

# Hawthorne High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

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

District Contact Information	
District Name	Centinela Valley Union High School District
Phone Number	(310) 263-3200
Superintendent	Dr. Gregory O'Brien
E-mail Address	obrieng@centinela.k12.ca.us
Web Site	www.centinela.K12.ca.us

## School Description and Mission Statement (School Year 2018-19)

---

### Community Description:

Hawthorne High School is a 9-12 Grade comprehensive secondary school located in the Centinela Valley Union High School District. It serves and ethnically diverse population in the cities of Hawthorne, Lawndale and Lennox.

Hawthorne High School has approximately 1,800 enrolled students. An ethnically diverse population is comprised of 82% Latino students, 12% African American students, 3% Caucasian students, 1% Pacific Islander students and 1% Asian students.

There are 96 Certificated classroom teachers, 4 Administrators, 5 Counselors, 2 Intervention Specialists, 1 School Resource Officer, 2 School Psychologists, 1 Speech Therapist, 1 Health Clerk, and 52 Classified staff members.

### HHS Mission Statement:

Hawthorne High School makes learning relevant through college and career based education.

### HHS Vision:

Students lead at Hawthorne High School by committing themselves to academic achievement, the pursuit of excellence, and the highest ethical standards through showing empathy. All students will achieve the highest ideal of ethical standards by practicing personal responsibility, creating a venue to positively impact the community and by having the opportunity to be a lifelong learner. Students accept responsibility for their own lives coming prepared daily, their actions, and the impact they have on changing society as they continue their lifelong process of learning. Students and staff will create a safe environment where all Cougars can LEAP.

### Principal's Message & Welcome:

Welcome to Hawthorne High School. I am honored to serve as the Principal Hawthorne High School and look forward to working with you throughout the school year. For those returning, welcome back, and for our new students ...we're happy you chose to join our family!

Hawthorne offers students so many ways to be involved and prepare for college and career, no matter your interests we have a place for you. We have outstanding athletics and activities programs, offer Advanced Placement and Honors classes in all curricular areas, as well as,

Linked Learning academies and career technical classes. These are just few examples of our excellent programs:

AVID: The Advancement via Individual Determination prepares students for college readiness and success in a global society.

Cougar Academy: The Cougar Academy ensures that students exemplify the principals of leadership, empathy, achievement, preparation, and safety by supporting students in their core and elective classes.

NJROTC: The Navy Junior ROTC program instills students in United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.

School of Criminal Justice: The School of Criminal Justice promotes knowledge of and respect for the law and will help transform students into civically responsible citizens who may become leaders in their community.

School of Manufacturing & Engineering: The School of Manufacturing and Engineering provides a strong foundation in mathematics and science and developing innovators who design and implement practical solutions to meet the ever-changing societal challenges of today and tomorrow.

Technical Art and Design Academy : The Technical Art and Design Academy (TADA) identifies and nurtures the artistic instincts of our students to build a collaborative and creative community through a rigorous artistic, career technical education, and standards-based academic technical design curriculum.

In addition I encourage you to take advantage of the supports for success we have available to all students, including tutoring, extended library and computer center hours, credit recovery,college/career counseling services, personal counseling, and PBIS/attendance rewards program.

We are going to have a great school year together at Hawthorne, where every Cougar LEAPS!

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	402
Grade 10	463
Grade 11	572
Grade 12	485
<b>Total Enrollment</b>	<b>1,922</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.2
Asian	1.0
Filipino	1.0
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.2
White	2.5
Socioeconomically Disadvantaged	89.5
English Learners	17.5
Students with Disabilities	13.7
Foster Youth	0.7

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	97.5	93	101	340
<b>Without Full Credential</b>	6	2.5	2	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	2	1	1	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	4	1	1
<b>Total Teacher Misassignments *</b>	6	2	2
<b>Vacant Teacher Positions</b>	1	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** October 2018

#### Instructional Materials

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are being aligned to the Common Core State Standards. Instructional materials for core content areas are approved by the district's Board of Education.

