

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For Hawthorne Academy

Address: 12500 Ramona Avenue, Hawthorne, CA 90250 Phone: (310) 644-8841

Principal: Ray Richard

Grade Span: six to twelve

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

District Contact Information (School Year 2016–17)

District Name	Hawthorne Academy (NPS)
Phone Number	(310) 644-8841
Superintendent	Ray Richard, Executive Director
E-mail Address	ray.richard@hawthorneacademy.com
Web Site	www.hawthorneacademy.com

School Contact Information (School Year 2016–17)

School Name	Hawthorne Academy
Street	12500 Ramona Avenue
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 644-8841
Principal	Ray Richard
E-mail Address	ray.richard@hawthorneacademy.com
Web Site	www.hawthorneacademy.com
County-District-School (CDS) Code	19-64592-6909006

School Description and Mission Statement (School Year 2016–17)

Hawthorne Academy provides special education services to students in grades 6-12, who have serious emotional, learning, developmental disabilities and high functioning autism. Hawthorne Academy serves the following primary disabling conditions Autism, Emotional Disturbance, Intellectual Disability Mild/Moderate, Other Health Impairment and Specific Learning Disability. Hawthorne Academy employs teachers with the credentials that authorize service for these disabilities. Hawthorne Academy provides instruction in small groups using specially designated instruction adapted to the needs of the student to help the student develop mastery of state standards and develop the skills necessary to make a successful transition into living as an adult in the community. Alternative, functional curriculum is used with our students that are not on a diploma track. The school utilizes a structured behavior management program that emphasizes positive reinforcement and accountability. The school offers individual counseling; educationally related individual counseling services (ERICs), intensive education instruction, language and speech and occupational therapy services by appropriately licensed staff. Hawthorne Academy actively pursues preparing students for mainstreaming back into public schools, occupational centers, community colleges and jobs in the community.

It is the mission of Hawthorne Academy to graduate or mainstream every student. Working together we will strive to create a positive, safe environment where everybody is respected. Here students will gain a sense of self-worth and individuality through academic and Behavioral achievement. We will encourage our students to work hard and demonstrate the behavior and skills necessary to succeed in both the community and school life.

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	4
Grade 8	4
Ungraded Elementary	0
Grade 9	13
Grade 10	17
Grade 11	14
Grade 12	14
Ungraded Secondary	0
Total Enrollment	66

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	51%
American Indian or Alaska Native	0%
Asian	0%
Filipino	2%
Hispanic or Latino	41%
Native Hawaiian or Pacific Islander	0%
White	6%
Two or More Races	DPC
Socioeconomically Disadvantaged	80%
English Learners	12%
Students with Disabilities	100%
Foster Youth	23%

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

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	7	6	6	NA
Without Full Credential	2	2	3	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	75%	25%
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: 10/2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2014	Yes	0%
Mathematics	2015	Yes	0%
Science	2014	Yes	0%
History-Social Science	2014	Yes	0%
Foreign Language	2014	Yes	0%
Health	2014	Yes	0%
Visual and Performing Arts	2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements

Hawthorne Academy is maintained in good condition through constant maintenance and ongoing repairs as needed. The school's exterior grounds are tidied daily by maintenance staff and freshly painted once or twice a year. The school interior is painted at least once annually. Building maintenance is assessed daily. The school interior is cleaned and vacuumed daily. Student and staff restrooms are cleaned and disinfected daily. School carpets are cleaned several times annually, and as need arise.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: 10/2016

Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (grades 3-8 and 11)	0%	0%	NA	NA	Provided by the state	Provided by the state
Mathematics (grades 3-8 and 11)	0%	0%	NA	NA	Provided by the state	Provided by the state

