

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials section and school facilities information was acquired in March 2008.

HAWTHORNE HIGH SCHOOL



4859 West El Segundo Blvd., Hawthorne, CA 90250
(310) 263-4400

Ray Rodriguez, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2006-07 SCHOOL ACTIVITY PUBLISHED IN MAY 2008

PRINCIPAL'S MESSAGE

Hawthorne High School is committed to the development of our students' intellectual, moral, and emotional well-being. We help our students to improve the skills they need to become effective communicators, questioners, fact finders, and independent thinkers.

We encourage our students to commit themselves to academic achievement, the pursuit of excellence, and the highest ethical standards. We expect our students to accept responsibility for their own lives and to understand the impact they have on our changing society.

The administration, faculty, and staff of Hawthorne High School share decision-making with the community to maintain a positive educational environment.

DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2006-07 school year, the district's three comprehensive high schools, continuation school, and charter school served a total of 7,586 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox.

DISTRICT VISION

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

SCHOOL PROFILE

During the 2006-07 school year, Hawthorne High School served 2,738 students in grades 9-12. Student enrollment included 10.85% receiving special education services, 33.1% qualifying for English learner support, and 68.9% qualifying for free or reduced-price meals. Hawthorne High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

SCHOOL MISSION & VISION

At Hawthorne High, we are committed to developing each student's intellectual, cultural, moral, and emotional character to its greatest potential by providing a learning environment that is safe, orderly, supportive, and effective.

We encourage our students to commit themselves to academic achievement, the pursuit of excellence, and the highest ethical standards of our families, communities and the nation. We encourage students to accept responsibility for their own lives, their actions, and the impact they have on changing society as they continue their lifelong process of learning. The administration, faculty and staff of Hawthorne High School are committed to shared decision making with the community to maintain our educational environment and achieve our mission.

Percentage of Students by Ethnicity

2006-07 Enrollment: 2,738

African-Amer.	13.8%
Amer. Indian or Alaskan Native	0.1%
Caucasian	4.4%
Asian	1.8%
Filipino	1.0%
Hispanic or Latino	76.5%
Pacific Islander	1.5%
Multiple or No Response	1.0%

PARENT INVOLVEMENT

Parents are encouraged to get involved in Hawthorne High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- In the classroom
- Chaperoning field trips, dances, and college visits
- With special projects, mailers, test prep activities
- With athletics

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Superintendent's Advisory Committee, and Student Support Personnel Team. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the school office at (310) 263-4400.

Hawthorne High provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Back to School Night
- Family Counseling
- Family Mediation
- Open House
- Parent Education Workshops
- Student Performances
- Subject-Based Family Nights
- Fundraising
- Title I Parent Meetings
- Renaissance Program
- Parent Conferences
- Monthly Parent Meetings

SCHOOL NEWS

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- ConnectEd (mass communication telephone system)
- Monthly Calendars
- Quarterly School Newsletters

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Hawthorne High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, CAHSEE results, benchmark assessments, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2006-07 AYP cycle, high schools must achieve a 22.5% or higher proficiency rate in English/language arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hawthorne High	CVUHSD
Overall School Results	No	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	Yes
Math	Yes	Yes
API	Yes	Yes

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Hawthorne High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or

more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

PHYSICAL FITNESS

In the spring of each year, Hawthorne High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Upon completion of the 2006-07 fitness exam, 14% of ninth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pff/>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 65% of Hawthorne High School's tenth grade students who

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Hawthorne High			CVUHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	21	22	22	19	21	22	40	42	43
Math	7	8	9	12	11	10	38	40	40
Science	22	22	22	14	19	19	27	35	38
History	19	16	16	19	16	16	32	33	33.00

Only grades 9-11 take the Science and History portions of this exam.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07								
Hawthorne High								
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
English-Language Arts	20	*	38	32	21	14	40	
Math	5	*	24	11	9	15	12	
Science	16	*	41	*	21	*	42	
History	11	*	44	36	15	15	29	

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed

In cases where a % is not provided, no students were tested in the subgroup or subject area.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07						
Hawthorne High						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	19	25	8	20	2	
Math	9	8	4	8	0	
Science	21	24	14	21	9	
History	18	13	6	14	7	

took the test passed the math portion of the exam and 63% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

