

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [X] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Esau Berumen M.Ed.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hawthorne Math and Science Academy

(As it should appear in the official records)

School Mailing Address 4467 West Broadway

(If address is P.O. Box, also include street address.)

City Hawthorne    State CA    Zip Code+4 (9 digits total) 90250-3819

County Los Angeles County

Telephone (310) 973-8184    Fax (310) 973-8167

Web site/URL http://www.hawthornemsa.org/    E-mail eberumen@hawthorne.k12.ca.us

Twitter Handle \_\_\_\_\_ Facebook Page http://www.facebook.com/HawthorneMSA    Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_    Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Helen Morgan Ed.D.    E-mail hmorgan@hawthorne.k12.ca.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawthorne School District    Tel. (310) 676-2276

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Alexandre Monteiro  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools

11 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	75	76	151
10	68	85	153
11	68	76	144
12 or higher	56	64	120
<b>Total Students</b>	267	301	568

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 11 % Asian
  - 11 % Black or African American
  - 73 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 4 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2014	565
(5) Total transferred students in row (3) divided by total students in row (4)	0.064
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 3 %  
17 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Pilipino (Tagalog), Arabic, Spanish, Cebuano, Bengali, Vietnamese, Hindi, German, Korean, Burmese, Farsi, Urdu

7. Students eligible for free/reduced-priced meals: 77 %  
Total number students who qualify: 437

8. Students receiving special education services: 6 %  
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 5 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 10 Other Health Impaired
- 13 Specific Learning Disability
- 6 Speech or Language Impairment
- 1 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	99%	98%	97%	99%
High school graduation rate	99%	99%	96%	98%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	110
Enrolled in a 4-year college or university	47%
Enrolled in a community college	47%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2010

15. In a couple of sentences, provide the school's mission or vision statement.

HMSA maintains a positive learning environment to help all students develop a college-going identity to transform their college and career aspirations and expectations into reality.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Random Lottery – If the school receives more applications than there are available spaces, the school will conduct a random lottery at the district office. The remainder of the students will participate in a random drawing for the remaining spaces and any student whose number is beyond the available space is placed on the wait-list. Admission preferences are listed below.

1. Siblings of currently enrolled students.
2. Students who have continuously enrolled and completed grades 6 through 8 at a school governed by the Hawthorne School District.
3. Students who have continuously enrolled and completed grades 7 through 8 at a school governed by the Hawthorne School District.
4. Students who have continuously enrolled and completed grade 8 at a school governed by the Hawthorne School District.
5. Residents of areas served by the Hawthorne School District.
6. Children of the paid staff of HMSA and the Hawthorne School District.
7. Residents of other school districts within California.

Students on the wait-lists shall be carried forward from year to year.

## PART III – SUMMARY

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Hawthorne Math and Science Academy (HMSA) is a dependent, public charter high school serving the community of Hawthorne, California. HMSA was chartered in 2003 by the Hawthorne School District to provide a choice for students seeking a college preparatory high school experience. One grade was added each year with the first graduation taking place in June 2007.

HMSA currently serves a diverse, low socio-economic population of 553 students. According to current demographic data, 73% of students are Hispanic/Latino, 11% Asian, 11% African-American, 4% White, and 1% Native Hawaiian. HMSA students originate from hardworking families of which 77% depend on the free/reduced priced lunch program, and 23% of parents do not have a high school diploma or declined to state their educational background. Hawthorne census data shows that 19.2% of households live in poverty, in comparison to 15.9% in California; 18% of residents earned a Bachelor's degree, statewide it is 30.7%; Median household income is \$44,649, compared to \$61,094 in the state. In addition, 4.6% of students receive Special Education Services, and 50.9% of students were classified as English Learners during their K-12 education.

Admission is not based on academic criteria, however students must complete an application that is distributed by administration during informational meetings in late fall. About 75% of the students attending HMSA come from the Hawthorne School District attendance area. The remaining students come from a variety of neighboring districts and from public, private, and charter middle schools. All accepted students will complete an Academic Performance Contract designed to help students and their families understand academic benchmarks to achieve college admission.

