

# Hawthorne Math and Science Academy

## 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>	Hawthorne Math and Science Academy
<b>Street</b>	4467 West Broadway
<b>City, State, Zip</b>	Hawthorne, CA 90250
<b>Phone Number</b>	(310) 973-8184
<b>Principal</b>	Dr. Anakonia Matsumoto
<b>Email Address</b>	amatsumoto@hawthorne.k12.ca.us
<b>School Website</b>	<a href="https://hmsa.hawthornesd.org/">https://hmsa.hawthornesd.org/</a>
<b>County-District-School (CDS) Code</b>	19645920100354

## 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

### Principal's Message

Welcome to Hawthorne Math & Science Academy (HMSA). The purpose of this School Accountability Report Card is to provide you, the parents and the community, with specific information about academic achievements, student safety, campus facilities, qualifications of professional staff, instructional materials, and progress in meeting state standards.

Here at HMSA, we have made a commitment to provide the best educational program possible for our students. We hope the excellent quality of our program is a reflection of our commitment to our students by every HMSA staff member. HMSA aims to provide a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both, staff and students, accountable for their work as we provide educational programs that meet or exceed state standards. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success. Validation of the quality of our program has come from a variety of recognitions, which include: 8-Time Title 1 Academic Achievement Awardee, 6-Time U.S. News National Best Schools Honoree, Three-Time California Distinguished School (2009, 2019, and 2021), 2015 California Golden Ribbon School, and Two-Time National Blue Ribbon Awardee (2010 and 2016).

### Vision:

Hawthorne Math and Science Academy fosters a positive learning environment that produces critical thinkers, efficient communicators, self-directed life-long learners, and technologically skilled citizens who graduate with an appreciation for the relevance and understanding of civic responsibilities and knowledge of life skills; students will use that knowledge to prepare for and succeed at a university.

### Mission:

Hawthorne Math and Science Academy is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, primary language, or special needs status within a safe and cooperative learning community. The input and participation of all stakeholders is encouraged and valued through a collaborative process. Results of standards-based and authentic assessments will be available to all stakeholders providing opportunities for accountability, reflection, recognition, and future growth.

## 2023-24 School Description and Mission Statement

### School Profile:

The Hawthorne Math & Science Academy (HMSA) is a dependent public charter high school and the only high school in the Hawthorne School District. HMSA is accredited by the Western Association of Schools and Colleges through June 30, 2027.

### Expected Schoolwide Learning Results (ESLRs):

1. Quality students who create products that reflect high quality and originality
2. Users of complex and critical thinking skills who can problem solve in academic and real-life situations
3. Efficient communicators who read, write, speak, and listen effectively
4. Self-directed, life-long learners who have the skills and knowledge to engage the world
5. Technologically skilled citizens who use available technology to enhance their lives

Recently, a 2023 US News and World Report ranked HMSA 17th in all California high schools, 31st in United States charter schools, and 130th overall in United States high schools. In addition, a 2020 Innovate Public Schools, USC Price, and USC Rossier Report recognized HMSA as a Top Public High Schools for Low-income Latino Students in Los Angeles County. HMSA received the California Distinguished School award in 2009, 2019, and 2021; the Title 1 Academic Achievement Award seven years in a row since 2008; the California Golden Ribbon in 2015; the ACT's College & Career Transition Exemplar in 2016; and the National Blue Ribbon both in 2010 and 2016.

HMSA maintains its commitment to creating a challenging, rigorous, standards-based curriculum that allows all students to attain proficiency in the core subject areas of English Language Arts, Mathematics, Science and Social Science regardless of gender, ethnicity, primary language, or special needs status within a safe and cooperative learning community. The majority of HMSA students live within the district boundaries and have attended elementary and middle schools in the district. The rest of the students come from a variety of neighboring districts and from public, private and charter schools.

Results of standards-based and authentic assessments are analyzed, published and made available to all stakeholders shortly after results are published, providing opportunities for accountability, reflection, recognition and future growth. These assessments include: California Assessment of Student Performance and Progress (CAASPP); English Language Proficiency Assessments for California (ELPAC); Advanced Placement (AP) exams; Scholastic Aptitude Test (SAT); and the American College Testing (ACT) Program. The results of a variety of classroom assessments, such as quizzes and tests, benchmark exams and projects, are also used to inform instruction.

