

# Bud Carson Middle

## 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>	Bud Carson Middle
<b>Street</b>	13838 South Yukon Ave.
<b>City, State, Zip</b>	Hawthorne, CA 90250
<b>Phone Number</b>	310-676-1908
<b>Principal</b>	John Paterson
<b>Email Address</b>	jpaterson@hawthorne.k12.ca.us
<b>School Website</b>	www.budcarsonmiddle.org
<b>County-District-School (CDS) Code</b>	19645926014021

## 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

The BCMS Science, Technology, Engineering, and Math (STEM) Academy is an ambitious approach to student learning that brings together the educational demands of high academic standards and accountability while providing students the opportunities and skills needed to be successful in today's technology-driven world. With the understanding that school is the path to a brighter future, the BCMS STEM Academy has developed partnerships to ensure that each child is engaged in meaningful learning. Each student's academic experience will be enhanced through project-based learning, hands-on use of technology, real-life exposure to STEM careers, and career planning that will culminate in a viable plan for post-secondary education. We strive to energize our students by teaching them to take the lead in determining their future.

### Mission Statement

It is the mission of Bud Carson Middle School that all students are provided an exemplary and safe educational experience that develops students who are respectful, engaged in learning, and academically successful. We are committed to building a team of students, their families, the school staff and community that prepares all our students to achieve academically and socially.

### School Vision

Bud Carson will be recognized as a safe, structured environment of highly cooperative and engaged students, parents and staff who work collaboratively to create lifelong learners who excel academically and who positively contribute to society.

### School Profile

Bud Carson Middle School is located in the southeastern region of Hawthorne and serves students in grades six through eight following a traditional calendar. At the beginning of the 2022-2023 school year, 685 students were enrolled, including 10% in special education, 5% qualifying for English Language Learner support, and 87.17% qualifying for free or reduced price lunch.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	220
Grade 7	222
Grade 8	236
<b>Total Enrollment</b>	<b>678</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
Asian	1.2%
Black or African American	33.8%
Filipino	0.9%
Hispanic or Latino	60.5%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	1.2%
White	0.9%
English Learners	24.8%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	68.7%
Students with Disabilities	9.4%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.20	93.86	340.50	93.66	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.30	0.93	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>	1.30	3.76	14.10	3.89	12115.80	4.41
<b>Unknown</b>	0.50	1.41	8.30	2.30	18854.30	6.86
<b>Total Teaching Positions</b>	35.30	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>	30.30	79.84	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>	1.40	3.71	7.80	2.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.90	5.05	6.70	1.79	11953.10	4.28
<b>Unknown</b>	4.30	11.34	15.80	4.19	15831.90	5.67
<b>Total Teaching Positions</b>	38.00	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	1.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.40

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	1.30	1.90
<b>Total Out-of-Field Teachers</b>	1.30	1.90

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	3.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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

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

Year and month in which the data were collected

October 2023

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

## School Facility Conditions and Planned Improvements

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

Bud Carson Middle School's original facilities were built in 1955; 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			wallpaper peeling/torn, tint on door peeling, removed old phone, unsecured items stored too high,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			musty smell,
<b>Electrical</b>		X		electric kettle, daisy chain, air freshener/ plug, microwave, one light out,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Urine smell, loose faucet, hand dyer is off, dirty floor, dirty sink, light diffuser broken, not stocked with toilet paper, soap, and/or paper towels, drinking fountain and sink water off, water pressure low,
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Personal heater, fire alarm broken, fire extinguisher not signed, door closer needs to be adjusted, fire extinguisher hook loose,
<b>Structural:</b> Structural Damage, Roofs	X			acoustic ceiling tile, ceiling tile warped, missing ceiling tile,
<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)	38	34	40	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	26	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>	700	670	95.71	4.29	34.03
<b>Female</b>	346	335	96.82	3.18	37.01
<b>Male</b>	354	335	94.63	5.37	31.04
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	236	232	98.31	1.69	35.34
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	427	402	94.15	5.85	31.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	157	136	86.62	13.38	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	582	563	96.74	3.26	33.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	71	62	87.32	12.68	11.29

## 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>	699	681	97.42	2.58	26.43
<b>Female</b>	346	341	98.55	1.45	25.22
<b>Male</b>	353	340	96.32	3.68	27.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	235	225	95.74	4.26	27.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	427	419	98.13	1.87	25.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	157	154	98.09	1.91	5.84
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	581	569	97.93	2.07	26.01
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	71	62	87.32	12.68	9.68