In order to make students competitive in the college admission process, HMSA graduation requirements exceed the University of California's college subject area requirements. Students must complete a third year of social science, a fourth year of math, a third and fourth year of lab science and a third year of a language other than English to be eligible to graduate. In addition, HMSA prides itself in successfully preparing students for a college education by engaging students with a rigorous curriculum that demands student accountability and content standard mastery. The instructional program addresses the Common Core State Standards, and all courses meet University of California (UC) admission requirements. A variety of Advanced Placement (AP) courses that span all content areas are offered, so that students experience the rigor of challenging coursework that will prepare them for postsecondary education. HMSA has implemented into the daily student schedule, a College Prep (CP) curriculum that offers academic support for students who have learning gaps that need to be addressed so that they can be college ready. Teachers are committed to student success by offering after school tutoring.

HMSA completed the Western Association of Schools and Colleges (WASC) accreditation process in the spring of 2014 and earned the maximum six-year accreditation. HMSA has been recognized both locally and nationally by several other entities. Most recently in 2016, HMSA was honored as the sole California recipient of the ACT College and Career Transition Award, and will be considered along with other state exemplars for national recognition. HMSA was also among one of the selected schools to receive the 2015 California's Gold Ribbon Award. Also in 2015, U.S. News and World Report awarded HMSA gold medal status and ranked it #62 in the country, #19 amongst U.S. charter high schools, and #12 amongst high schools in California. Newsweek Magazine ranked HMSA #47 nationally amongst schools serving a large number of students from low income households. Other past recognitions include being ranked fourth best charter high school in the Los Angeles area in 2013 by USC, being named to the California Business for Education Excellence Foundation Honor Roll for five years, and receiving the Title I Academic Achievement award for seven consecutive years.

HMSA earned the prestigious U.S. Blue Ribbon Award in 2010. This recognition bolstered school and community pride. The prestige of the award also forged stronger ties with area businesses. Specifically, partnerships with professional organizations have led to the creation of enrichment programs that benefit students' college and career exploration. Space X and TRW have contributed to curriculum that expose students to STEM careers. The National Park Service has accepted HMSA students to partake in the

Forestry Challenge and provided virtual field trips to Yellowstone National Park. UCLA Interaxon is an organization that sends undergraduate students to be guest lecturers in HMSA science classrooms. The Puente Hills Sanitation District and West Basin Municipal Water District has hosted our Environmental Science students to tour facilities. Furthermore, the award has given the school the ability to serve as the driving force for organizing and facilitating an annual Symposium for High Performing Charter Schools to increase the quality of instruction and achievement in the greater Los Angeles area.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The focus of the English department is to help students acquire foundational skills to become better readers, speakers, listeners, and writers. Students read a variety of texts ranging in complexity and point of view as they fulfill their four-year English requirement. Grade-level course readers were created so that students can easily and directly respond to the text. Critical thinking is achieved through text-dependent questions and real-life connections. Independent, self-selected reading is encouraged through our school library and Accelerated Reader rewards program. Advanced Placement (AP) English Literature and Composition is offered to students who complete the summer homework. Students write frequently and for different purposes. To give each other support and feedback, they work in writing groups modeled off of the California Writing Project. They share their work verbally in these workshops and also in on-line discussion forums like Edmodo. All grade levels use Common Core rubrics to revise and assess writing. Students also have opportunities to publish and share their work with larger audiences. Grade level college prep intervention courses are offered to students performing below grade level to improve foundational skills. Tutoring is available to all students, as are study guide questions for review.