The API table in this report highlights Hawthorne High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Hawthorne High			CVUHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English	27.4	35.1	27.3	27.6	31.1	28.1	49.0	51.1	48.6
Mathematics	22.0	30.6	32.8	26.1	32.2	34.1	45.2	46.8	49.9

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2006-07**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	72.7	17.7	9.6	67.2	24.6	8.2
Male	80	12.2	7.8	69.1	23.4	7.5
Female	64.9	23.6	11.5	65.2	25.9	8.9
African American	75	16.2	8.8	73.4	17.7	8.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	57.1	21.4	21.4	28.6	57.1	14.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	74	17.8	8.2	68.7	23.7	7.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	58.6	17.2	24.1	53.6	35.7	10.7
English Learners	86.4	11	2.6	78	18.4	3.6
Socioeconomically Disadvantaged	76.3	16.5	7.3	68.6	23.8	7.7
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Hawthorne High School qualified for Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

**Title I
Program Improvement (PI) Status**

	Hawthorne High	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-2000	2004-05
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		3
Percent of Schools Currently Identified for PI		60.0%

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank		
	2004	2005	2006
Statewide Rank	1	2	2
Similar Schools Rank	1	6	7

Results	2007 API	Increase/Decrease in API		
	Score	2004-05	2005-06	2006-07
Schoolwide - All Students	607	38	14	-10
Ethnic Subgroups:				
African-Amer.	588	62	-8	6
Hispanic or Latino	601	32	21	-11
Other Subgroups:				
Economically Disadvantaged	597	32	15	-13
English Learners	565	*	22	-26
Students with Disabilities	456	*	5	32

*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets were reported.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Hawthorne High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1950. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2006-07 Campus Improvement Projects

- Construction of new boys' and girls' locker rooms
- Resurfacing and logo change on Courtney gym
- Removal/replacement of concrete and asphalt
- Emergency repairs to gas and waste lines
- Landscaping
- Replacement of roofing on three buildings
- Installation of windows blinds in classrooms (46)
- Installation of wall pads in gymnasium

2007-08 Campus Improvement Projects

- Renovation of gym

Campus Description	
Year Built	circa 1950
Acreage	36 ac
	Qty.
# of Permanent Classrooms	115
# of Portable Classrooms	9
# of Restrooms (student use)	2 sets
Cafeteria	1
Career Center	1
Computer Lab	3
Gym	2
Library	1
Outdoor Stage	1
Parent Center	1
Sports Stadium	1
Staff Lounge	1

cafeteria and central common area. When students are dismissed at the end of the day, the deans and campus security staff monitor exit areas, student pick-up areas, and bus loading areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure environment, all parents and visitors are required to check in at the security office upon arrival, obtain and wear a visitor's badge, and then return to the security office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Hawthorne High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with staff in March 2008.

and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Hawthorne High School's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of day and evening custodians are assigned to Hawthorne High School for routine maintenance, daily custodial duties, and special events preparations. Principal Ray Rodriguez and the custodians communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodians check restrooms frequently throughout the day as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned.

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, all administrators are stationed at strategic locations to monitor student activities. During the lunch period, all administrators share supervision of students in the

