

Kornblum School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Kornblum School
Street	3620 West El Segundo Blvd.
City, State, Zip	Hawthorne, CA 90250
Phone Number	310.970.4294
Principal	Bridget Cruz Brown
Email Address	Bcruz-brown@hawthorne.k12.ca.us
School Website	https://kornblum.hawthornesd.org/
Grade Span	K-5
County-District-School (CDS) Code	19645926117246

2024-25 District Contact Information	
District Name	Hawthorne School District
Phone Number	(310) 676-2276
Superintendent	Dr. Brian Markarian
Email Address	bmarkarian@hawthorne.k12.ca.us
District Website	www.hawthorne.k12.ca.us

2024-25 School Description and Mission Statement
<p>Principal's Message</p> <p>At Kornblum Elementary, our Cardinals proudly follow the Cardinal Rules: Be Respectful, Be Responsible, Be Safe, and Always Give Your Best Effort. Our dedicated staff is committed to fostering growth in English Language Arts and Mathematics, while also prioritizing Social-Emotional Learning (SEL) to support the whole child. This year, we continue to implement the Olweus Anti-Bullying Prevention Program and provide our students with Positive Behavior Supports, creating a safe and inclusive environment for all learners. We are excited to invite families to participate in the many engaging family events we have planned throughout the year.</p>

2024-25 School Description and Mission Statement

We firmly believe that our partnership with parents is a key factor in our school's success. Through our Parent Center and Parent-Teacher Organization (PTO), we encourage parents to play an active role in their children's education. Our parent workshops focus on Language Arts and Mathematics, equipping families with strategies to reinforce learning at home and support classroom instruction.

It is my honor to serve as principal of Kornblum Elementary. I am fortunate to work alongside a talented and dedicated staff who share a passion for excellence, as well as caring and supportive families who are invested in the success of our students. The combined efforts of our students, staff, and parents inspire me to give my very best every day. Together, as a collaborative community of stakeholders, we will achieve another successful school year filled with growth, achievement, and pride.

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

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

School Moto
Excellence is the Standard

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	80
Grade 2	81
Grade 3	89
Grade 4	103
Grade 5	91
Total Enrollment	550

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	26.9
Filipino	0.7
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.9
White	0.9
English Learners	38.4
Foster Youth	0.4
Homeless	0.7
Socioeconomically Disadvantaged	86
Students with Disabilities	7.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	96.12	340.50	93.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.88	14.10	3.89	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	8.30	2.30	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	94.14	346.70	91.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.22	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.78	7.80	2.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.50	6.70	1.79	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.55	15.80	4.19	15831.90	5.67
Total Teaching Positions	28.10	100.00	378.00	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	94.21	331.00	90.45	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.93	5.30	1.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.20	1.43	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.86	24.30	6.66	14303.80	5.15
Total Teaching Positions	25.90	100.00	365.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.50	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.50	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	0
Local Assignment Options	1.00	0.00	0
Total Out-of-Field Teachers	1.00	0.10	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 9, 2024, 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 2024-2025 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw Hill - World of Wonders (TK); 2017 Benchmark Education Co.: Benchmark Advance	Yes	0%
Mathematics	2017 McGraw Hill - World of Wonders (TK); 2015 Pearson: enVisionMATH	Yes	0%
Science	2017 McGraw Hill - World of Wonders (TK); 2020 McGraw Hill: California Inspire Science	Yes	0%
History-Social Science	2017 McGraw Hill - World of Wonders (TK); 2017 California Studies Weekly	Yes	0%
Health	2006 Harcourt Houghton Mifflin	Yes	0%
Visual and Performing Arts	Art: 2007 SRA/McGraw Hill; Music: 2005, 2008 Edition Pearson, Scott Foresman	Yes	0%

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

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.