Four years of mathematics is required for graduation, and students progress through Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, AP Calculus AB and BC. To fill in learning gaps prior to high school, an Algebra awareness curriculum is offered to students who struggle on the math placement assessment. An Algebra 1 challenge test is offered to incoming freshmen who have taken Algebra 1 in middle school, so that they may be placed in Algebra 2 and be on an accelerated path to take AP Calculus in twelfth grade. A challenge test is also offered after Geometry completion for students to skip Trigonometry and be placed in Pre-Calculus. Students who are performing below standard in their current math course are placed in a College Prep intervention course with their math teacher to provide further assistance before they go home and attempt homework on their own. In addition, all math teachers are available for after-school tutoring. To meet the rigor required by the instructional shifts found in Common Core State Standards and to implement the mathematical practices, teachers have participated in professional development that focuses on inquiry-based lesson design and on-going classroom formative assessments.

Students are required to take four years of laboratory science at HMSA. Scientific inquiry is driven by literacy and strong mathematical skills. A serious effort is put into balancing science with a holistic disciplinary approach that connects concepts to the world around them. All students are required to take Biology in ninth grade and Chemistry in tenth grade. Students select courses to fulfill an additional life science and physical science course. Anatomy/Physiology, Environmental Science, Physics, AP Physics, AP Environmental Science, and AP Biology are options for students on the HMSA campus. Data collection and data analysis are the foundational skills of the science program. Student support is offered through daily after-school tutoring, and technology resources that are used in the classroom and required in homework. The use of hands-on inquiry, combined with technology, provides the necessary tools to utilize different modalities in learning.

The Social Studies department addresses the content standards outlined in the California Curriculum Framework for History-Social Science. Tenth grade students cover World History, Culture, and Geography in The Modern World. Eleventh grade students learn about United States History and Geography in the Twentieth Century. Finally, twelfth grade students are enrolled in semester courses of American Government and Economics. Foundational skills are taught through lectures, which are often frontloaded with vocabulary or context via concrete examples. Topic-related stories and background information is presented to allow students to access abstract concepts. Students are exposed to multiple modalities of learning and are given the opportunity to demonstrate their knowledge in a variety of ways, including multiple choice and free response/essay assessments, oral presentations, artwork that demonstrates content knowledge, and classroom discussion and debate. AP class options are offered for all three courses. To assist struggling students, the Social Studies teachers make each lecture's PowerPoint available to be printed ahead of time, allow ample time for student thought and response, facilitate peer learning, and have office hours for individual guidance.

HMSA is committed in preparing students for college and career through a rigorous, standards-based curriculum and developing study skills, self-reflective practices, and a growth mindset. Classroom instruction requires students to collaborate in pairs and groups. Project-based learning projects develop research skills and challenge students to manage time effectively to meet due dates. Teachers stress the importance of effective note-taking and teach study skills through midterm and final review sessions. Recently, HMSA was recognized as the sole California recipient of the ACT College and Career Transition Award for its success in bridging the high school experience to higher learning.

## 2. Other Curriculum Areas:

All eleventh grade students are required to take Visual Arts, a year-long course that fulfills the visual and performing art “f” requirement for UC admission. The course uses inquiry-based instruction that challenges students to make aesthetic decisions rooted in solid design principles, knowledge of art history and personal meaning. Students exercise their artistic perception by viewing, discussing and writing about art from many time periods and cultures. Through lectures and readings, students learn about various periods and movements in art history. Arts skills required by business and industry are researched, as well as the work of contemporary artists who have explored new aesthetic territory. Additionally, students express their creative vision by composing images in a variety of two-dimensional media. Another objective of the course is to teach students to analyze and critique aesthetic qualities of their own artworks and the work of others.

Students in ninth and tenth grade are required to take Physical Education. Students are taught teamwork by working together in a variety of sports. The students build cardiovascular and muscular strength through a variety of activities. They are taught proper technique to avoid injuries and given guidance to develop a life-long fitness plan. Students learn proper eating habits and food selection to help with weight management. The dangers of alcohol, tobacco and drugs are also addressed in these courses.

All ninth grade students are required to take a semester-long health class to receive a high school diploma. Life Skills topics are explored that affect physical and social-emotional well-being. Students learn to assess their health, communicate their feelings and needs, and practice positive behaviors and habits. Units in coping strategies, decision-making, and goal setting are taught to aid students through challenging situations.