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection: November 27, 2007				
Gas Leaks	✓			
Mechanical Systems	✓			Room 22-1: dirty ceiling vents. Room 16-5: lots of dirt around ceiling vents.
Windows/Doors/Gates (interior and exterior)		✓		Nurse's Office and Rooms 4-3, 17-1, 20-3, 20-6, 21-1, 21-4 and 22-3: cracked windows. Room 22-1: hole in window. Rooms 7-4, 14-3, 15-1, 15-2A, 15-7B, 16-5, 17A, 17-2, 17-3, 19-1, 19-4, 20-4: broken windows. Room 18-1: secondary exit door sticks and missing door return. Cafeteria: doors damaged from break-in, jagged metal edges exposed. Girls' Restroom: broken window. Room 16-2: door return missing. Cafeteria: broken glass door boarded up.
Interior Surfaces (walls, floors, and ceilings)		✓		Nurse's Office: missing all ceiling tiles. Holes in ceiling. Library: stained ceiling tiles. Rooms 22-1, 20-2: peeling paint. Room 22-5: peeling paint. Rooms 23-8, 23-5, 14-1: damaged ceiling tile. Rooms 21-1, 20-4: loose ceiling tile. Room 21-3: loose ceiling tiles and stained tiles. T-bar loose. Rooms 21-3, 20-3, 7-1, 17C: stained ceiling tile. Room 20-6: heavily stained ceiling tiles. Room 17A: large pieces of peeling wallpaper. Room 8C: stained ceiling tile, loose ceiling tile, missing ceiling tiles. Room 11-6: damaged ceiling tiles, stained ceiling tiles. Room 15-1: missing ceiling tiles. Room 17-4: missing floor tiles. Room 17-2: large holes in desk. Room 16-2: loose, dangling ceiling tiles, stained ceiling tiles, hole in ceiling.
Hazardous Materials (interior and exterior)	✓			Room 22-1: aerosol in classroom, pesticide in classroom. Room 11-6: aerosol in classroom. Room 16-4: acids in children's reach. Acids not stored properly, door to storage area is open. Room 17-2: hazardous chemicals not stored properly, chemical storage room open. Room 16-2: storage room not locked.
Structural Damage	✓			Rooms 21-3, 17A, 17C: ramp non-skid surface worn away.
Fire Safety		✓		Main Office, Library, Rooms 23-5, 21-3: fire extinguisher partially blocked. Rooms 6-2, 7-1, 22-3, 22-5, 20-2: fire extinguisher not mounted. Room 23-5: elevator permit expired. Rooms 17-1, 19-4: secondary exit door blocked. Rooms 11-7, 20-4: plug-in air freshener. Room 18-1: wires wrapped around fire extinguisher. Room 7-4: fire extinguisher missing. Boys' Locker Room: one exit siren broken. Girls' Locker Room: extinguisher missing. Rooms 3-6, 11-6: elevator has expired by permit. Fire extinguisher blocked. Room 15-2A: exit door partially blocked. Room 15-1: one extinguisher not mounted, one extinguisher tag expired. Room 16-1: phone is missing cover. Elevator expired. Room 16-4: fragrance candle burning. Room 17-4: secondary exit door blocked by five gallon buckets. Restroom (staff): fire pull station, exterior.
Electrical (interior and exterior)		✓		Nurse's Office: surge protector crossing sink. Library, Staff Restroom: one light fixture not working. Rooms 19-1, 22-3: improper use of extension cords. Rooms 18-4, 22-5: one loose light cover. Rooms 3-4, 11-9, 15-2B, 17C, 20-4, 23-5, 19-4: TV not secured to cart. Room 21-1: burnt outlet. Room 20-3: one missing light cover. Girls' Restroom: broken. Room 8C: surge. Room 7-4: TV on high cabinet. Room 4-3: improper use of surge protectors. Boys' Locker Room, Rooms 17-1, 17-2, 17-4, 17-3: several light fixtures not working. Girls' Locker Room: two light fixtures not working. Room 10-2: small cracks in two windows. Room 14-2B: four light fixtures not working. Room 15-2A: one light fixture. Room 16-6: one loose light cover, improper use of extension cords. Room 15-7B: one light fixture not working. Room 17C: light flickering.
Pest/Vermin Infestation	✓			
Sinks/Drinking Fountains (inside and outside)	✓			Boys' Restroom: three sinks not working. Girls' Locker Room: drinking fountain off. Room 14-3: sink off and clogged. Room 16-5: sink has trash. Drinking fountain outside clogged. Room 16-4: rusty water in eye wash. Room 17-4: sinks very dirty.
Restrooms	✓			Boys' Restroom: electric hand dryer not working. No towels.
Sewer	✓			
Playground/School Grounds	✓			Room 21-3: cracked pavement. Room 19-4: cracked pavement, trip hazards. Room 19-1: cracked pavement. Drainage plate loose.
Roofs	✓			Room 20-2: evidence of termites. Room 16-1: downspout damaged, missing piece at top. Main Gym: cracked concrete at northwest entrance.
Overall Cleanliness		✓		Room 23-8: flooring is excessively dirty, scratched. Rooms 3-4, 3-1, 17A, 17C, 23-3, 23-5: floor is excessively dirty. Room 23-5: Floor is scratched. Room 17A: trash under ramp. Boys' Restroom, Boys' Locker Room, Girls' Restroom, Room 23-3: graffiti. Rooms 11-4, 16-4, 23-5: items stored on high cabinets. Room 14-1: excessive clutter, old computers and monitors. Rooms 16-1, 16-4: excessive clutter in storage room. Room 17-2: trash in sinks, graffiti.

