

Hawthorne 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

School Name	Hawthorne Middle School
Street	4366 West 129th St.
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 676-0167
Principal	Martha Castellanos
Email Address	micastellanos@hawthorne.k12.ca.us
School Website	hawthornemiddle.org
County-District-School (CDS) Code	19645926013965

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

Dear HMS Families and Students,

Hawthorne Middle School was named a recipient of the 2023 Schools to Watch designation by the California Department of Education and the California League of Educators. HMS also earned the 2023 California PBIS Silver Implementation Award. In the past, HMS was recognized by the State of California as a Gold Ribbon School and a Title One Academic Achievement School. HMS is also in its initial year for the California Community Schools Partnership Program Grant and plans to expand student enrichment, mental health, and parent involvement opportunities. In addition, the Hawthorne School District renewed a multi-year grant with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). HMS is working with partners from California State University of Dominguez Hills to increase the number of low-income students who are prepared to enter and succeed in college.

HMS offers a standards-based rigorous curriculum and strives to ensure that all students receive the academic support that they need to succeed. Language Arts Support students are enrolled in a course focused on reading comprehension strategies, vocabulary, and word study using Lexia PowerUp to reinforce these skills. All students are placed in a core mathematics class with an additional Targeted Academic Support (TAS) period. The TAS class focuses on basic math skills, AVID strategies, and social-emotional learning. The IXL mathematics program was adopted for use in TAS, and the program focuses on the remediation and acceleration of math skills.

HMS also provides an enrichment curriculum to enhance our students' middle school experience. The HMS Business Academy is designed to teach the fundamental elements of Financial Literacy and Entrepreneurship in partnership with the Network for Teaching Entrepreneurship and Project Lead the Way, both programs that foster students' abilities to be creative, innovative, and technologically advanced. Our school continues to provide the opportunity for sixth-grade students to become fluent and literate in Spanish and English through the Two-Way Bilingual Immersion (TWBI) program. Advancement Via Individual Determination (AVID) is implemented through the AVID elective course that prepares students for high school and college readiness by providing academic instruction, tutorial support, motivational activities that focus on writing, critical thinking through inquiry, collaborative grouping, and strategies to increase rigor in instruction.

2023-24 School Description and Mission Statement

All sixth graders participate in Where Everyone Belongs (WEB), a program where eighth-grade students mentor them as they transition to middle school. HMS students are encouraged to participate in extracurricular activities. Counselors host weekly lunchtime activities to promote a positive school environment. Math, Engineering, Science Achievement (MESA) is offered to all students and is a statewide STEM program in coordination with the University of Southern California (USC). The Ecology Club provides students the opportunity to learn more about the science behind the interrelationship of organisms and their environment. The HMS Student Advisory plans student activities, campus awareness campaigns, spirit weeks, and school-wide fundraisers. HMS Athletics features teams for flag football, volleyball, basketball, and soccer.

Students who demonstrate academic excellence are recognized through award assemblies such as the Honor Roll and Principal's List, and trimester reward activities. The HMS Iron Hawk Award is given to one student in each grade level who exemplifies outstanding physical fitness. Aside from sports and academics, Student of the Month recognition awards are given by all teachers to students who exemplify the Hawk Norms of, "Be respectful", "Be responsible", "Be safe", and "Show best effort". Our reinforcement system consists of Positive Behavior Cards (PBCs). PBCs are tickets given to students when they meet expectations and are used to enter raffles and participate in activities.

The Hawthorne Parent Academy is a program designed to support parents of sixth-grade students as they transition to middle school, but is open to all parents. Parents participate in seminars centered on academic, social and emotional development issues related to their child. Monthly workshops are facilitated by counselors on topics such as the transition to middle school, social media/screen time tips, health/nutrition, substance abuse/self-harm awareness, and college and career readiness. Committees such as School Site Council, ELAC, Parent Teacher Organization, and Hawthorne Parent Academy have all given a voice to parents.

Our commitment at Hawthorne Middle School is to create a safe learning environment that fosters a great middle school experience for students. The middle school years are essential in developing the skills and habits that will prepare students for high school. It is my privilege to collaborate with the students, staff, parents, and community members.