All students are required to take three years of Spanish to fulfill the language other than English “e” requirement for UC admission. The summer prior to ninth grade, students with native speaking skills are assessed to determine placement into Spanish 1, an introductory course, or Spanish for Native Speakers 1. Students progress through two more years of Spanish curriculum and have the option to enroll in AP Spanish Language. Teachers utilize scaffolding, make connections to English Common Core State Standards, and draw on prior knowledge to help students learn new vocabulary, syntax, and grammar. The curriculum features cultural studies of Spanish-speaking countries. To enrich the cultural aspect, a Multicultural Festival is held annually as a culmination celebration of student learning. In preparation for this event, students do research to showcase their culture and the cultures of their peers.

All students are required to take a semester-long Introduction to Computers course in ninth grade based on the National Education Technology Standards. Through the course, students become proficient in word processing, presentation software, and spreadsheet and graph creation. A unit on Digital Citizenship teaches students to evaluate Internet sources and to be responsible with social media, so that technology is used appropriately.

Finally, HMSA offers courses to meet the “g” College-preparatory elective requirement for UC admission with 30-50 students enrolled in each course. Elective options are Exploring Computer Science, Entrepreneurship, and Anthropology. In the Exploring Computer Science elective, students focus on conceptual ideas of computing to understand why certain tools or languages are utilized to solve particular problems. Topics such as interface design, limits of computers, and societal and ethical issues are explored.

Entrepreneurship teaches presentation, leadership, and problem-solving skills for students to contribute to the economy either by running their own businesses or by joining the workforce. Students work to create and implement business plans. Financial literacy skills are developed to teach students how to earn and manage money. The course is sponsored by the Network for Teaching Entrepreneurship (NFTE), a non-profit organization.

Anthropology and Visual Anthropology exposes seniors to a lecture-based curriculum that challenges them to process and analyze college level content. In addition to participating in lecture and discussion, students engage in online discussion boards where they post opinions and ideas, analyze other students' posts, and defend their own opinions. Students are also required to deliver an 8-10 minute presentation on a subculture, learn about and produce their own photographs for analysis, and create a one-minute commercial or political advertisement.

### 3. Instructional Methods and Interventions:

The full implementation of Common Core State Standards required a shift in instructional strategies and teaching practices. This shift was facilitated by the District's Common Core Transition Team, as well as teacher observations, collaboration and other related professional development. All teachers use instructional materials that include universal access components that meet the needs of English Learners, Reclassified English Learners, low-income students and other at-risk student groups.

Learning targets are displayed in every classroom for the day's lesson. The content skill or concept is outlined for students to identify how the lesson will guide them toward standards mastery. Included in the learning target is a reference to why this new learning is relevant to the students outside of the classroom.

To aid students with inquiry-based instruction and cooperative learning, common discussion starters and norms for collaboration were implemented district-wide to facilitate extended discourse. Students engage in Socratic Seminars to articulate their processing of information and are required to provide evidence to support their arguments in English and Social Studies classes.

The Cornell note-taking format is used across all contents, and students are taught how to use their notes to review and study before assessments. To access complex text, strategies such as close reading of key passages within a larger assigned text, text annotation, and rereading for a purpose are explicitly taught so that students can incorporate them into their personal practice. Many assignments are open-ended and are easily adaptable to students' differing ability levels. In general, high-achieving students have freedom to dig deeper, while struggling students have step-by-step guidelines and often peer support to meet challenging tasks.

Research is a critical college skill and as such, it is an integral part of all courses. In science classes, every lab investigation requires research to be done. Formal research reports are a component of all major projects. APA format is introduced and taught as part of the writing process. A great emphasis is placed on the process of developing a report or essay. Peer editing is structured so that students can be a resource to each other and evaluate each other's work for improvement.