On October 9, 2018, 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. 18-19/011 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 2018-19 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2012 Scholastic; Read 180 Next Generation; English 1 Intensive and ELD Read 180 2010 Pearson; Literature for California; English 9, 10, 11 2002 Hampton Brown; Edge Fundamentals; ELD Fundamentals 2002 Hampton Brown; Edge Levels A; ELD A 2002 Hampton Brown; Edge Level B; ELD B 2011 Scholastic; English 3D Volume 1; English Essentials 2013 Scholastic; English 3D Volume 2; ELA Success	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2013 The California State University; Expository Reading and Writing Course 2010 Bedford; AP Literature & Composition, AP English Literature		
<b>Mathematics</b>	2015 Houghton Mifflin Harcourt; Integrated Math 1; Integrated Math I 2015 Houghton Mifflin Harcourt; Integrated Math 2; Integrated Math II 2015 Houghton Mifflin Harcourt; Integrated Math 3; Integrated Math III 2007 Pearson; Pre-Calculus:Graphical, Numerical, Algebraic; Pre-Calculus 2017 Cengage; Calculus for AP, 1st Edition; Calculus AB/BC 2009 Pearson; Elementary Statistics: Picturing the World; Statistics 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2013 mobilizingcs.org; Teacher created materials; Introduction to Data Science	Yes	0
<b>Science</b>	2007 Pearson; Biology 2005 Prentice Hall; Chemistry; Chemistry 2006 Prentice Hall; Chemistry The Central Science; Honors Chemistry and AP Chemistry 2006 Prentice Hall; Conceptual Physics; Physics 2003 Prentice Hall; Human Anatomy and Physiology, 7th Edition; Anatomy & Physiology 2003 Prentice Hall; AP Physics; AP Physics 1 2008 Pearson; AP Biology, 8th Edition; AP Biology 2006 Kendall/Hunt; Forensic Science for HS; Forensic Science 2013 Holt McDougall; Environmental Science; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition; AP Environmental Science	Yes	0
<b>History-Social Science</b>	2006 McDougal Littell; Modern World History- Patterns of Interaction; World History 2006 McDougal Littell; The Americans; US History 2008 Prentice Hall; Magruder's American Government; US Government 2005 Thomson Learning; Contemporary Economics; Economics 2018 Bedford, Freeman & Worth; America's History for AP, 9th Edition; AP US History 2005 McGraw Hill; Economics, 16th Edition; AP Macroeconomics 2014 Pearson; Government in America: People, Politics, & Policy; AP US Government 2011 Houghton Mifflin; History of Western Society; AP European History	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2018 Bedford, Freeman & Worth; Myer's Psychology for the AP Course; AP Psychology 2003 Worth Publishing; Thinking About Psychology; Intro to Psychology 2011 Pearson; The Cultural Landscape; AP Human Geography		
<b>Foreign Language</b>	2011 Santillana; Español Level 1; Spanish 1 2011 Santillana; Español Level 2; Spanish 2 2011 Santillana; Español Level 3; Spanish 3 2013 Wayside Publishing; Tejidos; Spanish 1 & 2 NS 2014 Pearson; Abriendo Paso; AP Spanish Language 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas; AP Spanish Literature	Yes	0
<b>Health</b>	2016 Positive Prevention Plus; Health	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

---

#### Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects.

Most of Hawthorne High School's repairs and maintenance projects are performed by the school's day custodians. A crew of custodians visits Hawthorne High School on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

One plant manager, seven custodians, and two groundskeepers are assigned to Hawthorne High School for routine maintenance, daily custodial duties, and special events preparations. The associate principal in charge of facilities and custodians communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodians check restrooms every two hours as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. The groundskeeper is responsible for daily landscaping and irrigation maintenance. A crew of skilled groundskeepers visits Hawthorne High School on a rotational basis for large scale mowing, scrubbing, and sweeping.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

#### Facilities Inspections

Every morning before school begins, the lead day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Hawthorne High School took place on November 27, 2018. 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 2017-2018 school year, 100% of restrooms were fully operational and available to students at all times.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/27/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Classroom 11-4-Stained ceiling tiles, Classroom 20-4-Damaged, broken floor tiles, Classroom G101 Wood-Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Classroom 22-3-Light not working, Classroom P5-Missing light cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 20-4-Damaged concrete walkway-trip hazard, Classroom 22-5-Damaged door