Sincerely,

Martha Castellanos
Principal

Mission Statement

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

School Vision

A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

School Profile

Hawthorne Middle School is located in the southern region of Hawthorne and serves students in grades six through eight following a traditional calendar. At the beginning of the 2022-23 school year, 721 students were enrolled, including 6% in special education, 23% qualifying for English Language Learner support, and 81% qualifying for free or reduced-price lunch.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	262
Grade 7	242
Grade 8	217
Total Enrollment	721

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	0.1%
Asian	2.4%
Black or African American	13.6%
Filipino	1%
Hispanic or Latino	78.5%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	0.4%
White	1.9%
English Learners	22.9%
Foster Youth	0.1%
Homeless	0.6%
Socioeconomically Disadvantaged	66.7%
Students with Disabilities	6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	87.01	340.50	93.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	8.93	14.10	3.89	12115.80	4.41
Unknown	1.50	4.03	8.30	2.30	18854.30	6.86
Total Teaching Positions	39.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.50	88.87	346.70	91.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.22	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.78	7.80	2.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.27	6.70	1.79	11953.10	4.28
Unknown	1.50	4.06	15.80	4.19	15831.90	5.67
Total Teaching Positions	38.90	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	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	3.50	1.60
Total Out-of-Field Teachers	3.50	1.60

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4
No credential, permit or authorization to teach (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
Reading/Language Arts	2017 SRA/McGraw Hill English-Language Arts/ELD	Yes	0%
Mathematics	2014 College Board: SpringBoard Math	Yes	0%
Science	2018 Amplify Science, Regents of University of California	Yes	0%
History-Social Science	2017 Teachers' Curriculum Institute (TCI) Social Studies Alive: California Series	Yes	0%
Foreign Language	2002 McDougal Littell: Tu Mundo, En Español; 2004 McDougal Littell: Nuestro Mundo; En Espanol 2002	Yes	0%
Health	2004 Holt, Rinehart and Winston: Decisions for Health	Yes	0%
Visual and Performing Arts	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. Additionally, windows were replaced at Hawthorne Middle School.

Hawthorne Middle School's original facilities were built in 1949. 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			cluttered
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			daisy chain, air freshener, boxes blocking electrical panel, toaster, microwave, cord protector needed, microwave-stacked-coffee maker, audio cable, air purifier stacked on cabinet, outlet loose at raceway
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			furniture stored blocking access, spray bottle not labeled, wired trip hazard
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	41	44	40	41	47	46
Mathematics (grades 3-8 and 11)	30	30	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
All Students	737	723	98.10	1.90	44.12
Female	350	346	98.86	1.14	50.87
Male	387	377	97.42	2.58	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	106	105	99.06	0.94	38.10
Filipino	--	--	--	--	--
Hispanic or Latino	570	560	98.25	1.75	44.46
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	33.33
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	58.82
English Learners	151	140	92.72	7.28	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	606	596	98.35	1.65	43.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	11.11

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
All Students	738	732	99.19	0.81	30.05
Female	350	349	99.71	0.29	27.79
Male	388	383	98.71	1.29	32.11
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	107	106	99.07	0.93	28.30
Filipino	--	--	--	--	--
Hispanic or Latino	570	565	99.12	0.88	30.44
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	8.33
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	25.00
English Learners	151	149	98.68	1.32	3.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	607	601	99.01	0.99	28.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	4.44

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)	21.01	22.73	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	220	220	100.00	0.00	22.73
Female	100	100	100.00	0.00	17.00
Male	120	120	100.00	0.00	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	17.86
Filipino	--	--	--	--	--
Hispanic or Latino	174	174	100.00	0.00	24.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	183	100.00	0.00	22.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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	98%	99%	99%	98%	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 stay informed on upcoming school activities through a weekly message that is distributed via School Messenger voicemail and email. School events and community activity flyers are distributed weekly through PeachJar and posted on the HMS website. School News newsletters are published throughout the year and posted on the school website. The website displays the HMS Events calendar that lists all upcoming events. Parents are encouraged to monitor student progress through the PowerSchool Parent Portal, and can also join teachers' Google Classrooms. Progress Reports are sent home at mid-trimester grading periods. Parent conferences are scheduled on the school calendar and parents are informed on how to make an appointment. Parents can also communicate with teachers via email and request a phone conference throughout the year. The HMS website contains school information and resources to keep parents informed.

Parents are encouraged to be involved in their child's learning environment by participating in a decision-making group, volunteering, and attending school events.