Additionally, all teachers are available for tutoring. Some teachers meet with students before or after school, some tutor during lunch, and all communicate via email. The tutoring schedule, posted in classes and online, is given to students and parents during conferences.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

HMSA uses a variety of assessment methods to monitor the progress of our program in relation to student outcomes. Grade-level teams meet regularly to discuss pedagogy and data. Our Administrative Team meets with students and parents routinely to discuss academic progress. The counselor meets with students to conduct a graduation and college eligibility check. Recently, Naviance, a college and career readiness online tool, was implemented to facilitate analysis of PSAT, SAT, ACT, AP data, College Acceptances, and Alumni College Persistency Rates.

Administrators and teachers also gather and analyze data from a variety of local, state, and national assessments. Local assessments include quizzes and tests, midterms and finals, and student grades. Additional analysis includes data from the California English Language Development Test (CELDT), Advanced Placement (AP) courses, and SAT and ACT examinations. Every student must take both the SAT and ACT at least once as a condition of graduation.

The Smarter Balanced Interim Assessment Blocks for English and mathematics are administered to measure progress towards mastery of the Common Core Standards. Departments analyze results to identify students who need to be targeted for intervention. HMSA students' 2015 Summative Smarter Balanced results outperform Los Angeles County and California achievement averages. In English Language Arts/Literacy, 96% of eleventh graders met or exceeded standards on the assessment, while the county average was 55%, and 56% state-wide. In Mathematics, 75% of students met or exceeded standards on the assessment, while in the county average was 25%, and 29% state-wide. A workshop was created for parents on how to read their child's score report. The California State Universities System uses these scores for their Early Assessment Program (EAP). Students at the met or exceeded standards levels are deemed conditionally ready for English and/or mathematics college-level coursework and are exempt from taking entry-level placement exams.

Both students and staff analyze PSAT/NMST results. The test is administered free-of-charge to every student in grades 9-11 during the regular school day. Teachers review how to analyze PSAT results and guide students to reflect on areas of growth and set goals. 2015 PSAT performance shows that HMSA tenth and eleventh grade students outperformed state and national averages. The maximum mean score on the PSAT is 1520. The mean total score for HMSA tenth graders was 966, while the California mean was 897, and nation-wide it was 931. Even more impressive, HMSA eleventh graders had a mean total score of 1032, compared to the 984 California mean score, and 1008 national mean score.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

HMSA staff engage in a constant cycle of reflection to ensure continual program improvement and to accelerate the impact for student success. Student preparation for the rigorous HMSA academic program is a current focus. All incoming students attend Summer Bridge, a week-long program that includes a College Planning module aimed to help students gain understanding about the importance of grades, especially in a-g courses for college admission. To support students throughout the school year, a Transition Specialist addresses the academic and social-emotional needs of ninth graders and credit deficient tenth graders by meeting regularly to develop individual learning plans, facilitating a weekly mentoring program, and monitoring academic progress.

Scheduled into the school day are English and math intervention support courses. English Language Development is provided for English Learners so they can attain language proficiency while completing a-g approved English classes. A Strategies for Success course provides a small-group setting with peer tutors for students with IEPs and 504 Plans. Other students are enrolled in courses that cover the college admission process, prepare them for college entrance assessments, challenge them to be reflective, and encourage them to set personal goals.

To balance their academic lives, all students may participate in extracurricular activities that are directed by staff who are essential in fostering a student culture that develops academic and social skills. Content teachers serve as staff advisers for the Associated Student Body, Key Club, Newspaper, Yearbook, Black Student Union, Muslim Student Association, Tolerance Club, and Environmental Club. HMSA athletes are coached by content teachers to compete against other small charter and private schools in Cross Country, Soccer, Volleyball, Baseball, and Softball. Teachers lead efforts for the annual Multicultural Celebration that showcases students' diverse cultures by modeling traditional attire, creating visual and performance art, and providing food for the event.

