

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and  
Achievement for All Students"

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

## DISTRICT ADMINISTRATION

Jose A. Fernandez  
Superintendent

Bob Cox  
Assistant Superintendent  
Human Resources

Dr. Benjamin Wolf  
Assistant Superintendent  
Educational Services

Ron Hacker  
Interim 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 2011; school facilities information was obtained in January 2012.

# HAWTHORNE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



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

Dr. Mark Newell, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD 2010-11 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2012

## 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 2010-11 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,618 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 2010-11 school year, Hawthorne High School served 2,118 students in grades 9-12. Student enrollment included 10.2% receiving special education services, 52.3% qualifying for English learner support, and 74% 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 will achieve academic success through high expectations and collaboration.

### Percentage of Students by Ethnicity/Grade Level 2010-11

Ethnic Group	%	Grade Level	#
African American	13.3%	Grade 9	532
American Indian or Alaskan Native	0.3%	Grade 10	484
Asian	1.7%	Grade 11	531
Filipino	1.0%	Grade 12	571
Hawaiian or Pacific Islander	1.2%		
Hispanic or Latino	78.8%		
White (not Hispanic)	2.5%		
Two or More Races	0.5%		
Total Enrollment			2,118

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

## 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
- 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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% 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 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

#### Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11

Did the school and district meet or exceed 2011 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
API	No	Yes
Graduation Rate	Yes	Yes
<b>AYP Performance Level</b>		
Number of AYP Criteria		
Met Out of the Total	14/22	23/26
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/](http://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:

#### STAR Results

##### All Students

##### Percentage of Students Scoring at Proficient and Advanced Levels

	Hawthorne			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	26	28	28	27	31	32	49	52	54
Math	14	7	8	17	11	12	46	48	50
Science	29	25	23	24	26	30	50	54	57
History	24	24	22	22	24	28	41	44	48

#### STAR Results

##### Ethnic Subgroups

##### Percentage of Students Scoring at Proficient and Advanced Levels

##### 2010-11

	Hawthorne						
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)
English-Language Arts	24	*	28	38	28	32	34
Math	5	*	28	*	7	12	21
Science	17	*	*	*	24	*	*
History	15	*	64	*	22	14	40
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	25	32	13	29	13		
Math	8	7	4	8	9		
Science	27	18	11	22	11		
History	28	15	11	21	1		

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

#### California High School Exit Exam

##### All Students

##### Percentage of Students Scoring at Proficient and Advanced Levels

	Hawthorne			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	36	32	38	33	32	44	52	54	59
Math	31	34	35	33	35	41	53	54	56

#### California High School Exit Exam

##### Tenth Grade Results by Student Group

##### 2010-11

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
Hawthorne						
All Students	62	24	14	65	30	5
Male	68	21	11	65	29	5
Female	53	28	19	64	31	4
African American	72	18	10	81	18	1
American Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	60	26	15	62	32	6
Hawaiian or Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Economically Disadvantaged	60	26	14	63	32	5
English Learners	80	15	5	76	23	1
Students with Disabilities	99	0	1	96	4	0

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

### 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; 70% of Hawthorne High School's tenth grade students who took the test passed the math portion of the exam and 70% 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/](http://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/](http://www.cde.ca.gov/ta/tg/pf/).

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20%	25%	31%

### 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 2010-11, 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.

### Title I PI Status

2011-12

	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%

The statistical information in this table reflects the PI status during the 2011-12 school year.

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/](http://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.

#### 2010-11 Campus Improvement Projects

- 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

### Academic Performance Index Three-Year Performance Comparison

	Hawthorne Base API Rank:								
	2008			2009		2010			
	2			1		2			
	3			3		4			
	Hawthorne			Hawthorne		CVUHSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	5	3	-4	1,286	637	4,291	671	4,683,676	778
Ethnic Subgroups									
African American	-5	-7	-23	180	592	652	641	317,856	696
Asian				16	651	130	767	398,869	898
Hispanic or Latino	7	9	2	1,010	641	3,215	668	2,406,749	729
Hawaiian or Pacific Islander				18	611	55	676	26,953	764
White (not Hispanic)				34	656	124	737	1,258,831	845
Other Subgroups									
Economically Disadvantaged	4	3	-2	1,148	629	3,727	662	2,731,843	726
English Learners	12	-2	15	693	628	2,232	657	1,521,844	705
Students with Disabilities	37	-60	19	159	418	505	440	521,815	595