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	4	4	100%	NA
Male	4	4	100%	NA
Female	0	0	0%	NA
Black or African American	3	3	100%	NA
American Indian or Alaska Native	0	0	0%	NA
Asian	0	0	0%	NA
Filipino	0	0	0%	NA
Hispanic or Latino	1	1	100%	NA
Native Hawaiian or Pacific Islander	0	0	0%	NA
White	0	0	0%	NA
Two or More Races	0	0	0%	NA
Socioeconomically Disadvantaged	4	4	100%	NA
English Learners	0	0	0%	NA
Students with Disabilities	4	4	100%	NA
Students Receiving Migrant Education Services	0	0	0%	NA
Foster Youth	1	1	100%	NA

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	4	4	100%	0%
Male	4	4	100%	0%
Female	0	0	NA	NA
Black or African American	2	2	100%	0%
American Indian or Alaska Native	0	0	NA	NA
Asian	0	0	NA	NA
Filipino	0	0	NA	NA
Hispanic or Latino	1	1	100%	0%
Native Hawaiian or Pacific Islander	0	0	NA	NA
White	1	1	100%	NA
Two or More Races	0	0	NA	NA
Socioeconomically Disadvantaged	4	4	100%	0%
English Learners	1	1	100%	0%
Students with Disabilities	4	4	100%	0%
Students Receiving Migrant Education Services	0	0	NA	NA
Foster Youth	2	2	100%	0%

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	14	100%	100%
Male	13	13	100%	100%
Female	1	1	100%	100%
Black or African American	7	7	100%	100%
American Indian or Alaska Native	0	0	NA	NA
Asian	0	0	NA	NA
Filipino	0	0	NA	NA
Hispanic or Latino	6	6	100%	100%
Native Hawaiian or Pacific Islander	0	0	NA	NA
White	1	1	100%	100%
Two or More Races	0	0	NA	NA
Socioeconomically Disadvantaged	14	14	100%	100%
English Learners	4	4	100%	100%
Students with Disabilities	14	14	100%	100%
Students Receiving Migrant Education Services	0	0	NA	NA
Foster Youth	6	6	100%	100%

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	4	4	100%	NA
Male	4	4	100%	NA
Female	0	0	NA	NA
Black or African American	3	3	100%	NA
American Indian or Alaska Native	0	0	NA	NA
Asian	0	0	NA	NA
Filipino	0	0	NA	NA
Hispanic or Latino	1	1	100%	NA
Native Hawaiian or Pacific Islander	0	0	NA	NA
White	0	0	NA	NA
Two or More Races	0	0	NA	NA
Socioeconomically Disadvantaged	4	4	100%	NA
English Learners	0	0	NA	NA
Students with Disabilities	4	4	100%	NA
Students Receiving Migrant Education Services	0	0	NA	NA
Foster Youth	1	1	100%	NA

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	4	4	100%	NA
Male	4	4	100%	NA
Female	0	0	NA	NA
Black or African American	2	2	100%	NA
American Indian or Alaska Native	0	0	NA	NA
Asian	0	0	NA	NA
Filipino	0	0	NA	NA
Hispanic or Latino	1	1	100%	NA
Native Hawaiian or Pacific Islander	0	0	NA	NA
White	1	1	100%	NA
Two or More Races	0	0	NA	NA
Socioeconomically Disadvantaged	4	4	100%	NA
English Learners	1	1	100%	NA
Students with Disabilities	4	4	100%	NA
Students Receiving Migrant Education Services	0	0	100%	NA
Foster Youth	2	2	100%	NA

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	14	100%	NA
Male	13	13	100%	NA
Female	1	1	100%	NA
Black or African American	7	7	100%	NA
American Indian or Alaska Native	0	0	100%	NA
Asian	0	0	100%	NA
Filipino	0	0	100%	NA
Hispanic or Latino	6	6	100%	NA
Native Hawaiian or Pacific Islander	0	0	100%	NA
White	1	1	100%	NA
Two or More Races	0	0	NA	NA
Socioeconomically Disadvantaged	14	14	100%	NA
English Learners	4	4	100%	NA
Students with Disabilities	14	14	100%	NA
Students Receiving Migrant Education Services	0	0	NA	NA
Foster Youth	6	6	100%	NA

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	0	0	0	NA	NA	NA	Provided by CDE	Provided by CDE	Provided by CDE

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015–16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	NA	NA	NA	NA
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015–16)

Hawthorne Academy dually enrolls students in LAUSD, LACOE and junior college career technical education programs.

