

# Prairie Vista Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Prairie Vista Middle School
<b>Street</b>	13600 Prairie Ave.
<b>City, State, Zip</b>	Hawthorne, CA 90250
<b>Phone Number</b>	(310) 679-1003
<b>Principal</b>	Wendy Ostensen
<b>Email Address</b>	wostensen@hawthorne.k12.ca.us
<b>School Website</b>	prairievistamiddle.org
<b>County-District-School (CDS) Code</b>	19645926115265

## 2023-24 District Contact Information

<b>District Name</b>	Hawthorne School District
<b>Phone Number</b>	(310) 676-2276
<b>Superintendent</b>	Dr. Brian Markarian
<b>Email Address</b>	bmarkarian@hawthorne.k12.ca.us
<b>District Website</b>	www.hawthorne.k12.ca.us

## 2023-24 School Description and Mission Statement

Prairie Vista Middle School, represented by its entire staff, parents, community members, and students believe their purpose is to develop students who are prepared to succeed in high school and beyond. We believe that student success is based on the ability to think critically, write clearly, and apply learning to real world situations. We believe that student success requires good teaching. Teachers establish high expectations for students with a belief that students can achieve their goals.

The mission of our Fine Arts Academy emphasizes our culture and dedication toward developing well-rounded students. At PVMS, we believe that the arts have the power to engage, transform and contribute to the development of intellectual and creative students. Students will be able to choose to be part of the school's band or orchestra, play the piano, dance, participate in visual or theater arts, participate on the yearbook team, or have a broader art and music experience.

### Mission Statement

To maximize each student's potential to achieve educational excellence and social emotional well-being.

### School Vision

At Prairie Vista Middle School, we stimulate students' potential through arts-focused education, fostering academic excellence, social, and emotional growth. Our vision is to nurture a diverse community of lifelong learners, equipped to excel and positively influence our ever-advancing global society.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	235
Grade 7	262
Grade 8	262
Total Enrollment	759

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.1%
Asian	1.2%
Black or African American	20.3%
Filipino	0.8%
Hispanic or Latino	74.3%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	0.5%
White	1.3%
English Learners	24.9%
Foster Youth	0.4%
Homeless	0.8%
Socioeconomically Disadvantaged	68.5%
Students with Disabilities	11.1%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.80	91.05	340.50	93.66	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.30	0.09	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.43	0.10	0.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	5.38	14.10	3.89	12115.80	4.41
<b>Unknown</b>	1.10	3.12	8.30	2.30	18854.30	6.86
<b>Total Teaching Positions</b>	37.10	100.00	363.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.00	83.50	346.70	91.72	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	2.10	0.80	0.22	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	4.68	7.80	2.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	5.90	6.70	1.79	11953.10	4.28
<b>Unknown</b>	1.50	3.80	15.80	4.19	15831.90	5.67
<b>Total Teaching Positions</b>	39.50	100.00	378.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	1.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	2.30
<b>Total Out-of-Field Teachers</b>	2.00	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	6.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's list of standards-based materials adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 11, 2023, the Hawthorne School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees also adopted Resolution #9 to certify as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-2024 school year, the Hawthorne School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 SRA/McGraw Hill English-Language Arts/ELD	Yes	0%
<b>Mathematics</b>	2014 College Board: SpringBoard Math	Yes	0%
<b>Science</b>	2018 Amplify Science, Regents of University of California	Yes	0%
<b>History-Social Science</b>	2017 Teachers' Curriculum Institute (TCI) Social Studies Alive: California Series	Yes	0%
<b>Foreign Language</b>	2002 En Espanol McDougal Littell	Yes	0%
<b>Health</b>	2004 Holt, Rinehart and Winston: Decisions for Health	Yes	0%
<b>Visual and Performing Arts</b>	Art: 2001 Davis Publications, Inc.; Music: 2005, 2008 edition Pearson, Scott Foresman	Yes	0%

## School Facility Conditions and Planned Improvements

The Hawthorne School District takes great efforts to ensure that all schools are clean, safe, and functional. The district's Maintenance Department inspects each school site on an annual basis using the Facility Inspection Tool (FIT) developed by the State of California OPSC to identify unsafe or hazardous conditions and improvement needs. Deficiencies noted in the FIT were corrected immediately by either site custodial or district maintenance staff. The results of the FIT are available at the school site and at the district office. The district passed Measure HSD in November 2018 and will use inspection results to prioritize facilities and infrastructure upgrades and improvements to ensure bond dollars are used wisely. Bond projects completed district-wide include: HVAC replacement, roofing, asphalt and slurry coating, and new flooring at multiple sites.