- Upgrade of catch basin on storm drainage system
- Replacement of sump pump and discharge system
- Replacement of cracked/lifting paving/asphalt

#### 2011-12 Campus Improvement Projects

- Construction to begin on new Engineering and Science Center
- Removal of portable buildings
- Relocation of one modular building from east side of campus to west side of campus

#### Campus Description

Year Built	circa 1950
Acreage	36
	Quantity
# of Permanent Classrooms	95
# of Portable Classrooms	9
# of Restrooms (student use)	2 sets
Cafeteria	1
Career Center	1
Community Center	1
Computer Lab	3
Gym	2
Library	1
Parent Center	1
Performing Arts Building	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. 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.

#### 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 November 2011.

#### 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: January 13, 2012	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		17-2: HVAC non-operational. 17-3: HVAC non-operational. 19-1: dirty HVAC ducts and registers. 18-4: dirty HVAC registers.
Interior Surfaces	✓		17-1: peeling paint and some water stains. 15-2A: some peeling paint. 15-7: stained ceiling tiles. 14-2: chipped floor tiles, peeling paint, used for storage. 13-2: need carpet replaced, peeling paint and water stains on ceiling. 13-2: stained and missing ceiling tiles, damaged hardwood floor at entry. 9-1: peeling paint, some chipped floor tile. 7-4: water stains, chipped floor tile. 6-5: water stains on ceiling tiles. 5-1: some stains on ceiling tiles. 4-3: needs paint. 4-1: peeling paint and stained ceiling tiles. 10-3: used as storage, no ceiling tiles and needs paint, chipped floor tile. Boys' Locker Room: peeling paint and floor finish, door hardware missing. Boys' Gym: peeling paint and some graffiti. Girls' Gym: paint peeling, damaged pads, damaged floor. Student Restroom East Boys', Student Restroom West Boys': tile is severely etched with graffiti, needs paint. 22-1: ceiling needs paint. 22-2: ceiling needs paint. 22-6: some cracked floor tiles. 23-5: water stained ceiling tiles. 22-8: water stained ceiling tiles. 20-2: water stains and peeling paint. 20-3: stained ceiling tiles. 20-4: water stained ceiling tiles. 20-6: chipped paint and water stained ceiling. 19-1: peeling paint. 19-3: peeling paint and water stains on ceiling. 19-4: peeling paint and water stains. 18-4: peeling paint and stained tiles.
Cleanliness	✓		Elevator: needs floor to be stripped and waxed.
Electrical	✓		14-2, 17-4, 15-2A, 15-2B, 15-7, 6-5, 5-1, 4-3: some lights out. Boys' Locker Room: lights out. Boys' Gym: light out in restroom, outlet cover plate missing. Girls' Gym: lights noisy (bad transformers). Cafeteria Dining Room: poor lighting, many lights out. Building 1 Offices: over use of extension cords in some offices. Building 25 Offices Administration: use of small area heater under desk with extension cord. Library: over use of extension cords in Parent Center. 22-1: broken cover plate on outlet. 20-3: some lights out, excessive use of extension cords. 20-6: broken outlet cover plate. 19-4: some lights out.
Restrooms/Fountains	✓		
Safety	✓		16-2: used for storage/feline cadavers and other biohazardous materials.
Structural	✓		19-1, 19-3, 22-6, 20-4: cracked windows. 20-6: some cracked windows.
External	✓		
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.*

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. 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 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

January 13, 2012. 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 2010-11 school year, 100% of restrooms were fully operational and available to students at all times.

## 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 and 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, at pep rallies, and at student assemblies.

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 the Dean of Students for further intervention measures, taking into consideration past behavior trends. When appropriate, students may be referred to an associate principal or a Richstone Counselor (third party services) for guidance and support. 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.