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.				✓

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

Every morning before school begins, the day custodians and campus security staff inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Hawthorne High School took place on November 27, 2007. The School Facility Good Repair Status table (page 4) illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2006-07 school year, 100% of restrooms were fully operational and available to students at all times.

DEFERRED MAINTENANCE

Centinela Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Hawthorne High School received \$113,182.65 of deferred maintenance funds for:

- Gym renovation
- Tiles replacements
- Football stadium bleacher repairs
- Irrigation, landscaping, new sod
- Electrical systems projects
- Door replacements

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are based upon the Hawthorne High School Cougar Code of Conduct and the district's discipline matrix.

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook, discussed at assemblies, and reinforced in classroom orientations. School staff reinforce behavior expectations and consequences for poor behavior throughout the year at student assemblies and during advisory period.

Suspensions & Expulsions				
	Hawthorne High			
	04-05	05-06	06-07	
Suspensions (#)	395	413	413	
Suspensions (%)	13.61%	14.12%	15.08%	
Expulsions (#)	27	36	20	
Expulsions (%)	0.93%	1.23%	0.73%	
CVUHSD				
	04-05	05-06	06-07	
	Suspensions (#)	1563	1282	1494
Suspensions (%)	19.19%	16.03%	19.77%	
Expulsions (#)	58	71	46	
Expulsions (%)	0.71%	0.89%	0.61%	

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to one of the deans of students (in the guidance room) for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Students have many opportunities to earn the following awards and honors:

- AP Honors
- Athlete of the Month
- Chiefs List Honors
- Deans List Honors
- Honor Roll
- Principal's Honor Roll
- Renaissance Awards/Privileges
- Student of the Month

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Hawthorne High School sponsors many clubs, leadership training opportunities, college prep courses, and interscholastic athletic programs.

TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction					
2004-05					
Subject	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
English	25.5	57	13	44	
Math	29.4	27	10	44	
Science	33.4	3	13	47	
Social Science	32.8	2	22	49	
2005-06					
Subject	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
English	23.8	81	16	41	
Math	28.2	21	30	32	
Science	32.5	6	11	50	
Social Science	32.0	6	19	48	
2006-07					
Subject	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
English	24.3	68	44	23	
Math	28.1	33	18	35	
Science	31.1	7	19	36	
Social Science	27.9	16	34	25	

DROPOUTS

Hawthorne High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out

of school. A total of 114 dropouts were recorded for the 2005-06 school year.

Dropout & Graduation Rates				
	Hawthorne High			
	03-04	04-05	05-06	
Dropout Rate (%)	6.2	6.6	3.9	
Graduation Rate (%)	66.0	69.0	66.7	
CVUHSD				
	03-04	04-05	05-06	
	Dropout Rate (%)	5.7	5.8	4.5
Graduation Rate (%)	66.1	67.5	66.7	
California				
	03-04	04-05	05-06	
	Dropout Rate (%)	3.2	3.1	3.5
Graduation Rate (%)	85.3	85.0	83.0	

2005-06 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, mentoring, CAHSEE Boot Camp, Advisory Period, parent conferences, and CAHSEE prep classes are available to assist those students having difficulty with subject area content. Alternative methods of acquiring a diploma are available through the district's continuation or charter school programs for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Hawthorne High School. The following table illustrates the percentage of students who graduated from Hawthorne High School having met both CAHSEE exam requirements and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2005-06**		
Hawthorne High	CVUHSD	California
63.5%	62.5%	82.5%
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

**The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

***Most current information available.*

INSTRUCTIONAL TIME

During the 2006-07 school year, Hawthorne High School offered 180 days of instruction comprised of 156 regular days, 13 collaboration days, 3 STAR collaboration days, 4 minimum days, and 4 final exam days. Early release collaboration days were used for staff training and teacher collaboration.