All students are required to apply to at least two colleges; at least one must be a California State University.

Interventions are in place to assist students in meeting the graduation and university admission requirements. Tutoring is offered after school in all subject areas. Special needs students (GATE/MCL, English Learners, Special Education and those with 504 plans) benefit from differentiated instruction, SDAIE strategies, and accommodations and modifications when necessary. A Student Study Team referral process is in place for students who need additional intervention.

To balance their academic lives, all students at HMSA who meet academic eligibility requirements may participate in extracurricular activities such as Associated Student Body (ASB); Yearbook; Newspaper; Key Club; Environmental Club; Muslim Student Association (MSA); Black Student Union (BSU); Tolerance Club; Engineering Design & Literacy; Math, Engineering Science Achievement (MESA); Theater & Film Club; Medicine and Research Inquiry (MRI); and CIF sports in cross country, basketball, baseball, soccer, softball, and volleyball.

The input and participation of all stakeholders is encouraged and valued through a collaborative process. All parents are encouraged to complete 40 volunteer hours and may do so in a variety of ways. Parents are active members of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC); members of both committees represent HMSA at the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC). HMSA parents maintain a Parent Booster Club (PBC) whose goal is to raise funds and to plan events that will enhance the experience of all students and staff at HMSA. The Parent Booster Club serves as a liaison between the school and the community.

The goals of HMSA are: improving writing skills across the curriculum; increasing school-wide math proficiency; increasing English Learner proficiency in ELA; increasing critical reading skills across the curriculum; college and career readiness; and establishing a school climate that is conducive to learning. The standardized assessment focus has shifted from the California Standards Tests (CSTs) to the California Assessment of Student Performance and Progress (CAASPP)/Smarter Balance Assessment Consortium (SBAC) and the Early Assessment Program (EAP). HMSA will continue to work to bridge the gap between state and national assessments, including Advanced Placement exams, SATs and ACTs. Stakeholders will analyze results of all assessments, including formative and summative assessments, in a timely manner once results are received.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	159
Grade 10	140
Grade 11	123
Grade 12	112
Total Enrollment	534

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.2%
Asian	8.8%
Black or African American	15.4%
Filipino	1.7%
Hispanic or Latino	66.9%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	0.4%
White	5.2%
English Learners	8.6%
Socioeconomically Disadvantaged	53.7%
Students with Disabilities	4.1%

#### 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>	22.90	89.14	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>	0.00	0.00	0.10	0.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.10	3.89	12115.80	4.41
<b>Unknown</b>	2.70	10.82	8.30	2.30	18854.30	6.86
<b>Total Teaching Positions</b>	25.70	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>	24.20	89.87	346.70	91.72	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.22	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	2.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.70	1.79	11953.10	4.28
<b>Unknown</b>	2.70	10.09	15.80	4.19	15831.90	5.67
<b>Total Teaching Positions</b>	26.90	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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

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.

## 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	0
<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 SARCs 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 Pearson: My Perspectives English Language Arts 2006 Pearson/Prentice Hall: Everyday Use Rhetoric at Work in Reading and Writing 2004 Bedford/St. Martin's: 50 Essays: A Portable Anthology 2004 Bedford/St. Martin's: 12 Plays: A Portable Anthology 2004 Pearson/Prentice Hall: The Prentice Hall Reader 2004 Prentice Hall: Literature: An Introduction to Fiction, Poetry, and Drama 2007 Rosen Publishing Group: High School Journalism	Yes	0
<b>Mathematics</b>	2014 College Board: Algebra 1 2014 College Board: Algebra 2 2014 College Board: Geometry 2004 McDougal Littell: Trigonometry 2006 Holt, Rinehart, and Winston: Precalculus 2006 McDougal Littell/Houghton Mifflin: Calculus 2008 McDougal Littell: Elementary Statistics 2005 Glencoe/McGraw-Hill: Economics	Yes	0
<b>Science</b>	2023 Kognity Education: Biology 2023 Kognity Education: Chemistry 2023 Kognity Education: Physics 2006 Pearson Prentice Hall: Essentials of Human Anatomy & Physiology 2015 W.H. Freeman and Company: Environmental Science for AP, 2nd Edition 2017 Pearson Prentice Hall: AP-Biology in Focus 2019 Pearson (Savvas): AP-College Physics Explore and Apply & Mastering & etext	Yes	0

