Hawthorne Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

School Name	Hawthorne Middle School
Street	4366 West 129th Street
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 676-0167
Principal	Martha Castellanos
Email Address	micastellanos@hawthorne.k12.ca.us
School Website	https://hms.hawthornesd.org/
Grade Span	6-8
County-District-School (CDS) Code	19645926013965

2025-26 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

2025-26 School Description and Mission Statement

Dear HMS Families and Students,

At Hawthorne Middle School, we are committed to fostering a safe, inclusive, and enriching environment that helps students develop the skills and habits they need for high school and beyond.

HMS earned Schools to Watch redesignation by the California Department of Education and the California League of Educators. Our school will be recognized as a California Schools to Watch in March 2026, and a National Schools to Watch in June 2026. HMS was recognized by U.S. News and World Report by being listed as a 2026 Best Elementary/Middle Schools,

2025-26 School Description and Mission Statement

an award that is earned by placing in the top 40% of ranked schools in California. HMS also earned the 2025 California PBIS Silver Implementation Award.

Additionally, HMS was awarded a California Community Schools Partnership Program (CCSPP) grant in 2023, and continues its implementation that expanded opportunities for student enrichment, mental health services, and parent engagement.

Academic Programs:
HMS strives to ensure that all students receive the academic support that they need to succeed. Language Arts course placement options are Language Arts (core), Language Arts Honors, and Language Arts Support. Student placement is determined by CAASPP ELA student results. Action plan meetings, between administration and instructional coaches, to review CAASPP results, i-Ready data, Language Arts course grades, and teacher recommendations, are conducted to ensure appropriate student placement. All students use StudySync, a Language Arts Common Core standard-based curriculum. The Language Arts Support class focuses on reading comprehension strategies, grammar, and word study using Lexia PowerUp, a program designed to accelerate literacy gains for students who are not meeting grade-level standards. Students who exceed standards on CAASPP are considered for Language Arts Honors.

All students are placed in a core mathematics class. Students who scored standard not met on the CAASPP are enrolled in Math Success Lab, which focuses on basic math skills, AVID strategies, and social-emotional learning. Next Gen Math is used to address learning gaps. Students who exceed standards on CAASPP are considered for the accelerated math course in seventh grade to have the opportunity to take Algebra 1 as eighth graders.

Advancement Via Individual Determination (AVID) is in its fifteenth year of implementation at HMS. There are two sections of AVID in both seventh grade and eighth grade. AVID students have applied, interviewed, and been recommended to be in the AVID program. The AVID course prepares students for high school and college readiness. Along with attaining tools and strategies in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), AVID also provides leadership opportunities to build relational capacity. The main components of the program are academic instruction, tutorial support, motivational activities that focus on writing, critical thinking through inquiry, collaborative grouping, and strategies to increase rigor in instruction.

Enrichment Programs:
HMS offers diverse enrichment opportunities to create a well-rounded middle school experience:
-HMS Business Academy: In partnership with the Network for Teaching Entrepreneurship and Project Lead the Way, students gain foundational knowledge in financial literacy and entrepreneurship while fostering creativity, innovation, and technological proficiency.
-Two-Way Bilingual Immersion (TWBI): Sixth-grade students can achieve fluency in both Spanish and English, enhancing literacy in two languages.
-Advancement Via Individual Determination (AVID): The AVID elective course prepares students for high school and college readiness by focusing on writing, critical thinking, inquiry, and collaboration.
-Where Everyone Belongs (WEB): Eighth-grade mentors guide sixth graders through their transition to middle school.
-Clubs and Organizations: Students can participate in Math, Engineering, Science Achievement (MESA), Ecology Club, Interactive Club, and the HMS Student Advisory.
-Athletics: Competitive sports teams include cross country, flag football, volleyball, basketball, and soccer.

Parent Engagement
The Hawthorne Parent Academy, led by school counselors, supports families, especially those with sixth graders transitioning to middle school, by offering workshops on academic, social, and emotional development. Topics include social media tips, health and nutrition, substance abuse awareness, and college and career readiness. The Family Resource Center hosts parent education courses like ESL for Computers, Healthy Lungs, LA Department of Mental Health workshops, and Intermediate Computers. Parents also have a voice through committees like the School Site Council, English Learner Advisory Council, Community Schools Advisory Council, and Parent-Teacher Organization.

It is a privilege to work alongside our students, staff, parents, and community members to ensure a positive and fulfilling middle school experience.

Sincerely,
Martha Castellanos
Principal, Hawthorne Middle School

Hawthorne School District Mission Statement

2025-26 School Description and Mission Statement

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

School Profile

Hawthorne Middle School is located in the southern region of Hawthorne and serves students in grades six through eight following a traditional calendar. In the 2024-2025 school year, 753 students were enrolled, including 9% in special education, 22% qualifying for English Language Learner support, and 89% qualifying for free or reduced-price lunch.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	245
Grade 7	253
Grade 8	263
Total Enrollment	761

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	1.1
Asian	2.8
Black or African American	10.8
Filipino	1.1
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.1
White	1.7
English Learners	22.9
Foster Youth	0.4
Homeless	1.4
Socioeconomically Disadvantaged	90.8
Students with Disabilities	9.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.5	88.87	346.7	91.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.8	0.22	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.78	7.8	2.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	4.27	6.7	1.79	11953.1	4.28
Unknown/Incomplete/NA	1.5	4.06	15.8	4.19	15831.9	5.67
Total Teaching Positions	38.9	100	378	100	279044.8	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.

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)	34.4	92.83	331	90.45	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.35	5.3	1.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.13	5.2	1.43	11746.9	4.23
Unknown/Incomplete/NA	1	2.7	24.3	6.66	14303.8	5.15
Total Teaching Positions	37	100	365.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.9	90.89	297.2	83.15	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	0.56	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.42	1.1	0.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	4.76	22.6	6.33	12112.8	4.34
Unknown/Incomplete/NA	1.5	3.9	34.4	9.63	13705.8	4.91
Total Teaching Positions	38.4	100	357.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0.5	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.5	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	1.1	1.8
Total Out-of-Field Teachers	1.60	1.1	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	1.7	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 SRA/McGraw Hill StudySync English-Language Arts/ELD	0%
Mathematics	2024 Illustrative Mathematics: Imagine Learning	0%
Science	2018 Amplify Science, Regents of University of California	0%
History-Social Science	2017 Teachers' Curriculum Institute (TCI) Social Studies Alive: California Series	0%
Foreign Language	2023 Carnegie Learning, Inc.: En Voz Alta, Levels 1 and 2	0%
Health	2004 Holt, Rinehart and Winston: Decisions for Health	0%
Visual and Performing Arts	Art: 2001 Davis Publications, Inc.; Music: 2005, 2008 edition Pearson, Scott Foresman	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. Additionally, windows were replaced at Hawthorne Middle School.

Hawthorne Middle School's original facilities were built in 1949. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report	January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			cluttered, Stained ceiling tile, Cabinet back door off track, Cabinets missing handles or damaged, Dirty walls, Exterior wooden blind broken, Broken pencil sharpener, Loose ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Return vent dusty
Electrical			X	daisy chain, air freshener, boxes blocking electrical panel, toaster, microwave, cord protector needed, microwave-stacked-coffee maker, audio cable, air purifier stacked on cabinet, outlet loose at raceway, Light out, Replace data box cover, Alarm wires at rear door need adjustment, Loft missing electrical cover, Electrical room path of travel blocked, Light fixtures are NOT working properly:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilet bowl very dirty, Missing sanitary napkin disposal container in all stalls, Slight odor, Hand dryer not working, Low water pressure, Faucet missing aerator
Safety: Fire Safety, Hazardous Materials	X			furniture stored blocking access, spray bottle not labeled, wired trip hazard, Cleaning supplies, Fire extinguisher not signed, Door lock not approved, Cleaning products not locked, Items stored too high, Aerosols found, Lock down missing, Fire extinguishers obstructed, Data cable loose on floor
Structural: Structural Damage, Roofs	X			Loose door bolt
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	41	39	42	47	48
Mathematics (grades 3-8 and 11)	28	28	29	33	35	37

2024-25 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	758	752	99.21	0.79	41.15
Female	355	353	99.44	0.56	47.31
Male	403	399	99.01	0.99	35.68
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	81.82
Black or African American	82	82	100.00	0.00	35.37
Filipino	--	--	--	--	--
Hispanic or Latino	608	603	99.18	0.82	40.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	72.73
White	14	14	100.00	0.00	28.57
English Learners	152	148	97.37	2.63	6.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	423	418	98.82	1.18	39.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	73	98.65	1.35	6.94

2024-25 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	758	753	99.34	0.66	28.42
Female	355	353	99.44	0.56	26.06
Male	403	400	99.26	0.74	30.50
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	54.55
Black or African American	82	82	100.00	0.00	24.39
Filipino	--	--	--	--	--
Hispanic or Latino	608	604	99.34	0.66	28.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	14	14	100.00	0.00	7.14
English Learners	152	150	98.68	1.32	3.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	423	418	98.82	1.18	26.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	73	98.65	1.35	4.11

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.96	21.13	21.29	21.04	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	265	100.00	0.00	21.13
Female	132	132	100.00	0.00	15.91
Male	133	133	100.00	0.00	26.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	35	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	19.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	145	100.00	0.00	17.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

Opportunities to Volunteer:
Chaperone Field Trips
Family Resource Center
Parent Academy
Donations
Fundraising Events
Event supervisor

Committees:
Community Schools Advisory Group
English Learner Advisory Council
Parent Teacher Organization
School Safety Committee
School Site Council

School Activities:
Back to School Night
Open House
Hawthorne Parent Academy
High School Information Night
Sports Events
Student Performances
English Learner Parent Workshops
AVID Parent Meetings
MESA Family Night
Parent-Teacher Organization Activities
Academic Award Assemblies
Math & Literacy Nights
Financial Literacy Event

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	789	780	176	22.6
Female	363	361	92	25.5
Male	426	419	84	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	0	0.0
Black or African American	91	88	19	21.6
Filipino	--	--	--	--
Hispanic or Latino	625	619	146	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	1	6.3
English Learners	182	180	38	21.1
Foster Youth	--	--	--	--
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	710	703	169	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	78	14	17.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.26	8.53	2.66	4.18	4.24	1.68	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.66	0.00
Female	0.83	0.00
Male	4.23	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	6.59	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	27.27	0.00
Socioeconomically Disadvantaged	2.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.41	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.

2025-26 School Safety Plan

The Comprehensive School Safety Plan is developed in consultation with the district office, law enforcement, and fire officials to fulfill Senate Bill 187 requirements. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and a physical environment that communicates respect for learning. Hawthorne Middle School's safety plan was discussed at a public meeting on December 19, 2024, and considered for approval by School Site Council on January 23, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	12	3
Mathematics	26	6	12	5
Science	24	6	13	0
Social Science	27	2	12	3

2023-24 Secondary 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 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	28	3	14	9
Mathematics	30	4	10	12
Science	30	3	8	7
Social Science	31	1	6	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	18	5
Mathematics	25	4	23	
Science	27	4	11	4
Social Science	29	2	8	8

2024-25 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	389.5

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,825.74	$2,352.79	$9,472.95	$119,878.00
District	N/A	N/A	$3,451.46	$113,465
Percent Difference - School Site and District	N/A	N/A	93.2	5.5
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-16.2	16.4

Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 school year, Hawthorne School District spent an average of $19,697.88 of total general funds to educate each student (based on 2024-2025 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$61,496	$61,597
Mid-Range Teacher Salary	$101,309	$98,902
Highest Teacher Salary	$130,030	$126,340
Average Principal Salary (Elementary)	$167,979	$158,383
Average Principal Salary (Middle)	$167,979	$165,207
Average Principal Salary (High)	$167,394	$162,237
Superintendent Salary	$297,570	$288,332
Percent of Budget for Teacher Salaries	31.01%	31.29%
Percent of Budget for Administrative Salaries	6.06%	5.38%

Professional Development

All training and curriculum development activities at Hawthorne Middle School revolve around the California State Standards. During the 2022-2023, 2023-2024, 2024-2025 school years, Hawthorne Middle School held staff development training devoted to:

Professional Development

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

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

During the 2022-2023, 2023-2024, and 2024-2025 school years, Hawthorne Middle School's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

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

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

For the 2025-26 school year, Hawthorne Middle School provided 68 professional development sessions. Three of the sessions were full-day, and 65 partial-day professional development sessions. The partial sessions were comprised of district quarterly professional development sessions, Instructional Leadership Team Professional Development, School-specific collaboration sessions supported by school support staff, and Teacher collaboration sessions supported by school support staff and teacher leaders.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	21	38	68