HMSA has fostered relationships with local organizations to give students experiences that may influence their career paths. Students explore STEM careers through Math Engineering Science Achievement (MESA) hosted by USC. Musical talent is developed through SLAM!, a performing arts program facilitated by UCLA music students. SpaceX is located in the community and sponsors a hands-on design and engineering course for students and hosts tours of their facilities. The Hawthorne Police Department sponsors LifeSail, a program in which students are mentored to design, construct, and sail an 8-foot boat. Entrepreneurship is nurtured through the Business Plan Challenge sponsored by the Network for Teaching Entrepreneurship (NFTE).

### 2. Engaging Families and Community:

To assist parents with limited experience navigating the education system, HMSA leadership hosts parent meetings to inform them how to best support their child to be college ready. Ninth grade meetings focus on graduation requirements and a-g requirements. Tenth and eleventh grade meetings focus on college admission assessments and the different types of college institutions. Finally, twelfth grade parents are presented with information about college application deadlines and financial aid opportunities. Student workshops differentiated by each grade level are facilitated by counselors, who provide students with a College Portfolio that covers graduation requirements, time management, test taking strategies, goal setting, college planning, career planning, and social-emotional health.

Additionally during the 2015-2016 school year, the Hawthorne Parent Academy (HPA) was established in a joint effort with Hawthorne School District Family Outreach personnel. At HMSA, HPA seminars are scheduled to cover study skills, social media and technology, academic integrity, and managing stress. Parent participation is monitored through an HPA Passport and participants will be recognized at the end of the school year.

Strong parental involvement is essential to the success of HMSA's model program. All parents are asked to contribute 40 hours of community service each year. Parental involvement is encouraged monthly through the Parent Booster Club, School Site Council, and English Learner Advisory Committee meetings. Invitations to parent meetings are sent via monthly calendars, weekly all-calls, the outdoor marquee, and the school's website. All correspondence is provided in both English and Spanish and Spanish language translation is available at all meetings. Attendance at all parent-involvement activities is documented through sign-in sheets. Academic progress reports are sent home regularly that require parent signatures. In addition, PowerSchool Parent is accessible on-line to all families to monitor grades and attendance.

HMSA's Parent Center is easily accessible and contains a small meeting area, computer stations, and reference material available for check out. The school also documents and investigates all informal and formal complaints. A parent survey is administered annually for feedback on academic program, school safety, communication, and parent education.

It is important that HMSA students be service-oriented and to this end, they are also required to complete 100 hours of community service to receive a diploma. Students must serve a non-profit organization and record hours on a log that is submitted prior to graduation. HMSA students serve the community by working local fundraising events, mentoring younger students, and seeking out opportunities to benefit others.

### 3. Professional Development:

The overall goal for professional development at HMSA continues to adapt to the changing standards landscape and the ever-changing needs of our students. We are continuously looking to go from good to great. We have managed to close the achievement gap for a majority of our students, but not all. To this end, in partnership with UCLA Center X, a tailored professional development model was implemented in 2015 that focused on literacy in all content areas. Common strategies for close reading, classroom discourse, and writing were developed through cross-curricular collaboration. In addition, staff members were allowed to choose from a menu of workshops hosted on campus to further support their professional growth. Topics included the shifts in the new SAT, creating rubrics to support Long-Term English Learners, engaging students with critical media projects, and showcasing student work through student-run websites. Additionally, a series of professional development for math content teachers has focused on Common Core State Standards, English Language Learner support, and technology resources for student engagement, instruction, and assessment. Learning Walks with CollegeBoard Math Coaches have focused on determining effectiveness of instruction and facilitating reflective conversations with teachers.

Administrators attended professional development sessions focused on Common Core State Standards and Learning Targets. This content was then refocused, presented to teachers and monitored through weekly classroom observations. Also, teachers and administrators participated in and presented at several Charter School Symposiums in order to share best practices at small schools focused on college preparation. Both Advanced Placement (AP) teachers and Non-AP teachers attend AP Summer Institute Trainings.