Prairie Vista Middle School's original facilities were built in 2007. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			cluttered, storage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			dirty carpet
<b>Electrical</b>	X			lights out, air diffuser, microwave, toaster oven, coffee maker, fridge, daisy chain
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			restrooms do not appear to be maintained and regularly cleaned, toilet out of order, drinking fountain loose
<b>Safety:</b> Fire Safety, Hazardous Materials	X			unlabeled chemical, cord trip hazard, materials labeled "keep out of reach of children" are within reach of children, fire extinguisher not signed, unauthorized cleaner- Pinesol, cracked diffuser
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	41	40	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	21	21	29	31	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	755	725	96.03	3.97	41.38
<b>Female</b>	364	345	94.78	5.22	46.67
<b>Male</b>	391	380	97.19	2.81	36.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	148	147	99.32	0.68	42.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	567	540	95.24	4.76	40.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	187	160	85.56	14.44	8.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	674	654	97.03	2.97	39.76
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	86	83	96.51	3.49	4.82

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	755	740	98.01	1.99	20.68
<b>Female</b>	364	358	98.35	1.65	18.72
<b>Male</b>	391	382	97.70	2.30	22.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	148	146	98.65	1.35	19.86
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	567	555	97.88	2.12	19.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	187	181	96.79	3.21	2.21
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	674	662	98.22	1.78	19.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	86	81	94.19	5.81	4.94

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.00	14.62	20.79	20.70	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	261	99.24	0.76	14.62
Female	124	122	98.39	1.61	14.88
Male	139	139	100.00	0.00	14.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	49	49	100.00	0.00	18.37
Filipino	--	--	--	--	--
Hispanic or Latino	198	196	98.99	1.01	13.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	64	100.00	0.00	1.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	239	99.17	0.83	15.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	2.44

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, at sports events, at VAPA events, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school calendar, School Messenger, PowerSchool, teacher websites, and Instagram. Contact any staff member at (310) 679-1003 for more information on how to become involved in your child's learning environment.

Chaperone Field Trips  
Panther Parent Center-visitors

Committees:  
English Learner Advisory Council  
School Site Council  
PTO

School Activities:  
Sports games  
Volleyball banquet  
Basketball banquet  
Family Literacy/Math Night  
Open House, Back to School Night  
MESA Science Night  
Family Fitness and Nutrition Night  
Student Performances-Theatre, dance, Music, Piano  
Parent Conference weeks (twice per year)  
High School Information Night

## 2023-24 Opportunities for Parental Involvement

Hawthorne Parent Academy Meetings (6th Grade)-In-person  
 Parent Institute For Quality Education FACTOR Workshops  
 8th Grade Promotion Ceremony

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	827	806	272	33.7
Female	405	394	127	32.2
Male	422	412	145	35.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	10	10	2	20.0
Black or African American	168	164	59	36.0
Filipino	6	6	2	33.3
Hispanic or Latino	614	599	199	33.2
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	3	3	3	100.0
White	13	11	2	18.2
English Learners	213	207	81	39.1
Foster Youth	6	4	2	50.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	735	721	241	33.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	94	38	40.4

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.38	9.89	12.94	0.04	3.51	4.18	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	12.94	0
<b>Female</b>	8.4	0
<b>Male</b>	17.3	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	25	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	10.26	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	11.74	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	13.33	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	21.88	0

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan is developed in consultation with the district office, law enforcement, and fire officials to fulfill Senate Bill 187 requirements. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and a physical environment that communicates respect for learning. Prairie Vista Middle School's safety plan will be discussed at a public meeting on January 19, 2024 and considered for approval by School Site Council on February 16, 2024.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	21	1
Mathematics	26	4	26	2
Science	26	3	16	1
Social Science	26	3	16	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	20	
Mathematics	27	2	23	
Science	25	2	15	
Social Science	25	3	14	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	12	7
Mathematics	28	6	10	13
Science	26	6	3	11
Social Science	26	5	8	7

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	759

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,434.53	\$1,041.99	\$8,392.54	\$87,843.00
District	N/A	N/A	\$3,809.90	\$97,610
Percent Difference - School Site and District	N/A	N/A	75.1	-10.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	9.8	-2.0

## Fiscal Year 2022-23 Types of Services Funded

For the 2022-2023 school year, Hawthorne School District spent an average of \$17,784.09 of total general funds to educate each student (based on 2022-2023 unaudited financial statements and in accordance with calculations defined in Education Code §41372). In addition to general funds received from the state, Hawthorne School District receives funds from state and federal categorical programs and local sources that are used to support and assist students. Programs and services include but are not limited to Literacy and Math coaches; Specialized STEM education, afterschool enrichment, and intervention classes; Dean of Students, Counselors; attendance support and intervention; bullying prevention and other social-emotional learning programs; medical services; and parental involvement.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,732	\$54,215
<b>Mid-Range Teacher Salary</b>	\$88,518	\$86,843
<b>Highest Teacher Salary</b>	\$113,613	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$140,795	\$140,851
<b>Average Principal Salary (Middle)</b>	\$140,795	\$147,065
<b>Average Principal Salary (High)</b>	\$146,159	\$142,189
<b>Superintendent Salary</b>	\$259,380	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	33.38%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.53%	5.15%

## Professional Development

All training and curriculum development activities at Prairie Vista Middle School revolve around the California State Standards. CAASPP and Schoolnet student data results drive the need for professional development in ELA and math. The following list contains Site PD from the 2019-2020, 2020-2021, and 2021-2022 school years. PVMS has collaboration and planning built into the daily schedule during 1st-period class sessions throughout the school year. At least one Wednesday a month is devoted to professional development after school. In addition, multiple sessions of professional development are offered throughout the year after school.