	2021 Pearson (Savvas): Environmental Science: Your World, Your Turn		
<b>History-Social Science</b>	2006 Houghton Mifflin: The American Pageant, 13th Edition 2005 Prentice Hall: Magruder's American Government 2003 Lanahan Publishers, Inc.: Readings in the American Polity 2005 McDougal Littell: The Challenge of Democracy, 8th Edition 2007 Pearson, Prentice Hall: Anthropology, 12th Edition 2016 W.H. Freeman and Co.: AP-Ways of the World with Source 2019 Pearson (Savvas): World History - The Modern Era 2019 Pearson (Savvas): United States History: The Twentieth Century	Yes	0
<b>Foreign Language</b>	2023 Que Chevere!: 1, 2 & 3 2023 En Voz Alpha 1 & 2 2015 Wayside Publishing: Triangulo Aprobado (AP Spanish Language) 2003 Holt, Rinehart, and Winston: ¡Ven Conmigo! Nuevas Vistas (AP Spanish Language) 2013 Wayside Publishing: Azulejo (AP Spanish Literature)	Yes	0
<b>Health</b>	2004 Holt, Rinehart, and Winston: Lifetime Health	Yes	0
<b>Visual and Performing Arts</b>	1999 Glencoe: Art Talk	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.

Hawthorne Math and Science Academy's original facilities were built in 1947. 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			floors and carpets appear to not have been swept or cleaned within the last week, floors are filthy, ceiling



## School Facility Conditions and Planned Improvements

			tiles stained, storage on cabinets too high, loose data box in back of classroom
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		trash on floor, messy
<b>Electrical</b>	X		light out, daisy chain, microwave, coffee maker, fridge, electric kettle, air fryer, heater
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		restrooms do not appear to be maintained and cleaned regularly, water pressure low, loose faucet
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		ceiling tiles need adjusting
<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)	88	81	40	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	53	43	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>	122	122	100.00	0.00	81.15
<b>Female</b>	67	67	100.00	0.00	79.10
<b>Male</b>	55	55	100.00	0.00	83.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	17	17	100.00	0.00	100.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	84	100.00	0.00	75.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	13	13	100.00	0.00	30.77
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	68	100.00	0.00	77.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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>	122	122	100.00	0.00	42.62
<b>Female</b>	67	67	100.00	0.00	29.85
<b>Male</b>	55	55	100.00	0.00	58.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	17	17	100.00	0.00	52.94
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	84	100.00	0.00	40.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	13	13	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	68	100.00	0.00	41.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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)	40.69	57.66	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	111	111	100.00	0.00	57.66
Female	58	58	100.00	0.00	56.90
Male	53	53	100.00	0.00	58.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	63.64
Filipino	0	0	0	0	0
Hispanic or Latino	90	90	100.00	0.00	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	51.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

All students at Hawthorne Mathematics & Science Academy are scheduled to take all of the Courses required for University of California (UC) and/or California State University (CSU) Admission. Work experience programs, vocational education programs, and regional occupational programs typically offered at a comprehensive high school are not available at Hawthorne Mathematics & Science Academy. Our focus is to provide a core curriculum that ensures readiness for acceptance to a four-year college or university. Students who wish to participate in vocational based programs are required to meet with their counselor to discuss available options and make appropriate arrangements with neighboring high schools.

All students are scheduled in HMSA's UC/CSU courses so that they all have the opportunity to graduate with UC/CSU eligibility. HMSA's counseling department has also designed a college prep curriculum that students are introduced beginning in the summer before 9th grade. Activities consist of researching a variety of colleges, career assessment, and interest. HMSA invites representatives from public and private colleges to speak about their school's admission process and programs offered. Once COVID restriction lessen, HMSA will reinstate whole grade level College Visits.

### Advanced Placement

In 2021 – 2022, HMSA offers 11 advanced placement courses for students pursuing to earn college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html) .

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/> .

