

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

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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. Data for the instructional materials and school facilities sections were acquired in December 2010.

HAWTHORNE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



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Dr. Mark Newell, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2009-10 SCHOOL ACTIVITY PUBLISHED IN MARCH 2011

PRINCIPAL'S MESSAGE

Welcome to Hawthorne High School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. Our school provides a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both staff and students accountable for their work, as we provide educational programs that meet or exceed state standards. Using assessment data to drive curricular programs, teachers analyze this information to develop effective instructional

strategies and differentiated instruction that enable our students to reach proficiency. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

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 2009-10 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,767 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 2009-10 school year, Hawthorne High School served 2,299 students in grades 9-12. Student enrollment included 10% receiving special education services, 21.5% qualifying for English learner support, and 80% 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.

SCHOOL MISSION

Hawthorne High School: an environment where education is valued, student needs are supported and academic success is expected.

Percentage of Students by Ethnicity / Grade Level

2009-10			
Ethnic Group	%	Grade Level	#
African-American	0.3%	Grade 9	471
Amer. Indian or Alaskan Native	0.0%	Grade 10	546
Caucasian	0.1%	Grade 11	648
Asian	0.0%	Grade 12	619
Filipino	0.0%	Ungraded Secondary	12
Hispanic or Latino	21.9%		
Pacific Islander	0.0%		
Two or More Races	0.0%		
Not Reported	77.6%		
Total Enrollment			2,296

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 Parent Center at (310) 263-4457.

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

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
- Quarterly school newsletters
- School website and marquee

STUDENT ACHIEVEMENT

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.

For the 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hawthorne High	CVUHSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	No
Math	Yes	No
Percent Proficient		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	No	No

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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).

STAR Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Hawthorne High			CVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	23	26	28	24	27	31	46	50	52
Math	8	14	7	10	17	11	43	46	48
Science	25	29	25	22	24	26	46	50	54
History	21	24	24	20	22	24	36	41	44

Only grades 9-11 take the Science and History portions of this exam.

STAR Results

Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Hawthorne High								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two More	Other
English-Language Arts	25	*	33	56	28	25	23	32	
Math	4	*	9	7	7	0	3	14	
Science	29	*	*	*	25	*	33	*	
History	18	*	38	50	23	25	30	33	

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

STAR Results

Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Hawthorne High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	29	7	26	13	
Math	7	6	4	7	7	
Science	28	22	4	25	0	
History	30	16	7	23	1	

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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; 71% of Hawthorne High School's tenth grade students who took the test passed the math portion of the exam and 72% 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/.

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.

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	21.9%	26.7%	27.4%

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 2009-10, Hawthorne High School qualified for Targeted Assistance 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.

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 <http://www.cde.ca.gov/ta/ac/ay/>.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Hawthorne High			CVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	33.0	36.8	32.6	33.2	33.4	32.4	52.9	52.0	54.0
Mathematics	32.7	30.5	31.8	32.6	35.2	34.3	51.3	53.3	53.4

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	67.4	20.3	12.3	68.2	25.9	5.9
Male	71.1	18.8	10.2	66.8	25.4	7.8
Female	62.6	22.3	15	70	26.6	3.4
African American	64.9	21.1	14	67.2	25.9	6.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	68.6	19.7	11.7	68.7	25.9	5.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	41.7	50	8.3	50	41.7	8.3
English Learners	84.2	12.2	3.6	77.2	20.8	2
Socioeconomically Disadvantaged	68.7	19.6	11.7	68.1	26.5	5.4
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	97.3	2.7	0	97.4	2.6	0

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Title I Program Improvement (PI) Status		
	Hawthorne High	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-00	2004-05
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		3
Percent of Schools Currently Identified for PI		60.0

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.

2010-11 Campus Improvement Projects Currently in Progress:

- Replacement of current heating/ventilation/air conditioning system
- Replacement of roof system
- Upgrade of campus electrical systems
- Installation of new polyethylene pipe and fitting systems
- Upgrade of current sewage and domestic water pipe system with PVC piping system
- Upgrade of catch basin on storm drainage system
- Replacement of sump pump and discharge system
- Replacement of cracked/lifting paving/asphalt

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	2	2	2			
Similar Schools Rank	2	3	3			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	23	5	3	639	644	767
Ethnic Subgroups						
African-American	32	-5	-7	613	603	685
Hispanic or Latino	21	7	9	638	623	715
Other Subgroups						
Economically Disadvantaged	25	4	3	630	640	712
English Learners	36	12	-2	612	615	691
Students with Disabilities	-28	37	-60	407	414	580

Campus Description	
Year Built	circa 1950
Acreage	36 ac
	Qty.
# of Permanent Classrooms	115
# of Portable Classrooms	9
# of Restrooms (student use)	2 sets
Cafeteria	1
Career Center	1
Computer Lab	3
Gym	2
Library	1
Outdoor Stage	1
Parent Center	1
Sports Stadium	1
Staff Lounge	1

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day; campus security personnel patrol the campus before, during, and after school. 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. Deans circulate throughout the campus during lunch to increase individual student support and accessibility. When students are dismissed at the end of the day, the deans 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. 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.

