVENTIONS

Hawthorne High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results, intervention assessments, attendance records, discipline records, benchmark exams, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math.

The Student Success Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified

students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- AVID (Advancement via Individual Determination)
- Before and After-School Tutoring
- Blueprint Program
- CAHSEE Prep Classes (math and language arts)
- Cougar Academy (Ninth grade mentoring program)
- English and Math Computer Lab
- Free Tutoring (Title I)
- CAHSEE Prep using Kaplan (Saturday sessions)
- Math Essentials
- Read 180
- SAT Prep Classes
- Saturday School Attendance Recovery
- Studio (reading program)

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Hawthorne High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors and Support Personnel (Nonteaching Professional Staff)

2013-14

	No. of Staff	FTE*
Academic Counselor	6	6.0
DIS Counselor	1	1.0
School Nurse	As needed	
Psychologist	1	1.0
Health Technician	1	1.0
Campus Security Officers	8	8.0
Average Number of Students per Academic Counselor		353.3

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

TEACHER ASSIGNMENT

Hawthorne High School recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 93 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student

Teacher Credentials and Assignments

	Hawthorne		
	12-13	13-14	14-15
Total Teachers	77	97	113
Teachers with Full Credential	71	93	106
Teachers without Full Credential	6	4	7
Teachers Teaching Outside Subject Area (with full credential)	0	0	1
Teacher Misassignments for English Learners	2	3	4
Total Teacher Misassignments*	7	10	5
Teacher Vacancies	4	4	1
	CVUHSD		
	12-13	13-14	14-15
Total Teachers	244	303	329
Teachers with Full Credential	237	296	317
Teachers without Full Credential	7	7	12
Teachers Teaching Outside Subject Area (with full credential)	2	4	4
Teacher Misassignments for English Learners	4	4	10
Total Teacher Misassignments*	9	17	11
Teacher Vacancies	7	5	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.

participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance

Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2013-14	
Hawthorne	87%	13%
District Totals		
All Schools	86%	14%
High-Poverty Schools	86%	14%
Low-Poverty Schools	-	-

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

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

All students meet with their counselor at least once each semester to review progress and discuss A-G coursework requirements. The College/Career Center is available to students before school, during lunch period, during nutrition break, and after school for students

interested in exploring college/career resources, planning materials, and special events. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses

	%
2013-14 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	71
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	22.7

*Most current data available.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University web site at www.calstate.edu/admission/.

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

**Advanced Placement Courses Offered and Student Participation Rates
2013-14**

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	2	N/A
Foreign Language	3	N/A
Math	3	N/A
Science	1	N/A
Social Science	7	N/A
Totals	16	0.4%

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

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

- Accounting/Computer Accounting
- Computer Numerical Control
- Computer-aided Drafting/Design
- Criminal Justice
- Exploring Engineering and Design, Level 1
- Fashion Textiles and Apparel
- Food and Beverage Production and Preparation
- Food and Nutrition
- Introduction to Health Care
- Other Manufacturing and Product Development
- Other Marketing, Sales, and Services
- Robotics
- Woodworking

JOB SHADOWING/INTERNSHIPS/WORK EXPERIENCE

- Engineering
- Manufacturing
- Robotics

CALIFORNIA PARTNERSHIP 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 (CPA)

CAREER PATHWAY SEQUENCES

- Aerospace
- Architect
- Carpenter
- Chef
- Computer Aided Designer
- Computer Repair
- Construction
- Draftsman
- Fashion Designer
- Engineering
- Fashion Merchandising
- Food Management
- Graphic Artist
- Interior Designer
- Machinist
- Networking
- 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 Program Participation
2013-14**

Total Number of Students Participating in CTE Programs	0
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

*Courses with Articulation Agreements:
 CA State Univ. Dominguez Hills
 Music Production & Synthesis
 El Camino College
 Principles of Engineering
 Intro. To Engineering Design
 Engineering Design & Development

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hawthorne High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Hawthorne High School's SARC and access the internet on campus at the school library or Parent Center or at any of the county's public libraries. The closest public library to Hawthorne High School is the Hawthorne Public Library located at 12700 Grevillea Avenue, Hawthorne, CA 90250-4396. Phone (310) 697-8193.

Open to the Public: Sun. & Mon. - Closed; Tue. & Wed. - 11:00 - 8:00; Thur. 10:00 - 6:00; Fri. & Sat. 10:00 - 5:00
 Number of Computers Available: 16
 Printers Available: Yes

Hawthorne School Library
 Hours: 7:00 - 4:30

Open to Parents: contact the school office for availability
 Number of Computers Available: 22
 Printers Available: Yes

Hawthorne Parent Center
 Open to Parents: contact the school office for availability
 Computers Available: 5
 Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2012-13 school year, Centinela Valley Union High School District spent an average of \$9,191 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,394	42,957
Mid-Range Teacher Salary	68,616	69,613
Highest Teacher Salary	87,221	89,407
Average Principal Salaries:		
High School	130,402	129,506
Superintendent Salary	271,260	207,044
Percentage of Budget For:		
Teacher Salaries	34	37
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/>.

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	Hawthorne	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,368	N/A	N/A	N/A	N/A
Restricted (Supplemental)	446	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,922	4,595	107.1%	4,690	104.9%
Average Teacher Salary	64,370	67,750	95.0%	72,276	89.1%

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

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Other ARRA Programs
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III
- Transportation Special Education
- Vocational Programs