## Suspensions and Expulsions

	Hawthorne		
	08-09	09-10	10-11
Suspensions (#)	296	420	384
Suspensions (%)	11.00%	18.27%	18.05%
Expulsions (#)	17	53	8
Expulsions (%)	0.63%	2.31%	0.38%

  

	CVUHSD All High Schools		
	08-09	09-10	10-11
Suspensions (#)	1,002	933	1,157
Suspensions (%)	13.68%	13.79%	17.55%
Expulsions (#)	53	138	27
Expulsions (%)	0.72%	2.04%	0.41%

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.

## 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, the Blueprint Program, 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 182 dropouts were recorded for the 2009-10 school year. In the following Dropout & Graduation Rates table, 2009-10 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

## Dropout and Graduation Rates

	Hawthorne		
	07-08	08-09	09-10
Dropout Rate (%)	6.1	9.1	7.9
Graduation Rate (%)	62.3	63.6	72.9

  

	CVUHSD		
	07-08	08-09	09-10
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0

  

	CA		
	07-08	08-09	09-10
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

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 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 Revolution Prep sessions for CAHSEE support
- Independent Study (concurrent enrollment)
- Saturday School for attendance recovery
- Adult School (concurrent enrollment)

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

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. 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:

2011

	Hawthorne	CVUHSD	CA
All Students	66.9%	68.8%	-

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.

## 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.

## Teaching Load Distribution Departmentalized Instruction

Subject	2008-09			
	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	24.8	59	39	23
Math	28.9	30	19	34
Science	33.9	8	9	47
History	33.7	4	17	43

  

	2009-10			
	Average Class Size	1-20	21-32	33+
English	17.5	64	24	9
Math	18	51	27	10
Science	18.3	35	21	5
History	20.1	29	12	14

  

	2010-11			
	Average Class Size	1-20	21-32	33+
English	24.4	38	33	23
Math	26.6	24	26	28
Science	28.1	15	15	30
History	27.1	16	18	20

# 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 in-class observations. During the 2010-11 school year, the district offered one non-student professional development day for teaching staff to address:

- Focused Learning Targets
- Higher Order Questioning
- Engaging Instruction/Active Learning
- Grading and Assessment Reform by Tom Schimmer

## Staff Development Days

### Three-Year Trend

2008-09	2009-10	2010-11
3	3	1

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

## 2010-11 Staff Development Offerings

- Academy Retreat
- Administrators' Retreat
- Direct Interactive Instruction
- E2020
- Pearson Assessment Training Institute - Sound Grading Practices Conference
- Prentice Hall Literature - Curriculum Training
- Promethean Training
- Read 180 for English Language Arts
- Spring Academy Leadership Retreat

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District offers the BTSA Induction Program (Beginning Teacher Support and Assessment), a state-approved program that provides 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 a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, Effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management.

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.

## 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, counselors, Academy coordinator, 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.

## 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.

On October 12, 2011, 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. 11-12/006](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2011-12 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. 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:

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; Read 180	0%	9
2010	*	Pearson; Literature for California	0%	9-12
2002	*	Hampton Brown; Edge Fundamentals	0%	9-12
2002	*	Hampton Brown; Edge Levels A, B, C	0%	9-12
Math				
2009	*	Pearson; Algebra Essentials	0%	9-12
2009	*	Pearson; Algebra I UC	0%	9-11
2008	*	Pearson; Algebra II	0%	9-12
2008	*	Pearson; Geometry UC	0%	10-12
Science				
2007	*	Prentice Hall; Biology	0%	9-12
2005	*	Prentice Hall; Prentice Hall Chemistry	0%	10-12
2006	*	Prentice Hall; Earth Science	0%	9-12
2006	*	Prentice Hall; Conceptual Physical Science Explorations	0%	11-12
2003	*	Prentice Hall; Human Anatomy and Physiology	0%	11-12
Social Science				
2008	*	Prentice Hall; Magruder's American Government	0%	12
2006	*	Thomson Learning; Contemporary Economics	0%	12
2006	*	McDougal Littell; The Americans	0%	11
2005	*	McDougal Littell; Modern World History - Patterns of Interaction	0%	10
2000	*	West; Psychology and You	0%	11-12
Foreign Language				
2006	*	Glencoe McGraw Hill; Buen Viaje!	0%	9-12
2008	*	Holt, Rinehart Winston; Nuevas Vistas	0%	9-12
2008	*	Holt, Rinehart Winston; Allez, Viens!	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.