## 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)	18.75	15.49	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	240	237	98.75	1.25	15.19
Female	126	125	99.21	0.79	12.80
Male	114	112	98.25	1.75	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	78	78	100.00	0.00	11.54
Filipino	--	--	--	--	--
Hispanic or Latino	144	141	97.92	2.08	15.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	49	98.00	2.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	190	98.45	1.55	16.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	4.17

## 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	99%	99%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, and School Messenger. Contact any school office staff member at (310) 676-1908 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Committees:

English Learner Advisory Council  
Parent Teacher Student Organization  
School Site Council

School Activities:

Back to School Night  
High School Information Night  
Open House  
Student Performances  
Student Recognition Assemblies  
Hustle for Huskies  
"I'm Going to Middle School" Day Sixth Grade  
New Parent Orientation  
Special Interest Parent Information Meetings  
Hawthorne Parent Academy  
STEM Super Saturday  
Coffee with the Coaches / Pastries with the Principal

## 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
Dropout Rate				0.8	0	0	9.4	7.8	8.2
Graduation Rate				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
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	735	242	32.9
Female	369	363	118	32.5
Male	378	372	124	33.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	1	11.1
Black or African American	251	249	77	30.9
Filipino	6	6	0	0.0
Hispanic or Latino	455	445	154	34.6
Native Hawaiian or Pacific Islander	8	8	5	62.5
Two or More Races	8	8	2	25.0
White	6	6	2	33.3
English Learners	191	187	54	28.9
Foster Youth	9	8	4	50.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	617	613	204	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	39	50.0

### 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	15.52	16.87	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	16.87	0
Female	11.11	0
Male	22.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	23.51	0
Filipino	0	0
Hispanic or Latino	13.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	10.99	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	17.99	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.39	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. Bud Carson Middle School's safety plan was discussed at a public meeting on January 19, 2024, and approved by School Site Council on February 9, 2024.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	24	13	42	

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	20	21	49	

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	28	4	42	0
Other	0	0	0	0

## 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	30	3	7	13
Mathematics	32	2	6	21
Science	31	2	3	11
Social Science	31	2	3	11



## 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	27	1	20	
Mathematics	28		27	
Science	28		14	
Social Science	28		14	

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	16	3
Mathematics	31	0	22	6
Science	31	0	12	2
Social Science	31	0	12	2

## 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	339

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
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	\$10,748.53	\$2,317.26	\$8,431.27	\$84,668.00
District	N/A	N/A	\$3,809.90	\$97,610
Percent Difference - School Site and District	N/A	N/A	75.5	-14.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	10.3	-5.6

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

## Professional Development

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

- Data Analysis
- English Learners
- Google Docs
- Instructional Rounds
- Lesson Planning
- Preparation for CAASPP Testing
- Science, Technology, and Math (STEM) Activities
- Springboard Math Adoption Teacher Training
- Supporting Students
- Technology Integration
- Positive Behavior Intervention & Support
- StudySync ELA
- Amplify Science
- Technology to deliver Distance Learning
- ILT (Instructional Leadership Team) meetings for ELA, Math and History
- Subject Area Collaboration by grade level
- Cross-Site Collaboration for Science and PLTW (Project Lead the Way)
- Google Classroom

Decisions concerning selection of staff development activities are performed by the leadership team using tools such as surveys and district assessments and results, and literature on current topics to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Bud Carson Middle School supports ongoing professional growth throughout the year on early release days, during monthly after school department meetings, and monthly first period collaboration time. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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, Bud Carson Middle School's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

- ELA- Annotating Text to Deepen Understanding
- Math- Mathematical Discourse
- Supporting English Learners in Listening, Speaking, Reading and Writing
- What Every General Education Teacher Should Know About Special Education
- Every Teacher Counts: Personal Finance for Teachers
- New Teacher Training
- ELA- Study Sync Understanding the Purpose of Skill Lessons to Enhance Reading and Writing
- Math- Number Talks
- Effective ELD Strategies for English Learners
- Parent Engagement Strategies
- Accommodations and Modifications in the School Setting
- How to Address Challenging Behaviors
- Olweus Anti-Bullying Training
- Acellus
- Jamboard
- Pear Deck
- Google Forms/Exit Tickets
- Google Slides
- Utilizing Science Resources in Your Classroom
- Integrated and Designated ELD with Study Sync
- Strategies for Supporting
- More Capable Learners and GATE Students in the Classroom
- Accommodations and Modifications in the General Education Classroom
- Power Teacher Pro

## Professional Development

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

Bud Carson Middle School offers support to new and veteran teachers through peer coaching and mentoring by instructional coaches and administrators. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Long term substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

For the 2022-23 school year Bud Carson Middle School provided 16 full day professional development session and 18 partial day professional development sessions.

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

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