- AVID Collaboration
- Common Core State Standards (CCSS) and collaborative planning in ELA and Math. Instructional coaching with observations, demonstration lessons, and debriefing sessions.
- English Language Learner Training
- Technology Training
- Writing Strategies
- Next Generation Science Standards and collaboration
- Positive Behavior Intervention and Support (PBIS)
- UCLA Math Project
- Olweus Bullying Prevention Program
- ELA and math vertical articulation planning meetings (for example, 7th-grade math teachers and 8th-grade math teachers)
- Special Education Collaboration
- Science teachers collaborate with ELA teachers (science teachers learn ELA strategies; for example, marking the text)
- Visual and Performing Arts PD provided by the South Bay Regional Arts Coordinator
- Physical Education strategies/Instruction

Decisions concerning the selection of staff development activities are performed by the principal and the school leadership team using tools such as staff survey results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Prairie Vista Middle School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade-level and department-level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-2021, 2021-2022 and 2022-2023 school years, Prairie Vista Middle School's teachers had the opportunity to

## Professional Development

attend the following events hosted by the Hawthorne School District:

- Spring Board Math Instruction
- Math ILT
- Exploring the Four Worlds of History
- Using Spring Board Assessments to Drive Instruction
- StudySync Foundational Training
- Next Generation Science Standards (NGSS)
- High-Quality Physical Education
- English Language Arts ILT
- English Language Development (ELD), Integrated ELD and Designated ELD
- Google Docs Training, Google Classroom
- Technology Training
- Classroom Management Using PBIS Strategies
- Amplify Science ILT
- Power Teacher Pro
- Preparing for Success with EL's
- ELA: Preparing for Success with ELA
- STEM: Taking a Closer Look at Our Launch Unit
- Math: Preparing for Success with Math
- Second Step: Social-Emotional Learning
- Math-Formative Assessment Strategies
- STEM-Supporting Students in Science
- ELA-Writing
- EL-Scaffolding Writing for EL's
- Mental Health
- Substance Abuse

Prairie Vista Middle School supports new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

For the 2022-23 school year, Prairie Vista Middle School provided 16 full-day professional development sessions and 18 partial-day professional development sessions.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	25	21

Hawthorne School District  
14120 S. Hawthorne Blvd.  
Hawthorne, CA 90250  
October 11, 2023

**Resolution# 9**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE HAWTHORNE  
SCHOOL DISTRICT OF SUFFICIENT STANDARDS-ALIGNED PUPIL TEXTBOOKS  
AND/OR INSTRUCTIONAL MATERIALS IN EACH SUBJECT  
FOR 2023-2024**

**WHEREAS**, the Governing Board of Hawthorne School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on the 11th day of October 2023 at 6:00 PM, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

**WHEREAS**, the Board provided at least 10 days' notice of the public hearing by posting it at least in three public places within the district stating the time, place, and purpose of the hearing, and;

**WHEREAS**, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

**WHEREAS**, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Hawthorne School District, and;

**WHEREAS**, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

**WHEREAS**, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards adopted by the State Board of Education pursuant to Education Code 60605 and/or the Common Core State Standards adopted pursuant to Education Code 60605.8;

**WHEREAS**, sufficient textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- Mathematics (Per attached list of adopted textbooks/instructional materials)
- Science (Per attached list of adopted textbooks/instructional materials)
- History-social science (Per attached list of adopted textbooks/instructional materials)
- English/language arts, including the English language development component of an adopted program (Per attached list of adopted textbooks/instructional materials)

**WHEREAS**, sufficient textbooks or instructional materials were provided to each student enrolled in world/foreign language or health classes, and;

**WHEREAS**, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

**THEREFORE**, it is resolved that for the 2023-2024 school year, the Hawthorne School District has provided each student with sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks.

**ADOPTED** this 11<sup>th</sup> day of October 2023.

BOARD OF TRUSTEES  
Hawthorne School District  
of Los Angeles County



\_\_\_\_\_  
Vicente Bravo, President

\_\_\_\_\_  
Luciano Aguilar, Vice President



\_\_\_\_\_  
Dr. Eugene Krapp, Clerk