All instructional minutes offered at Hawthorne High School during the 2006-07 school year exceeded state requirements specified in the California Education Code. The state requires students in grade 9-12 to receive 64,800 minutes of instruction annually. Hawthorne High School offered 65,602 minutes of instruction during the 2006-07 school year.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon

student assessment results, state content standards, and professional development staff surveys. The district's Professional Development Steering Committee, Professional Development Instructional Development Coach, and Educational Services Department staff work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels. During the 2006-07 school year, Centinela Valley Union High School District held three staff development days for all instructional staff in the district. Training activities were delivered in a workshop format and focused on 1) integrating technology into the curriculum and 2) standards-based instruction and assessment. Each workshop was designed to address the unique applications of each subject area and/or student group (English learners, special education, etc). Four of the seven district instructional coaches have earned their National Board Certification and all are highly qualified to lead the district's professional development programs.

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	3

All supplemental staff development activities at Hawthorne High School are focused on increasing student learning and proficiency. Twice a month, site-based training is held after school on early release collaboration days.

Centinela Valley Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies. During the 2006-07 school year, instructional staff were offered the following workshops:

- Crisis Management Training
- Datawise (software training for data analysis)
- Edusoft Training
- English Language Development
- Math Curriculum
- Read 180 Curriculum and Instructional Strategies
- Science Curriculum and Instructional Strategies
- Special Education
- Studio 9/10 (reading intervention program)
- Too Good for Drugs and Violence Training

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District's new teacher programs include BTSA and the Initial Teacher Series, which includes once-weekly professional development workshops held over an eight-week period. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

The New Teacher Summer Institute is held over a two-week period (before the school year starts) for teachers who are new to the district. Sessions focus on foundational items such as the California Standards for the Teaching Professions, district policies, classroom management, curriculum, and district/site procedures. Training activities are led by the district's Instructional Coaches and National Board Certified Teachers.

To support veteran teachers as well as new teachers to the district, Centinela Valley Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills,

classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Centinela Valley Union High School District recently initiated its new Staff Mentoring program. Eight highly qualified experienced teachers work with assigned teachers who are new to the district. Mentoring and support is provided in the teacher's assigned subject area of teaching.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers are invited to attend an annual orientation to better serve the students of the district. Instructional aides are invited to one district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the school administration, school staff, and parents. Principal Ray Rodriguez is responsible for the day-to-day operations of the school and overall instructional program. The principal and four associate principals work closely as a collaborative body to fulfill the many responsibilities associated with running a comprehensive high school while taking responsibility for designated areas.

At the beginning of the 2008 school year, Principal Rodriguez began his first term as principal of Hawthorne High School. He has been in the educational field for 26 years. Professional certifications include:

- Bachelor's degree in Sociology
- Master's degree in School Counseling
- Clear Single Subject Teaching Credential
- Clear Administrative Services Credential
- Clear Pupil Personnel Services Credential

Hawthorne High School's leadership team is comprised of the principal, associate principals, department chairpersons, counselor, and the project facilitator. The team meets monthly as a collaborative decision-making body to address schoolwide curriculum, operational concerns, and staff development programs. Team members serve as a liaison to respective department teams.

The School Site Council (SSC) is comprised of the principal, teachers, project facilitator, classified staff, parents, and students. The SSC meets monthly to assist in the decision-making process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 28, 2007, the Centinela Valley Union High School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted the [Resolution For Pupil Textbook and Instructional Materials Incentive Act, Instructional Materials Realignment Program, and Williams Settlement Legislation 07-08/004](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each

student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (4) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

District Adopted Textbooks	
Subject & Year Adopted	Publisher/Series
Math	
2005	McDougal Littell; <i>Algebra I</i>
2005	McDougal Littell; <i>Algebra II</i>
2005	McDougal Littell; <i>Geometry</i>
Language Arts	
2004	Hampton Brown; <i>Highpoint</i>
2005	McDougal Littell; <i>The Language of Literature</i>
Science	
2005	Prentice-Hall; <i>Biology</i>
2005	Prentice-Hall; <i>Prentice-Hall Chemistry</i>
2005	Holt, Rinehart, Winston; <i>Visualizing Matter-Chemistry</i>
2005	Glencoe/McGraw Hill; <i>Earth Science</i>
2006	Holt, Rinehart, Winston; <i>Environmental Science</i>
2005	McDougal Littell; <i>Perspectives on Health</i>
2005	McGraw Hill; <i>Life Science</i>
2005	Addison Wesley; <i>Conceptual Physical Science</i>
2005	Prentice Hall; <i>Exploring Earth Science</i>
Social Science	
2006	Thomson Learning; <i>Contemporary Economics</i>
2005	Prentice Hall; <i>Magruder's American Government</i>
2006	McDougal Littell; <i>The Americans</i>
2005	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>
Foreign Language	
2006	Glencoe McGraw Hill; <i>Buene Viaje!</i>