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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in February 2010.

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. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of day and evening custodians are assigned to Hawthorne High School for routine maintenance, daily custodial duties, and special events preparations. School administrators 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 twice a day 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.

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 September 21, 2010. 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 2009-10 school year, 100% of restrooms were fully operational and available to students at all times.

DEFERRED MAINTENANCE

Centinela Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Hawthorne High School received \$15,880 of deferred maintenance funds for painting, construction, and electrical projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are based upon the Hawthorne High School Cougar Code of Conduct and the district's discipline matrix.

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook, discussed at grade level assemblies. School staff reinforce behavior expectations and consequences for poor behavior throughout the year at student assemblies. When appropriate, school policies are revisited during parent meetings, school announcements, and student assemblies.

	Suspensions & Expulsions		
	Hawthorne High		
	07-08	08-09	09-10
Suspensions (#)	517	226	420
Suspensions (%)	17.92%	8.40%	18.27%
Expulsions (#)	20	17	53
Expulsions (%)	0.69%	0.63%	2.31%
	CVUHSD		
	07-08	08-09	09-10
Suspensions (#)	2106	932	933
Suspensions (%)	28.10%	12.71%	13.79%
Expulsions (#)	74	53	138
Expulsions (%)	0.99%	0.72%	2.04%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: September 21, 2010	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical			✓
Restrooms/Fountains		✓	
Safety			✓
Structural	✓		
External	✓		
Overall Summary	Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.		

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to one of the deans of students or associate principals for further intervention measures, taking into consideration past behavior trends. In some cases, students may be referred to the Guidance Room in lieu of a school or classroom suspension for a quiet, support environment to reflect upon conduct, complete assignments, or refocus behavior accordingly. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

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
- 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 many clubs, leadership training opportunities, college prep courses, and interscholastic athletic programs.

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 245 dropouts were recorded for the 2008-09 school year.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, mentoring, parent conferences, and school transfers are available to resolve issues for those students having difficulty with subject area content or social interactions. After -school Peer tutoring and teacher led tutoring are available each day. 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)
- Adult School (concurrent enrollment)

In 2006, Assembly Bill 1802 provided the means for Hawthorne High School (and other high schools in the

Dropout & Graduation Rates			
	Hawthorne High		
	06-07	07-08	08-09
Dropout Rate (%)	7.0	6.1	9.1
Graduation Rate (%)	69.4	70.1	63.6
	CVUHSD		
	06-07	07-08	08-09
Dropout Rate (%)	5.6	5.8	9.5
Graduation Rate (%)	73.4	66.8	62.6
	California		
	06-07	07-08	08-09
Dropout Rate (%)	4.4	3.9	5.7
Graduation Rate (%)	80.6	80.2	78.6

state) to receive supplemental funds to increase counseling resources for students who have not passed the CAHSEE and/or who are at risk of not graduating. Hawthorne High's counselors meet with each student to develop a four-year high school plan, discuss credit recovery strategies if needed, and involve parents accordingly to help students stay focused on their academic objectives.

In the following Dropout & Graduation Rates table, 2008-09 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment)*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Hawthorne High	CVUHSD	California
64%	63%	79%
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

**Most current information available.

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.

Subject	Avg. Class Size	2007-08		
		1-20	21-32	33+
English	25.7	70	13	43
Math	29.1	34	11	45
Science	34.1	6	11	46
Social Science	32.3	6	16	45
2008-09				
English	24.8	59	39	23
Math	28.9	30	19	34
Science	33.9	8	9	47
Social Science	33.7	4	17	43
2009-10				
English	17.5	64	24	9
Math	18.0	51	27	10
Science	18.3	35	21	5
Social Science	20.1	29	12	14

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and professional development staff surveys. The district's Professional Development Steering Committee, Professional Development Instructional Coaches, and Educational Services Department staff work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
*	3	3

*Professional development activities took place throughout the year on early release days.

During the 2009-10 school year, the district offered three professional development days for teaching staff. Topics of training sessions included:

- Action Learning Systems Benchmarks for Math, Social Studies, Science, Language Arts
- Interventions
- CAHSEE Writing Standards Prep (English) through LACOE
- CAHSEE Prep Training
- Compliance and Best Practices for Physical Education
- Math Training
- Pacing Plans and Benchmark Revisions
- Practical Strategies for the Classroom
- Working with Content Curriculum
- Writing Across the Curriculum

All supplemental staff development activities at Hawthorne High School are focused on increasing student learning and proficiency. Site-based training is held after school on early release collaboration days. During the 2009-10 school year, training activities concentrated on 1) pacing common assessments and 2) action plans related to the WASC (Western Association of School and Colleges) accreditation.