Career Technical Education Participation (School Year 2015–16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	NA
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	NA
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

California Physical Fitness Test Results (School Year 2015–16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	NA	NA	NA
7	4	4	4
9	13	13	13

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

Parents are expected to participate in IEP meetings and formal and informal meetings with teachers and administration. Conferences can be arranged at parent request.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	2	4	5	NA	NA	NA	Provided by state	Provided by state	Provided by state
Graduation Rate	10	8	9	NA	NA	NA	Provided by state	Provided by state	Provided by state

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	6	NA	Provided by state
Black or African American	4	NA	Provided by state
American Indian or Alaska Native	0	NA	Provided by state
Asian	0	0	Provided by state
Filipino	0	NA	Provided by state
Hispanic or Latino	2	NA	Provided by state
Native Hawaiian or Pacific Islander	0	NA	Provided by state
White	0	NA	Provided by state
Two or More Races	0	NA	Provided by state

Socioeconomically Disadvantaged	6	NA	Provided by state
English Learners	1	NA	Provided by state
Students with Disabilities	6	NA	Provided by state
Foster Youth	2	NA	Provided by state

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

Rate	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	5	6	5	NA	NA	NA	Provided by state	Provided by state	Provided by state
Expulsions	0	0	0	NA	NA	NA	Provided by state	Provided by state	Provided by state

School Safety Plan (School Year 2016–17)

- 1) As soon as a threat arises, all staff will utilize the crisis intervention techniques prescribed by CPI (starting for the 2012-2013 school year). Immediately contact Director, Principal or Dean of Students, either by getting him/her personally or by using the walkie-talkie, telephone, or by sending a staff or student.
- 2) An immediate decision will be made as to whether to contact outside agencies (IE: Police, fire, police PET team) and the administrator in charge will assign staff to make the contact.
- 3) The Director, or Principal, will coordinate the intervention by school staff, assigning staff to assist as necessary.
- 4) Deans will coordinate the placement and supervision of the rest of the student body, moving them from harm's way as quickly as possible. For students who are posing a serious danger to themselves or others, the Clinical Director, or any our clinical staff will assess and evaluate the students. Parent will be contacted. When necessary, the PET team, and or police will be contacted. The School Secretary, will be responsible to contact others such as parents, school district officials, etc, further as necessary.
- 5) After the threat has been managed, the administrator in charge will question all parties involved and document a comprehensive assessment of the incident. This documentation will be sent to the student's LEA and placed in the student's file. Follow up will be added to this documentation as it occurs.

A meeting with the school administration and the student's parents will be scheduled. The School/Parent team will evaluate the incident and determine what behavioral interventions are required.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016–17)

Indicator	School	District
Program Improvement Status	NA	NA
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement	N/A	NA
Percent of Schools Currently in Program Improvement	N/A	NA

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	6	0	0	6	6	0	0	6	6	0	0
Mathematics	5	5	0	0	5	5	0	0	5	5	0	0
Science	5	5	0	0	5	5	0	0	5	5	0	0
Social Science	5	5	0	0	5	5	0	0	5	5	0	0

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	66
Counselor (Social/Behavioral or Career Development)	3	22
Library Media Teacher (librarian)	0	0
Library Media Services Staff (paraprofessional)	0	0
Psychologist	0	0
Social Worker	0	0
Nurse	0	0
Speech/Language/Hearing Specialist	1	3
Resource Specialist (non-teaching)	0	0
Other	0	0

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	NA	NA	NA	NA
District	N/A	N/A	NA	NA
Percent Difference – School Site and District	N/A	N/A	NA	NA
State	N/A	N/A	NA	NA
Percent Difference – School Site and State	NA	N/A	NA	NA

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

Types of Services Funded (Fiscal Year 2015–16)

Hawthorne Academy provides basic education, transportation, counseling, psychological services (ERICs), speech and language and occupational therapy.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

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

* Where there are student course enrollments of at least one student.