Kornblum Elementary School's original facilities were built in 2000. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			edge of countertop peeling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			floors and carpets appear to not have been swept or cleaned within the last week, not vacuumed
Electrical	X			fridge and air purifier stacked, daisy chain, fridge, microwave, coffee maker, lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			hand dryers not working, urine smell, floor slippery, no soap, DF water pressure too high, DF water pressure low
Safety: Fire Safety, Hazardous Materials	X			fire extinguisher is surrounded by plastic bags and cardboard Ziplock bags, fire extinguisher not signed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	25	41	39	46	47
Mathematics (grades 3-8 and 11)	24	21	31	29	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	280	94.92	5.08	24.64
Female	139	133	95.68	4.32	24.06
Male	156	147	94.23	5.77	25.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	73	71	97.26	2.74	28.17
Filipino	--	--	--	--	--
Hispanic or Latino	208	196	94.23	5.77	22.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	102	88.70	11.30	7.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	203	97.13	2.87	24.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	4.35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	292	98.98	1.02	20.55
Female	139	138	99.28	0.72	12.32
Male	156	154	98.72	1.28	27.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	73	72	98.63	1.37	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	208	206	99.04	0.96	18.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	113	98.26	1.74	6.19
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	208	99.52	0.48	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	0.00

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.43	17.82	20.70	21.29	30.29	30.73

2023-24 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	102	101	99.02	0.98	17.82
Female	44	43	97.73	2.27	18.60
Male	58	58	100.00	0.00	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	15.38
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	18.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	46	97.87	2.13	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	17.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 requires only participation results 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 5	99%	100%	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.

2024-25 Opportunities for Parental Involvement
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, 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, memos, notes, reminders, direct contact apps such as Peach Jar and School Messenger. Contact the school office at (310) 970-4294 for more information on how to become involved in your child's learning environment.
Opportunities to Volunteer Chaperone Field Trips Classroom Helper Library Assistant Parent Center Crosswalks Valet (morning) Trunk or Treat Cardinal Currency Sales Popcorn sales afterschool ice cream sales Incentive Program Recess Games
Committees English Learner Advisory Council Parent Teacher Organization School Site Council
School Activities Back to School Night

2024-25 Opportunities for Parental Involvement

- Movie Night
- Open House
- Parent Education Workshops
- Student Performances
- Harvest Carnival
- Honor Roll/Principal Trimester Awards Assemblies
- Parent Lunch
- Parent Teacher Conferences
- Parent Advisory Meetings
- Hawthorne Parent Academy Meetings
- Junior, Junior P Rom Dance
- Read Across America Week Celebration
- Mother-Son Sports Challenge
- Hispanic Heritage Program
- African-American History Program
- Family Picnics
- 50's Day - celebrating the 50th day of school
- 80's Day celebrating the 80th day of school
- 100's Day - celebrating the 100th Day of School
- Career Day

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	594	168	28.3
Female	294	281	81	28.8
Male	322	313	87	27.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	170	162	49	30.2
Filipino	--	--	--	--
Hispanic or Latino	419	405	109	26.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	252	241	58	24.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	543	527	153	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	47	11	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.16	2.26	1.62	3.51	4.18	4.24	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0.00
Female	0.68	0.00
Male	2.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.12	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.19	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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,

2024-25 School Safety Plan

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. Kornblum's safety plan will be discussed at a public meeting on December 10, 2024, and considered for approval by School Site Council on January 21, 2025.

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.

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
K	14	3	3	
1	11	6	2	
2	14	3	4	
3	13	3	3	
4	11	6	3	
5	10	7	3	

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	25	1	4	
1	28		3	
2	24		4	
3	17	2	4	
4	28		3	
5	30		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27		3	
1	27		3	
2	27		3	
3	30		3	
4	34			3
5	30		3	

2023-24 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	366.67

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,717.21	\$1,833.08	\$9,884.13	\$95,304.00
District	N/A	N/A	\$3,246.76	\$107,285
Percent Difference - School Site and District	N/A	N/A	101.1	-11.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-8.6	-1.1

Fiscal Year 2023-24 Types of Services Funded

For the 2023-2024 school year, Hawthorne School District spent an average of \$18,881.00 of total general funds to educate each student (based on 2023-2024 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,568	\$58,553
Mid-Range Teacher Salary	\$96,485	\$93,924
Highest Teacher Salary	\$123,838	\$119,489
Average Principal Salary (Elementary)	\$153,073	\$149,898
Average Principal Salary (Middle)	\$153,467	\$157,111
Average Principal Salary (High)	\$159,313	\$151,698
Superintendent Salary	\$272,500	\$270,432
Percent of Budget for Teacher Salaries	29.37	31.93
Percent of Budget for Administrative Salaries	5.08	5.62