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 11/27/18</b>	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	51.0	49.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	9.0	15.0	13.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	519	516	99.42	49.13
Male	283	280	98.94	40.00
Female	236	236	100.00	60.00
Black or African American	56	56	100.00	35.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	432	429	99.31	50.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	471	469	99.58	48.72
English Learners	146	144	98.63	22.92
Students with Disabilities	62	62	100.00	14.52
Foster Youth	--	--	--	--



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	519	518	99.81	8.69
Male	283	282	99.65	8.87
Female	236	236	100	8.47
Black or African American	56	56	100	7.14
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	432	431	99.77	8.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	471	471	100	8.28
English Learners	146	145	99.32	0.69
Students with Disabilities	62	62	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

### 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.

### Career Technical Education Courses:

Intro to Theatre  
 Stagecraft  
 Professional Stagecraft Development  
 Wood Tech I  
 Wood Tech II  
 Introduction to Engineering Design (PLTW)  
 Principles of Engineering (PLTW)  
 Computer Integrated Manufacturing (PLTW)  
 Engineering Design and Development (PLTW)  
 Foundations in Criminal Justice  
 Criminal Psychology and Sociology

### Job Shadowing/Internships/Work Experience:

Engineering  
 Manufacturing  
 Robotics

### Career Academies:

School of Criminal Justice; Pathway in Public Service  
 Technical Art and Design Academy; Pathway in Product Innovation and Design  
 School Manufacturing of Engineering (California Partnership Academy); Pathway in Engineering Design

The Career Technical Education Program table in this report shows the total number of students enrolled in Hawthorne High School's career technical education courses in 16-17 as the 17-18 data is not yet available from the California Department of Education. 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 Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	565
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.7

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.9	19.5	21.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parent and Community Organizations:

There are various parent groups who are active at Hawthorne High School. Parent Institute for Quality Education (PIQE), Factor, and Parent Education Bridge for Student Achievement are an organizations that provide\ workshops for our parents on campus. There are also parents who have been taking leadership roles at School Site Council and Title 1 Parent meetings. Parent and community representation is an integral component of the School Site Council (SSC). The School Site has three elected parents (and one alternate) who are active members. They regularly attend and give vital input in the creation of the school plan. Title 1 parent meetings provide information about the different programs and services available to students at HHS.

Parents are encouraged through bulletins, website announcements, phone calls, and surveys to be involved in the HHS community. Participation is supported school wide by attending school and athletic events, chaperoning, field trips, AVID shadowing, academy nights, and parent meetings. Parent representation plays an important role in many of the school committees and groups such as Career Academy Boards, School Site Council, English Language Advisory Committee, and School Parent Advisory Committee.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	14.5	13.9	8.2	12.2	11.3	30.2	10.7	9.7	9.1
Graduation Rate	79.8	80.5	82.0	80.4	81.3	62.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	82.4	83.1	88.7
Black or African American	84.1	83.2	82.2
American Indian or Alaska Native	0.0	33.3	82.8
Asian	100.0	94.2	94.9
Filipino	100.0	87.0	93.5
Hispanic or Latino	82.1	81.6	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	60.0	70.2	92.1
Two or More Races	87.5	80.7	91.2
Socioeconomically Disadvantaged	83.5	86.6	88.6
English Learners	38.6	49.6	56.7
Students with Disabilities	71.2	74.7	67.1
Foster Youth	66.7	55.6	74.1

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.0	4.8	3.8	1.7	2.6	2.2	3.7	3.7	3.5
Expulsions	0.7	0.1	0.1	0.3	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Hawthorne High School Emergency Management Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibility of all Hawthorne High School employees and is organized according to the Standardized Emergency Management System (SEMS). Hawthorne High School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

This Plan has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in its updated form in 2017, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

This plan incorporates the Incident Command System (ICS), The Master Mutual Aid Agreement, existing mutual aid systems, the Los Angeles County operational area concept, and multi-agency coordination. The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources and the general flow of information among all agencies and jurisdictions within a region.