Centinela Valley Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies. During the 2009-10 school year, instructional staff were offered the following workshops:

- Overview of the English/Language Arts Curriculum
- Leadership Training for Administrators
- Reading Institute for Academic Performance
- Action Learning Administrative Leadership Academy
- Technology
- Studio
- Read 180
- SB 472 - English/Language Arts
- Classroom Management

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District's new teacher programs include BTSA and the Initial Teacher Series, which includes once-weekly professional development workshops held over an eight-week period. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers comprehensive support and training for new teachers with a preliminary credential; 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.

The New Teacher Summer Institute is held over a two-week period (before the school year starts) for teachers who are new to the district. Sessions focus on foundational items such as the California Standards for the Teaching Profession, district policies, classroom management, curriculum, and district/site procedures. Training activities are led by the district's Instructional Coaches and National Board Certified Teachers.

To support veteran teachers as well as new teachers to the district, Centinela Valley Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Centinela Valley Union High School District recently initiated its new Staff Mentoring Program. Eight highly qualified experienced teachers work with assigned teachers who are new to the district. Mentoring and support is provided in the teacher's assigned subject area of teaching.

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. Instructional aides are invited to one district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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, and counselors. The team meets monthly as a collaborative decision-making body to address schoolwide curriculum, operational concerns, and staff development programs. Team members serve as a liaison to 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.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are aligned to the California Content Standards and Frameworks. 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.

District Adopted Textbooks

Subject & Year Adopted	Publisher/Series
Math	
2008	Holt, Rinehart Winston; <i>Algebra 1 Interactions</i>
2009	Pearson; Algebra I
2008	Pearson; Algebra II
2008	Pearson; Geometry
Language Arts	
2010	Sholastic; <i>Read 180</i>
2010	Pearson; Literature for California
2002	Hampton Brown; Edge Fundamentals
Science	
2007	Prentice Hall; <i>Biology</i>
2005	Prentice Hall; <i>Prentice Hall Chemistry</i>
2006	Prentice Hall; <i>Earth Science</i>
2006	Prentice Hall; <i>Conceptual Physical Science</i>
Social Science	
2008	Prentice Hall; <i>Magruder's American Government</i>
2006	Thomson Learning; <i>Contemporary Economics</i>
2006	McDougal Littell; <i>The Americans</i>
2005	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>
Foreign Language	
2006	Glencoe McGraw Hill; <i>Buen Viaje!</i>
2008	Holt, Rinehart Winston; <i>Nuevas Vistas</i>
2008	Holt, Rinehart Winston; <i>Allez, Viens!</i>

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

On October 15, 2010, 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. 10-11/005](#) 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 in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (4) 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 2010-11 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.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. Resource specialist staff provide in-class support. 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, bilingual aides provide in-class support in the students' areas of need. Teachers use the *HighPoint* 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, 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
- CAHSEE Prep Classes (math and language arts)
- English and Math Computer Lab
- Free Tutoring (Title I)
- CAHSEE Prep using Kaplan (Saturday sessions)
- Math Essentials
- Read 180
- Studio (reading program)

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Hawthorne High School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 98 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 table below 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 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 <http://www.cde.ca.gov/nclb/sr/tq/>.

TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures are outlined in the district's collective bargaining agreement and based upon the California Standards for the Teaching Profession.

Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Evaluations are conducted by the principal and assistant principals who have been trained and certified for competency to perform teacher evaluations.

SUBSTITUTE TEACHERS

Hawthorne High School did not experience any difficulties in obtaining a qualified substitute teacher to fill in for an

absent teacher. The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2009-10 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 50 teachers, of which the majority are aspiring teachers proven to be effective in the high school environment. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test), possess a bachelor's degree, and hold a 30-Day Emergency Permit.

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 & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselors	5	5.0
District Nurse	As needed	
Psychologist	1	1.0
Health Technician	1	1.0
Campus Security	10	10.0

FTE = Full-Time Equivalent

Counselor to Student Ratio: 1:460

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

Students meet with their counselor twice annually to review progress in meeting personal goals and graduation requirements. 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 2008-09		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		80.9
Graduates Who Completed All Courses Required for UC/CSU Admission		26.2

*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 <http://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 <http://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 & Student Participation 2009-10		
	No. of Courses Offered	% of Students in AP Courses
Science	1	1.39%
English	2	5.00%
Math	1	1.65%
Social Science	3	9.35%
All Courses	7	17.39%