Opportunities to Volunteer

- Chaperone Field Trips
- Parent Center
- Campus Monitor
- Gate Monitor
- Cross-Walk
- Parent Academy
- Donations
- Fundraising Events
- Event supervisor

2023-24 Opportunities for Parental Involvement

Committees

English Learner Advisory Council
 Parent Teacher Organization
 School Safety Committee
 School Site Council

School Activities

Back to School Night
 Open House
 Hawthorne Parent Academy
 High School Information Night
 Sports Events
 Student Performances
 English Learner Parent Workshops
 Coffee With Coaches
 Gear Up Parent meetings
 AVID Parent Meetings
 Parent Teacher Organization Activities
 Academic Award Assemblies
 Math & Literacy Nights
 Financial Literacy Event

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	767	755	193	25.6
Female	367	361	86	23.8
Male	400	394	107	27.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	17	17	2	11.8
Black or African American	116	112	36	32.1
Filipino	7	7	1	14.3
Hispanic or Latino	587	581	146	25.1
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	3	3	0	0.0
White	20	20	3	15.0
English Learners	177	176	49	27.8
Foster Youth	3	3	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	629	621	169	27.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	46	14	30.4

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
Suspensions	0.12	5.91	6.26	0.04	3.51	4.18	0.20	3.17	3.60
Expulsions	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
All Students	6.26	0
Female	3.27	0
Male	9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.76	0
Black or African American	18.97	0
Filipino	0	0
Hispanic or Latino	3.75	0
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	0	0
White	0	0
English Learners	3.95	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.7	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. Hawthorne Middle School's safety plan was discussed at a public meeting on January 26, 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	26	9	10	12
Mathematics	29	4	10	13
Science	27	5	6	10
Social Science	27	5	6	10

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	21	1
Mathematics	24	6	20	
Science	23	7	13	
Social Science	25	2	15	1

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	23	12	12	3
Mathematics	26	6	12	5
Science	24	6	13	0
Social Science	27	2	12	3

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	240.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
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	\$10,167.47	\$995.83	\$9,171.64	\$102,894.00
District	N/A	N/A	\$3,809.90	\$97,610
Percent Difference - School Site and District	N/A	N/A	82.6	5.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	18.7	13.8

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

Professional Development

All training and curriculum development activities at Hawthorne Middle School revolve around the California State Standards. During the 2019-2020, 2020-2021, and 2021-2022 school years, Hawthorne Middle School held staff development training devoted to:

- AVID Strategies
- Data Analysis
- English Learners
- Google Doc
- Google Classroom
- Closed Reading
- Common Core State Standards
- ELA Curriculum
- ELD/SDAIE Strategies
- Preparation for CAASPP testing
- Formative Assessments
- Springboard Math Curriculum & instruction
- Positive Behavior Intervention & Support (PBIS)
- Supporting Students
- School Safety/Classroom Management
- StudySync ELA
- Student Collaboration
- Amplify Science
- Academic Discourse during Distance Learning
- Focused Note Taking
- Technology to deliver Distance Learning
- ILT (Instructional Learning Team)
- Subject area collaboration by grade level
- Cross-Site collaboration for Science and PLTW (Project Lead the Way)

Decisions concerning the selection of staff development activities are performed by the leadership team and the program improvement team using tools such as data analysis, academic program surveys, and staff surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hawthorne 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. The teaching staff is 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, Hawthorne Middle School's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

- Examining and Planning your Spring Board Course
- Math-Mathematical Discourse
- ELA- Annotating Text to Deepen Understanding
- Exploring the Four Worlds of History
- Using Spring Board Assessments to Drive Instruction
- StudySync Foundational Training
- Planning for the Next Generation Science Standards (NGSS)
- Math- Number Talks
- High-Quality Physical Education
- English Language Arts Make and Take
- Effective English Language Development (ELD), Integrated ELD, and Designated ELD Strategies for Support
- Google Docs Training
- Technology Training
- Classroom Management Using PBS Strategies
- Acellus
- Jamboard
- Kami

Professional Development

Pear Deck
 Google Slides
 Google Forms
 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

Hawthorne 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, staff development, and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

For the 2022-23 school year, Hawthorne 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
Number of school days dedicated to Staff Development and Continuous Improvement	15	25	21