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Hawthorne High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. Resource specialist staff provide in-class and full-period support. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of

lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Transitional ELD or Advanced ELD class to receive instruction specially designed to meet current language and learning levels. Under the direction of the classroom teachers, bilingual aides provide in-class support in the students' areas of need. Teachers use the *HighPoint* curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

AT RISK INTERVENTIONS

Hawthorne High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Student Study Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- CAHSEE Prep Classes (math and language arts)
- AVID (Advancement via Individual Determination)
- Free Tutoring (Title I)
- Before and After-School Tutoring
- English Essentials
- Advisory Period enrichment/intervention activities
- CAHSEE Boot Camp
- English and Math Computer Lab
- Math Essentials
- Summer Bridge Academy

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Hawthorne High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07

	No. of Staff	FTE
Counselors	8	8.0
District Nurse	As needed	
District Psychologist	1	1.0
Health Technician	1	1.0

FTE = Full-Time Equivalent

Counselor to Student Ratio: 1:342

TEACHER ASSIGNMENT

Hawthorne High recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, the school employed 102 fully credentialed teachers.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures are outlined in the district's collective bargaining agreement and based upon the STULL Performance Evaluation which reflects upon the teacher evaluation criteria of the California Commission on Teacher Credentialing.

STULL Teacher Evaluation Criteria:

- Support for Student Learning
- Planning and Designing Instruction
- Classroom Performance
- Developing As a Professional Educator
- Punctuality, Attendance, and Record Keeping

Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Evaluations are conducted by the principal and assistant principals who have been trained and certified for competency to perform teacher evaluations. Results of teacher evaluations are kept confidential, retained at the school site in a secured area, and a copy forwarded to the district's personnel department for safekeeping in the employee's personnel file.

Probationary/tenured teachers whose evaluations do not meet specific evaluation criteria are provided the support and assistance to improve performance; teacher's who fail to improve or obtain a satisfactory rating are excused from the district. Permanent teachers whose evaluations do not meet specific evaluation criteria are required to prepare a performance improvement plan and participate in the PAR program. Teachers remain in the PAR program until they receive a satisfactory rating or are dismissed from their position.

SUBSTITUTE TEACHERS

Hawthorne High School occasionally experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. If this situation should occur, teachers share the responsibility and cover the absent teacher's class during their prep period.

The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2006-07 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 83 teachers; the majority of substitutes are aspiring teachers proven to be effective in the high school environment. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test), possess a bachelor's degree, and hold a 30-Day Emergency Permit.

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

Students meet with their counselor annually to review progress in meeting personal goals and graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

*Enrollment In and Completion of UC/CSU-Required Courses 2005-06		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		57.8
Graduates Who Completed All Courses Required for UC/CSU Admission		34.0

*Most current data available.

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Teacher Credentials & Assignments

	Hawthorne High				CVUHSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	126	125	126		341	338	346	
Teachers with Full Credential	95	93	102		259	251	264	
Teachers without Full Credential	31	32	24		82	87	82	
Teachers in Alternative Routes to Certification	22	24	19		45	59	54	
Pre-Internship	4	2	1		10	8	8	
Teachers with Emergency Permits	5	4	4		25	17	20	
Teachers with Waivers	0	2	0		0	2	0	
Teachers Teaching Outside Subject Area	0	2	0		0	4	5	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	3	7	10	18	8	14	19	44
Teacher Misassignments - Total	3	7	10	18	8	14	19	44
Teacher Vacancies	4	9	4	2	16	21	12	8

Percentage of Core Classes:

	Not Taught by	
	Taught by NCLB-Compliant Teachers	NCLB-Compliant Teachers
	2006-07	
Hawthorne High	77.8%	22.2%
All District Schools	71.6%	28.4%