Teacher Credentials & Assignments									
	Hawthorne High				CVUHSD				
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	
Total Teachers	120	115	112		328	312	303		
Teachers with Full Credential	101	98	98		261	268	261		
Teachers without Full Credential	19	17	14		67	44	42		
Teachers in Alternative Routes to Certification	10	11	11		35	31	31		
Pre-Internship	0	0	0		4	0	0		
Teachers with Emergency Permits	9	4	4		27	10	10		
Teachers with Waivers	0	0	0		0	0	0		
Teachers Teaching Outside Subject Area	0	0	0		2	2	2		
Other Misassignments of Certificated Staff	0	0	0	0	0	8	0	0	
Teacher Misassignments for English Learners	18	18	16	9	44	38	45	22	
Teacher Misassignments - Total	18	18	16	9	44	46	45	22	
Teacher Vacancies	2	0	0	0	8	0	2	5	

	Percentage of Core Classes:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2009-10	
Hawthorne High	97.7	2.3
District Totals		
All Schools	96.4	3.6
High-Poverty Sch.	96.4	3.6
Low-Poverty Sch.	N/A	N/A

	Teacher Education Levels 2009-10	
	Hawthorne High	CVUHSD
Doctorate	3.6%	2.3%
Master's Degree plus 30 or more semester hours	25.9%	28.1%
Master's Degree	22.3%	24.4%
Bachelor's Degree plus 30 or more semester hours	42.0%	36.0%
Bachelor's Degree	5.4%	8.9%
Less than a Bachelor's Degree	0.9%	0.3%

WORKFORCE PREPARATION

Hawthorne High School's career technical education programs, work experience, workability, 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 end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

**Career Technical Education (CTE)
Program Participation
2009-10**

Total Number of Students Participating in CTE Programs	1,711
Percentage of Students Completing CTE Program and Earning a High School Diploma	94.9%
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	41.7%

Regional Occupational Programs (ROP) are offered off campus through the Southern California Regional Occupational Center (SCROC). A variety of ROP courses are available 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. The Career Technical Education Program table in this report shows the total number of students enrolled in Hawthorne vocational education courses. For more information on career technical programs, contact the high school's career center, SCROC's website www.scroc.com, or the state's career technical website at <http://www.cde.ca.gov/ci/ct/> High School's

Career Technical Education Courses

Computer Ops/Computer Sci.	Food & Nutrition
Computer-aided Drafting/Design	Metal Fabrication
Computer Numerical Control	Other Manuf. & Prod. Dev.
Drafting Occupations	Robotics
Fashion Textiles & Apparel	Video Production
Food & Beverage Prod./Prep.	Woodworking

**Job Shadowing/Internships/Work Experience
(Courses Offered in Partnership
with Northrup Grumman)**

Engineering	Manufacturing
Robotics	

California Partnership Academies

Engineering Academy

**Career Technical Education
Pathway Courses**

Aerospace	Engineering
Architect	Fashion Merchandising
Carpenter	Food Management
Chef	Graphic Artist
Computer Aided Designer	Interior Designer
Computer Repair	Machinist
Construction	Networking
Draftsman	Special Effects
Fashion Designer	Welder

DISTRICT EXPENDITURES

EXPENDITURES PER STUDENT

For the 2008-09 school year, Centinela Valley Union High School District spent an average of \$8,628 of total general funds to educate each student (based on 2008-09 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 salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://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.)

**Current Expense of Education per Pupil
2008-09**

Expenditures Per Pupil	Dollars Spent per Student				
	Hawthorne High	CVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,590	\$8,628	76.4%	N/A	N/A
Restricted (Supplemental)	\$1,690	\$2,890	58.5%	N/A	N/A
Unrestricted (Basic)	\$4,900	\$5,738	85.4%	\$5,681	86.3%
Average Teacher Salary	\$60,002	\$58,728	102.2%	\$66,478	90.3%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Arts and Music Block Grant
- CA High School Exit Examination (CAHSEE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Other Federal Funds
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement

**Salary Comparison
2008-09**

	State Average of Districts in Same Category	
	CVUHSD	
Beginning Teacher Salary	\$40,682	\$43,096
Mid-Range Teacher Salary	\$67,494	\$70,018
Highest Teacher Salary	\$85,721	\$89,675
Average Principal Salaries:		
High School	\$124,677	\$128,615
Superintendent Salary	\$179,186	\$204,469
Percentage of General Fund Expenditures For:		
Teacher Salaries	29.70 %	37.50 %
Administrative Salaries	5.00 %	5.10 %

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.

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: 32 • Printers Available: Yes

Hawthorne School Library
Open to Parents: contact the school office for availability
Number of Computers Available: 20
Printers Available: Yes

Hawthorne Parent Center
Open to Parents: 7:30 - 4:00, Mon. - Fri.
Computers Available: 5
Printers Available: Yes