- 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 Revolution Prep (Saturday sessions)
- Math Essentials
- Read 180
- Saturday School Attendance Recovery
- Studio (reading program)

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Hawthorne High School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 101 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.

#### Teacher Credentials and Assignments

	Hawthorne			
	08-09	09-10	10-11	11-12
Total Teachers	115	112	101	
Teachers with Full Credential	98	98	101	
Teachers without Full Credential	17	14	0	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	18	16	9	9
Total Teacher Misassignments	18	16	9	9
Teacher Vacancies	0	0	3	1

  

	CVUHSD			
	08-09	09-10	10-11	11-12
Total Teachers	312	303	294	
Teachers with Full Credential	268	261	290	
Teachers without Full Credential	44	42	4	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	38	45	22	18
Total Teacher Misassignments	46	45	22	18
Teacher Vacancies	0	3	5	2

#### Teacher Education Levels 2010-11

	Hawthorne	CVUHSD
Doctorate	3.2%	2.9%
Master's Degree Plus 30 or More Semester Hours	23.4%	24.7%
Master's Degree	20.2%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	37.2%	27.7%
Bachelor's Degree	14.9%	18.0%
Less Than a Bachelor's Degree	1.1%	0.4%

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 [www.cde.ca.gov/nclb/sr/tq/](http://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
2010-11		
Hawthorne	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

### 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)

2010-11

	No. of Staff	FTE
Academic Counselor	5	5.0
DIS Counselor	1	1.0
District Nurse	As needed	
Psychologist	1	1.0
Health Technician	1	1.0
Campus Security Officers	9	9.0
Average Number of Students per Academic Counselor		425.4

FTE = Full-Time Equivalent

## COLLEGE & WORK READINESS

### COLLEGE PREPARATION COURSES

All students meet with their counselor once each semester to review progress and discuss A-G coursework 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 2009-10

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	65.2
Graduates Who Completed All Courses Required for UC/CSU Admission	21.3

\*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](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 [www.calstate.edu/admission/](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 and Student Participation Rates 2010-11

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	1	3.5%
English	2	2.7%
Foreign Language	1	1.7%
Math	1	1.9%
Science	1	0.8%
Social Science	3	8.5%
Totals	9	19.2%

### 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 International Business - International  
Business and Marketing  
School of Criminal Justice  
School of Visual and Performing Arts - Dance  
School of Visual and Performing Arts - Music  
School of Visual and Performing Arts - Drama  
and Technical Theater  
School of Visual and Performing Arts - Art  
School of Engineering

## 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/](http://www.cde.ca.gov/ci/ct/).

## Career Technical Education Program Participation

2010-11

Total Number of Students Participating in CTE Programs	918
Percentage of Students Completing a CTE Program and Earning a High School Diploma	90.6%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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  
Hours: 7:00 - 4:30  
Open to Parents: contact the school office for availability  
Number of Computers Available: 20  
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 2009-10 school year, Centinela Valley Union High School District spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 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 [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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.)

### Salary Comparison 2009-10

	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,682	42,954
Mid-Range Teacher Salary	67,494	69,905
Highest Teacher Salary	85,721	89,464
Average Principal Salaries:		
High School	127,660	128,348
Superintendent Salary	198,938	205,119
Percentage of Budget For:		
Teacher Salaries	31	37
Administrative Salaries	6	5

### Current Expense of Education Per Pupil 2009-10

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	7,065	6,794	104.0%	N/A	N/A
Restricted (Supplemental)	2,099	1,972	106.4%	N/A	N/A
Unrestricted (Basic)	4,967	4,822	103.0%	5,455	91.0%
Average Teacher Salary	63,857	65,336	97.7%	70,570	90.5%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement