Hawthorne Math and Science Academy

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 Math and Science Academy
Street	4467 West Broadway
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 973-8184
Principal	Dr. Anakonia Matsumoto
Email Address	amatsumoto@hawthorne.k12.ca.us
School Website	https://hmsa.hawthornesd.org/
Grade Span	9-12
County-District-School (CDS) Code	19645920100354

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

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

Here at HMSA, we have made a commitment to provide the best educational program possible for our students. We hope the excellent quality of our program is a reflection of our commitment to our students by every HMSA staff member. HMSA aims to provide a welcoming, stimulating environment where students are actively involved in learning academics through a standards-

2025-26 School Description and Mission Statement

based curriculum. We hold both, staff and students, accountable for their work as we provide educational programs that meet or exceed state standards. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success. Validation of the quality of our program has come from a variety of recognitions, which include: 8-Time Title 1 Academic Achievement Awardee, 6-Time U.S. News National Best Schools Honoree, Three-Time California Distinguished School (2009, 2019, and 2021), 2015 California Golden Ribbon School, and Two-Time National Blue Ribbon Awardee (2010 and 2016).

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

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

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

Recently, a 2024-2025 US News and World Report ranked HMSA 40th in all California high schools, 71st in United States charter schools, 331th overall in United States high schools and 14th in Los Angeles Metro Public Schools. A 2020 Innovate Public Schools, USC Price, and USC Rossier Report recognized HMSA as a Top Public High Schools for Low-income Latino Students in Los Angeles County. HMSA received the California Distinguished School award in 2009, 2019, and 2021; the Title 1 Academic Achievement Award seven years in a row since 2008; the California Golden Ribbon in 2015; the ACT's College & Career Transition Exemplar in 2016; and the National Blue Ribbon both in 2010 and 2016.

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

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

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

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

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

The input and participation of all educational partners is encouraged and valued through a collaborative process. All parents are encouraged to complete 40 volunteer hours and may do so in a variety of ways. Parents are active members of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC); members of both committees represent HMSA at the

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District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC). HMSA parents maintain a Parent Booster Club (PBC) whose goal is to raise funds and to plan events that will enhance the experience of all students and staff at HMSA. The Parent Booster Club serves as a liaison between the school and the community. Parents are also encouraged to be a part of the school site's Community School Advisory Board (CSAC) in partnership with the community school's initiative for parent and student support.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	157
Grade 10	150
Grade 11	137
Grade 12	123
Total Enrollment	567

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.7
Asian	8.8
Black or African American	17.3
Filipino	1.8
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.5
White	4.4
English Learners	7.4
Foster Youth	0.2
Socioeconomically Disadvantaged	83.2
Students with Disabilities	3.4

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.

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)	24.2	89.87	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)	0	0	7.8	2.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.7	1.79	11953.1	4.28
Unknown/Incomplete/NA	2.7	10.09	15.8	4.19	15831.9	5.67
Total Teaching Positions	26.9	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)	23.2	87.78	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)	0.8	3.14	5.3	1.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.43	11746.9	4.23
Unknown/Incomplete/NA	2.3	9.04	24.3	6.66	14303.8	5.15
Total Teaching Positions	26.4	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)	24.5	90.41	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	0	1.1	0.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.6	6.33	12112.8	4.34
Unknown/Incomplete/NA	2.6	9.59	34.4	9.63	13705.8	4.91
Total Teaching Positions	27.1	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	0.00	0.8	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	0

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	0	3.7	0
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	0.7

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 Pearson: My Perspectives English Language Arts 2006 Pearson/Prentice Hall: Everyday Use Rhetoric at Work in Reading and Writing 2004 Bedford/St. Martin's: 50 Essays: A Portable Anthology 2004 Bedford/St. Martin's: 12 Plays: A Portable Anthology 2004 Pearson/Prentice Hall: The Prentice Hall Reader 2004 Prentice Hall: Literature: An Introduction to Fiction, Poetry, and Drama	0
Mathematics	2025 Big Ideas Learning: Algebra 1 2025 Big Ideas Learning: Geometry 2025 Big Ideas Learning: Algebra 2 2004 McDougal Littell: Trigonometry 2006 Holt, Rinehart, and Winston: Precalculus 2006 McDougal Littell/Houghton Mifflin: Calculus	0

	2008 McDougal Littell: Elementary Statistics 2005 Glencoe/McGraw-Hill: Economics	
Science	2023 Kognity Education NGSS The Living Earth: Integrating Biology and Earth Science (Ebook) 2025 Pearson Education / Campbell Biology in Focus AP – Biology in Focus (Ebook) 2023 Kognity Education NGSS Chemistry in the Earth System: Integrating Chemistry and Earth and Space Science (Ebook) 2023 Kognity Education NGSS Physics of the Universe: Integrating Physics and Earth and Space Science (Ebook) 2019 Pearson/Savvas AP – College Physics Explore and Apply & Mastering & etext 2023 BFW McMillan AP – Environmental Science for the AP course (Ebook), 4th edition	0
History-Social Science	2016 W.H. Freeman and Co AP – Ways of the World with Source 2019 Pearson (Savvas) World History: The Modern Era 2019 Pearson (Savvas) United States History: The Twentieth Century 2006 Houghton Mifflin AP – The American Pageant, 13th Edition 2005 Prentice Hall Magruder's American Government 2003 Lanahan Publishers, Inc. AP – Readings in the American Polity 2005 McDougal Littell AP – The Challenge of Democracy, 8th Edition 2007 Pearson, Prentice Hall Anthropology, 12th Edition	0
Foreign Language	2020 Carnegie Learning Que Chevere! 1 (non-native speakers) 2020 Carnegie Learning Que Chevere! 2 (non-native speakers) 2020 Carnegie Learning Que Chevere! 3 (non-native speakers) 2020 Carnegie Learning Voz Alta 1 (native speakers) 2020 Carnegie Learning Voz Alta 2 (native speakers) 2013 Wayside Publishing AP – Triángulo Aprobado 2003 Holt, Rinehart & Winston AP – ¡Ven Conmigo! Nuevas Vistas 2012 Wayside Publishing AP – Azulejo	0
Health	2023 Kognity Education: Biology	0
Visual and Performing Arts	1996 Davis Publications, Inc.: Discovering Art History	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.

School Facility Conditions and Planned Improvements

Hawthorne Math and Science Academy's original facilities were built in 1947. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report	December 3, 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			Room 202-floors need cleaning, Room 402-unsecured items stored too high.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls' restroom-repair loose toilet seats, MultiPurpose Room-hard water stain on faucet, and inside toilet bowls.
Safety: Fire Safety, Hazardous Materials	X			Room202-fire extinguisher not signed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Physical Education Equipment left out

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)	85	82	39	42	47	48
Mathematics (grades 3-8 and 11)	51	57	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	129	129	100.00	0.00	82.17
Female	46	46	100.00	0.00	84.78
Male	83	83	100.00	0.00	80.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	84.85
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00	0.00	79.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	77.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	129	129	100.00	0.00	56.59
Female	46	46	100.00	0.00	52.17
Male	83	83	100.00	0.00	59.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	51.52
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	64.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	47.86	55.16	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	253	252	99.60	0.40	55.16
Female	97	97	100.00	0.00	50.52
Male	156	155	99.36	0.64	58.06
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	44	44	100.00	0.00	61.36
Filipino	--	--	--	--	--
Hispanic or Latino	165	164	99.39	0.61	51.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	75.00
English Learners	14	14	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	115	100.00	0.00	57.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	25.00

2024-25 Career Technical Education Programs

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

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

Advanced Placement
In 2024-2025, HMSA offered 12 advanced placement courses for students pursuing to earn college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

2024-25 Career Technical Education Programs

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

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	81.45

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 9	98%	99.3%	100%	98.%	99.3%

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

Parent Involvement

Parent involvement continues to change and remains a priority at Hawthorne Math and Science Academy. Parents are encouraged to attend webinars and in-person workshops. Parent conferences are being held virtually and in person.

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

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

Opportunities to Volunteer

Fundraising Activities
Donations of School Supplies and Materials

Committees

English Learner Advisory Council
Parent Booster Clubs
School Site Council
Community School Advisory Council

School Activities

Back to School Night
Open House

2025-26 Opportunities for Parental Involvement

Both Virtual and In-Person Parent Education Workshops
Both Virtual and In-Person Virtual Celebrations of Excellence
CIF Sports
Intramural Sports
Multicultural Fair
Both Virtual and In-Person Parent Conferences
Staff Appreciation Week
Both Virtual and In-Person Hawthorne Parent Academy (HPA)
ASB Movie Nights
Aviators MARKet Place
Talent Show

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 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
Dropout Rate	0	0	0	0	0	0	8.2	8.9	8
Graduation Rate	98.2	95.9	93.9	98.2	95.9	93.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	132	124	93.9
Female	58	51	87.9
Male	74	73	98.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	21	15	71.4
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	89	88	98.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	110	107	97.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	13	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	580	572	46	8.0
Female	277	272	22	8.1
Male	303	300	24	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	7	13.7
Black or African American	101	100	8	8.0
Filipino	11	11	0	0.0
Hispanic or Latino	374	368	27	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	26	2	7.7
English Learners	44	44	6	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	481	476	41	8.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	24	4	16.7

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
1.11	0.54	0.52	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	0.52	0.00
Female	0.00	0.00
Male	0.99	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	2.97	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 the requirements of Senate Bill 187. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and a physical environment that communicates respect for learning. Hawthorne Math and Science Academy's safety plan was discussed at a public meeting on December 15, 2025, and will be considered for approval by School Site Council on January 26, 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	12	3
Mathematics	25	4	16	1
Science	27	5	9	6
Social Science	24	7	12	0

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	27	4	13	3
Mathematics	26	4	15	2
Science	28	4	12	4
Social Science	25	6	11	1

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	28	2	17	1
Mathematics	27	4	12	5
Science	28	2	10	4
Social Science	27	5	10	2

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	274

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	$14,978.78	$1,532.26	$13,446.52	$120,985.00
District	N/A	N/A	$1,085.03	$113,465
Percent Difference - School Site and District	N/A	N/A	170.1	6.4
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	18.7	17.3

Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 school year, Hawthorne School District spent an average of $18,516.48 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%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.3

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
Computer Science	2
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	5
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

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

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

Decisions concerning the selection of staff development activities are performed by the principal, assistant principal, department chairs, counselor, and the projects and activities coordinator using tools such as teacher input, advanced placement results, reflection upon past practices, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hawthorne Math and Science Academy supports ongoing professional growth throughout the year on early release days and during teacher preparation time. Teachers meet in both grade-level and department-level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

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

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

Professional Development

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

For the 2024-25 school year, the Hawthorne Math and Science Academy provided three full-day professional development sessions and 10 partial day professional development sessions.

For the 2025-26 school year, Hawthorne Math and Science Academy provided 43 professional development sessions. Three of the sessions were full-day, and 40 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 facilitated by school support staff, and Teacher collaboration sessions facilitated 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	4	13	43