Professional Development

- Dubnoff School provides tuition reimbursement for teachers who are participating in a state approved credential program. We provide our staff with opportunities to participate in LAUSD trainings and workshops. We provide ongoing on-site training in instruction, curriculum, and Positive Behavioral Support. All of our staff are trained in CPI and opportunities to receive CPR and First Aid are offered annually.
- Our program has the same program of instruction and behavior management systems school wide. All staff is thoroughly trained in our system. A comprehensive manual that is provided to each employee when he/she is hired covers all areas including curriculum development, academic strategies, behavior management, appropriate responses to different circumstances, completion of forms, etc. At the beginning of the school year there are three days (24 hours) of training prior to the start of classes. In addition we meet every week for an hour (44 hours) to continue this training. Credentialed staff meets for one hour a week (44 hours) with administrative staff to discuss program issues. Each teacher has one half hour of supervision per week (22 hours). The school has 10 minimum days a year (20 hours) where trainings are provided by school staff and outside speakers. Staff is also encouraged to participate in outside trainings and conferences. The following is a summary of the training covered over the course of the year.
- Behavior Management--20 hours. Staff is trained on behavioral theory and its application in the school system. Our three-tiered token economy system is taught. The use of time out, de-escalation of students, methods of redirection of inappropriate behaviors and writing behavior contracts with students will be stressed. The Staff Training Manual will be reviewed to ensure staff's mastery of our behavior system.
- Crisis Prevention Institute training (CPI)—16 hours. All school staff is trained and certified in learning and using these techniques. Staff will be taught how to recognize and de-escalate potentially serious and volatile situations. Each staff will also be taught containment skills to be used when students are out of control.
- Curriculum Development and Academic Strategies—20 hours. These hours are devoted to the acquisition of teaching strategies. Staff will be exposed to different learning modalities, learning disabilities, and educational differences. Staff will learn intervention strategies and how to use curriculum to meet these challenges. Staff will learn about state standards and how to employ a variety of curricula to help their students master these standards. They will learn how to assess which curriculum works best depending on functional ability, learning disability and emotional history of each student.
- Goals and Objectives and Lesson Planning—20 hours. This time will be devoted to the development of teaching methods, writing appropriate goals and objectives and preparing weekly and daily lesson plans. Staff will be trained on state standards. Each staff will be responsible for writing semester goals and objectives and weekly lesson plans. Use of appropriate curriculum and manipulatives will be stressed. Preparing appropriate quizzes, tests and finals will be taught throughout the year.
- Academic Testing, Evaluation, and Assessment—10 hours. These hours will be devoted to the

understanding of different types of academic testing. The ability to evaluate and assess educational testing and to program students with appropriate materials will be taught. State mandated tests and their use in educational planning and evaluating educational benefit will be reviewed.

- IEPs, Progress and Incident Reports—10 hours. These hours will be devoted to the understanding and completion of various documents and reports. Staff will be trained in filling out forms correctly. Staff will be trained on how to understand and extrapolate necessary information from an IEP. They will learn how to use the IEP as an instructional tool.
- Child Abuse Reporting, Sexual Harassment and Confidentiality—3 hours. At least twice a year, staff will be trained on state, district, and program guidelines regarding these areas.
- Mental Health Issues—10 hours. Staff will be trained on these issues and how they manifest themselves in special education. There will be training on how to identify and work with different mental health issues. Medication and its use in treatment will be discussed.
- This year the program will be focusing on issues of teamwork, assessment and transition. In addition, we will continue examining educational benefit.