Teacher Education Levels

	2006-07	
	Hawthorne High	CVUHSD
Doctorate	1.6%	1.2%
Master's Degree plus 30 or more semester hours	19.8%	16.5%
Master's Degree	23.8%	27.5%
Bachelor's Degree plus 30 or more semester hours	37.3%	33.2%
Bachelor's Degree	15.9%	20.5%
Less than a bachelor's degree	1.6%	1.1%

Advanced Placement Courses Offered & Student Participation 2006-07

	No. of Courses Offered	% of Students in AP Courses
Art	1	2.70%
Science	2	2.15%
English	2	2.56%
Foreign Language	2	5.48%
Math	1	0.77%
Social Science	5	10.04%
All Courses	13	23.70%

SAT REASONING TEST

The SAT Reasoning Test is a voluntary exam that measures critical thinking skills students need for academic success in college. The SAT assesses how students analyze and solve problems; the scoring range is 200-800. Hawthorne High School encourages students to enroll in SAT prep courses on campus, at the local community college, or with online resources. SAT classes introduce studying and learning strategies for successfully taking these exams.

SAT Reasoning Test**

	04-05	05-06	06-07
Test Takers (%)	31.4	40.7	47.02
Average Verbal Score	421	420	420
Average Math Score	441	435	425
Average Writing Score*	N/A	424	418

*2005-06 is the first year that the exam included a writing portion and score.

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>.

WORKFORCE PREPARATION

Hawthorne High School's career technical education programs, partnership academies, work experience program, regional occupational programs, and workability programs offer a wide range of opportunities for students to get a head start on their future. Most career education courses comply with state-adopted content standards and integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community

Vocational Education Courses

- Clothing and Textiles
- Computer Aided Drafting/Design
- Computer Operations/Computer Science
- Computer Service Technology
- Drafting Occupations
- Food and Nutrition
- Metal Fabrication
- Other Visual Communications/Graphics
- Woodworking

Job Shadowing/Internships/Work Experience (Courses Offered in Partnership with Northrup Grumman)

- Engineering Manufacturing
- Robotics

Capstone Courses

- Metal Robotics
- Wood

Career Academies

- Engineering Academy

partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

Regional Occupational Programs (ROP) are offered off campus through the Southern California Regional Occupational Center (SCROC). A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The Career Technical Education Program table in this report shows the total number of students enrolled in Hawthorne High School's vocational education courses. For more information on career technical programs, contact the high school's career center, SCROC's website www.scroc.com, or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>

Career Technical Education (CTE) Program Participation 2006-07

Total Number of Students Participating in CTE Programs	1,196
Percentage of Students Completing CTE Program and Earning a High School Diploma	100%
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2*

*Articulated Courses:
Drafting IA/1B and Metal Levels 2A/2B
Articulation agreements are with El Camino Community College

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2005-06 school year, Centinela Valley Union High School District spent an average of \$8,658 of total general funds to educate each student (based on 2005-06 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2005-06

	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,837	\$39,456
Mid-Range Teacher Salary	\$64,434	\$66,091
Highest Teacher Salary	\$81,833	\$82,529
Average Principal Salaries:		
High School	\$114,515	\$116,464
Superintendent Salary	\$148,636	\$171,138
Percentage of General Fund Expenditures For:		
Teacher Salaries	35.8%	37.4%
Administrative Salaries	5.4%	5.2%

*District and comparable state data for salaries for the district's charter high school were not calculated by the state.

Current Expense of Education per Pupil

2005-06

Expenditures Per Pupil	Dollars Spent per Student				
	Hawthorne High	CVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,081	\$7,132	99.3%	N/A	N/A
Restricted (Supplemental)	\$1,993	\$1,632	122.1%	N/A	N/A
Unrestricted (Basic)	\$5,088	\$5,500	92.5%	\$4,943	102.9%
Average Teacher Salary	\$50,614	\$56,478	89.6%	\$62,833	80.6%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,038 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- CAHSEE
- Career Technical Education Equipment and Supplies
- Class Size Reduction (Grade 9)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid
- Gifted & Talented Education
- High Priority School Grants Program
- High School Reform Grant
- Instructional Materials
- Instructional Materials, Library Materials, and Education
- Lottery
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Technology
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation: Special Education
- Vocational Programs