Professional Development

All training and curriculum development activities at Kornblum Elementary revolve around the California State Standards. During the 2022-2023, 2023-2024, and 2024-2025 school years, Kornblum Elementary held staff development training devoted

to:

- Bully Prevention
- Classroom Management
- Common Core State Standards in English Language Arts and Mathematics
- English Learner Student Achievement
- Formative Assessment
- enVision Math Curriculum and Instruction
- Technology Training
- Footsteps 2 Brilliance
- Positive Behavior Intervention and Support (PBIS)
- Child Abuse Prevention and Reporting

Decisions concerning selection of staff development activities are performed by the principal, the literacy coach, the special projects teacher, and the math coach using tools such as state assessment results, district benchmark results, data analysis, parent suggestions, needs assessment, unit planning, and end-of-unit exams to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Kornblum Elementary supports ongoing professional growth throughout the year on early release days. Teachers meet in grade 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 2022-2023, and 2023-2024, and 2024-2025 school years, Kornblum Elementary teachers had the opportunity to attend the following event hosted by the Hawthorne School District:

- enVision Mathematics
- Project-Based Learning
- High Quality Physical Education
- English Language Arts Program Basics – Foundational Skills
- Fluency and Comprehension
- Taking a Closer Look – Comprehension and Writing
- English Language Development (ELD), Integrated ELD and Designated ELD
- Using Math Manipulatives
- Footsteps 2 Brilliance
- Google Training
- Technology Training
- Classroom Management Using PBIS Strategies
- Math Pedagogy and the EL Student
- Writing
- Arts Integration
- Bullying Prevention
- Power Teacher Pro
- Preparing for Success with EL's
- Second Step: Social-Emotional Learning
- Arts Integration: Benchmark Advance Unit #5
- Substance Abuse
- ELA-Writing
- Math-Formative Assessment Strategies
- EL-Scaffolding Writing for EL's
- STEM-Supporting Students in Science
- STEM- Connecting Language and Science
- Mental Health
- Footsteps2Brilliance Overview and Refresher for Teachers New to Footsteps to Brilliance
- Footsteps2Brilliance Phonics and the Science of Reading
- Footsteps2Brilliance Writing with Footsteps to Brilliance
- ELA: Preparing for Success with ELA
- STEM: Connecting Life Science and Benchmark Advance
- Math: Preparing for Success with Math

Professional Development

Kornblum Elementary 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 2024-25 school year, Kornblum Elementary provided 5 full-day professional development sessions and 49 partial-day professional development sessions.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	42	41	54

Hawthorne School District
14120 S. Hawthorne Blvd.
Hawthorne, CA 90250
October 9, 2024

Resolution# 7

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE HAWTHORNE
SCHOOL DISTRICT OF SUFFICIENT STANDARDS-ALIGNED PUPIL TEXTBOOKS
AND/OR INSTRUCTIONAL MATERIALS IN EACH SUBJECT
FOR 2024-2025**

WHEREAS, the Governing Board of Hawthorne School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on the 9th day of October 2024 at 6:00 PM, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

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

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

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

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

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

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

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

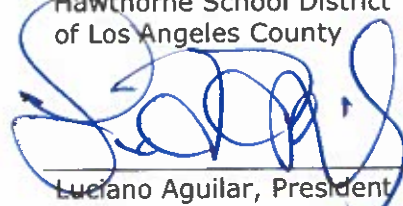
WHEREAS, sufficient textbooks or instructional materials were provided to each student enrolled in world/foreign language or health classes, and;

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

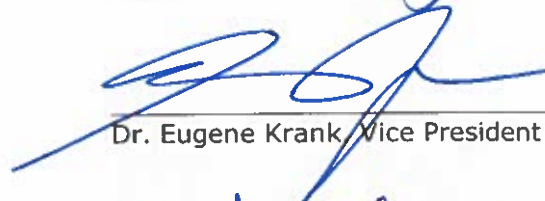
THEREFORE, it is resolved that for the 2024-2025 school year, the Hawthorne School District has provided each student with sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks.

ADOPTED this 9th day of October 2024.

BOARD OF TRUSTEES
Hawthorne School District
of Los Angeles County



Luciano Aguilar, President



Dr. Eugene Krank, Vice President



Cristina Chiappe, Clerk