All emergency actions will be taken according to the following priorities:

- (1) Protection of Life
- (2) Incident Stabilization
- (3) Protection of property
- (4) Restoration of services

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	49	23	35	20.0	59	30	21	22.0	56	12	33
Mathematics	22.0	48	19	32	22.0	28	18	18	25.0	36	11	32
Science	26.0	20	14	35	25.0	22	13	31	26.0	15	12	26
Social Science	26.0	23	13	32	21.0	41	19	21	24.0	23	21	24

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

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	360
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	2	N/A
Social Worker	1	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7744.63	1234.77	6509.86	65301.94
District	N/A	N/A	7331.40	\$75,612
Percent Difference: School Site and District	N/A	N/A	-11.9	-13.9
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	-1.0	-23.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs at this school site:

- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Career Technical Education Incentive Grant
- California Partnership Academies
- Title I, II, III
- Department of Rehabilitation
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Mandated Block Grant funding
- Other Local: Locally Defined

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$50,747
Mid-Range Teacher Salary	\$78,091	\$86,127
Highest Teacher Salary	\$99,179	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$154,508	\$150,286
Superintendent Salary	\$205,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	7.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	6	N/A
All courses	23	19.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

---

### Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State, ELD and NGSS Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of LCAP focus group data. Professional learning continued to focus on our schoolwide district initiatives (AVID, Pro Talk, Canvas) through the lens of lesson planning and classroom management. Additionally, staff was introduced to the California College Guidance Initiative focusing on students' college and career readiness. Professional learning also included a presentation on Equity in instruction and how to address the challenge of meeting the needs of the diverse student population at CVUHSD.

For the past seven six years, Centinela Valley has also provided a Summer Professional Learning Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally during Summer, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops. The workshops offered during the 2018 Summer Professional Learning Week included: Instructional Strategies for LTELs in the Mainstream Classroom, Inquiry-Driven Lesson Planning, Formative Assessments: The Bridge between Teaching and Learning, Growth Mindset Theory, Social-Emotional & Mental Health for Students, Restorative Practices in the Classrooms, Culture Identity & Educator Empathy; and Tips for Management in a Technology-Rich Classroom. Along with teachers, Academic Counselors, Intervention Specialists, Activities Directors, and Moderate/Severe Special Education teachers are provided with opportunities to collaborate and attend workshops tailored to their specific role.

Professional Learning for All Classified and Certificated Staff: In the Spring of 2019, CVUHSD will host its third annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

### 2018-2019 Continued Staff Professional Learning Offerings

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 and System 44 Training
- SBAC Usability, Accessibility & Accommodations Training

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

Centinela Valley Union High School District supported new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. Due to CTC implementing new standards for Induction Programs, first- and second-year teachers will participate in a two year induction program through UCLA. n All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Centinela Valley Union High School District are focused on increasing student engagement and proficiency.

Co-Teaching: A special education and general education teacher who share instructional responsibility for a single group of students with and without IEP's.

Learning Center: a designated classroom for students with IEP's receive academic and study skills support (through the use of AVID strategies and Blueprint for Success) that will contribute to success in general education core academic classes.

Crisis Prevention Intervention: a behavior management system that teaches skills on how to deescalate a behavioral crisis, or behavior situation.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by district representatives.

#### Site-based Professional Development

All supplemental staff development activities at Hawthorne High School are focused on increasing student learning and proficiency. Professional Learning Opportunity topics are identified based on staff survey results and analysis of student performance data that align with the district's mission. The collaboration PLOs take place on Monday mornings prior to our PLC structured department or academy collaborations. They are teacher-led, centered around best practices, and structured to provide peer support.

In addition to the collaboration PLOs, teachers also participate in site-based Learning Walks. Teachers are led to various classrooms to conduct peer-observations. While on these walks, observers focus on 3 criteria: student engagement, school-wide trends, and possible future PLO topics. Following their observations, teachers meet as a group and are led by instructional coaches through dialogue to foster reflective thought on their own practices.

#### Positive Behavior Intervention Support

Response to Intervention

Restorative Justice

Small Learning Communities

Pro-Talk

Grading Policies

AVID Strategies

Attendance intervention

Instructional Best Practices

Learning Walks