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	57.93

## 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 9	99%	99%	100%	99%	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

### Parent Involvement

As we move away from COVID Restrictions, Parent involvement continues to change at HMSA. Parents continue to attend virtual webinars and in person meetings. Parent conferences are being held virtually and in person.

Parents are encouraged to get involved in their child's learning environment, some examples are participating in a decision-making groups or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, letters, the school marquee, the school website, the automated telephone message delivery system, emails, the Parent Center, and PowerSchool. Contact the school secretary at (310) 973-8184 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

### Fundraising Activities

## 2023-24 Opportunities for Parental Involvement

Donations of School Supplies and Materials

Committees

English Learner Advisory Council  
 Parent Booster Clubs  
 School Site Council

School Activities

Back to School Night  
 Open House  
 Both Virtual and In-Person Parent Education Workshops  
 Both Virtual and In-Person Virtual Celebrations of Excellence  
 CIF Sports  
 Intramural Sports  
 Multicultural Fair  
 Both Virtual and In-Person Parent Conferences  
 Staff Appreciation Week  
 Both Virtual and In-Person Hawthorne Parent Academy (HPA)

### C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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>Dropout Rate</b>	0.8	0	0	0.8	0	0	9.4	7.8	8.2
<b>Graduation Rate</b>	98.3	98.6	98.2	98.3	98.6	98.2	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	112	110	98.2
<b>Female</b>	57	57	100.0
<b>Male</b>	55	53	96.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	11	11	100.0
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	90	90	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	98	97	99.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	542	534	46	8.6
Female	252	248	24	9.7
Male	290	286	22	7.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	47	46	7	15.2
Black or African American	87	84	4	4.8
Filipino	9	9	0	0.0
Hispanic or Latino	359	356	29	8.1
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	2	1	0	0.0
White	28	28	4	14.3
English Learners	47	46	6	13.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	410	406	34	8.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	22	4	18.2

### 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	0.00	0.18	1.11	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	1.11	0
Female	1.59	0
Male	0.69	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.38	0
Black or African American	1.15	0
Filipino	0	0
Hispanic or Latino	0.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.73	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 the requirements of Senate Bill 187. 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 Math and Science Academy's safety plan was discussed at a public meeting on January 29, 2024, and will be considered for approval by School Site Council on February 26, 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	29	3	9	8
Mathematics	27	4	11	6
Science	29	3	9	8
Social Science	31	1	8	8

## 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	22	6	19	
Mathematics	21	12	14	1
Science	22	8	16	1
Social Science	20	10	14	2

## 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	27	5	12	3
Mathematics	25	4	16	1
Science	27	5	9	6
Social Science	24	7	12	0

## 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	178

## 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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	\$11,945.79	\$672.02	\$11,273.77	\$101,117.00
District	N/A	N/A	\$1,478.63	\$97,610
Percent Difference - School Site and District	N/A	N/A	153.6	3.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	38.8	12.1

## Fiscal Year 2022-23 Types of Services Funded

For the 2022-2023 school year, Hawthorne School District spent an average of \$15,996.01 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; deans; 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%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	31.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	1
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	3
<b>Mathematics</b>	2
<b>Science</b>	2
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	13

## Professional Development

All training and curriculum development activities at Hawthorne Math and Science Academy revolve around the California State Standards. During the 2020-2021, 2021-2022, and 2022-2023 school years, Hawthorne Math and Science Academy held staff development training devoted to:

- Common Core State Standards
- Grade Level Collaboration
- Writing
- Next Generation Science Standards (NGSS)

Decisions concerning the selection of staff development activities are performed by the principal, assistant principal, department chairs, counselor, and the projects and activities coordinator using tools such as teacher input, advanced placement results, reflection upon past practices, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hawthorne Math and Science Academy supports ongoing professional growth throughout the year on early release days and during teacher preparation time. 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 Math and Science Academy's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

- English Language Development (ELD), Integrated ELD, and Designated ELD
- Google Docs Training
- Google Classroom Training
- Technology Training
- GALE Database to support student research Training
- Transitioning classes to a virtual format
- Mental Health
- Substance Abuse

Hawthorne Math and Science Academy 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, the Hawthorne Math and Science Academy provided five full-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>	5	5	4