Most recently, the Hawthorne School District engaged in a multi-year professional development partnership with UCLA Center X to close achievement/opportunity gaps. The focus of the partnership is to promote equitable outcomes and culturally-responsive leadership in all areas. School visits will gauge school culture and lead administrators through a reflective process in social justice to better serve the community.

Staff and academic departmental meetings are frequent, and there is scheduled time for grade-level collaboration, enabling teachers of different subjects to "get on the same page" with respect to students' academic and social needs. Teachers complete collaboration worksheets/surveys after each grade-level collaboration meetings. Teacher input is used to plan additional collaboration and professional development. Besides departmental meetings and grade-level collaboration, teachers are encouraged to observe others within their department and grade-level. They are also encouraged to observe teachers from other schools with similar programs.

#### 4. School Leadership:

HMSA's leadership team is comprised of the principal, assistant principal, two counselors, school psychologist, Transition Specialist, and Projects and Activities Teacher. The team meets weekly to collaborate on school activities, discuss improvements to site protocols, and share concerns brought up by staff, teachers, students, and parents. The leadership team maintains an open door policy for all HMSA stakeholders.

Each grade level is designed to accommodate approximately 150 students, so that each grade-level cohort has six teachers, one per subject area. Grade-level meetings are held for teachers to collaborate on common teaching strategies and student expectations. These meetings are also an opportunity for teachers to identify students who are struggling academically or exhibiting at-risk behavior. Most recently, the focus of grade-level meetings has been the implementation of Positive Behavior Supports to further develop school culture. Teachers collaborate on student incentives, reinforcement activities, and nominate candidates for semi-annual student recognition awards that highlight students who exemplify motivation, accountability, respect, and citizenship.

Each department elects their own chair who leads regularly scheduled department meetings that follow an agenda to maximize efficiency. Teachers of the same content area share the same prep period to facilitate time for collaboration and classrooms for content-like teachers are located on the same floor to develop comradery. Teachers are available for after-school tutoring and often service students who are not on their roster on days that their colleagues are not scheduled for after-school support. HMSA's school library and computer lab are also accessible to students after school due to the willingness of teachers to supervise these locations beyond the school day.

Staff is surveyed by administration to receive feedback on the effectiveness of administration's communication, to evaluate staff morale, to reflect on academic program, and to determine staff needs. The 2016 staff survey results reinforced the effectiveness of Summer Bridge program to prepare incoming students for the rigorous curriculum and to build student accountability. Teachers also shared that the Transition Specialist position added in 2015, has been a vital intervention in assisting struggling ninth graders and credit-deficient students. In 2016, HMSA added a second counselor to share the student caseload. Survey results show that staff believe that the addition of this position has had a positive impact on students' academic achievement and social-emotional needs.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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HMSA was designed to provide an instructional program where all students complete the “a-g” requirements as a condition of graduation, and are required to take additional courses in key content areas so that they are competitive in the college admission process. Courses are approved by the UC Office of the President and instruction is aligned with content standards.

Advanced Placement courses are open to all students who accept the challenge and complete the summer prerequisite homework. Students in AP courses must take the corresponding exam. The class of 2014’s AP Equity and Excellence score was 88.4%, with almost 9 out of every 10 seniors scoring a 3 or higher on at least one AP Exam at HMSA. Since 2010, the overall AP Pass rate has ranged from 77% to 90%, higher than the state and global averages.

HMSA was founded on the belief that all students are on the pathway to higher education. Those students who need stepping stones to continue on this path are supported by a staff that is committed to their success. Teachers differentiate instruction through Specially Designed Academic Instruction in English (SDAIE) strategies, accommodations for various learning styles and disabilities, flexible grouping, and cooperative group work. During the College Prep period, struggling students receive English and math intervention, English Language development, and other supports. Additionally, all teachers are available for tutoring. Proficient students may choose from a variety of specialty courses to enrich leadership skills or develop test-taking strategies that will aid them with college admission exams.

Data from CSU Analytics and National Clearinghouse from the past seven years shows that students are matriculating, progressing, and succeeding at the university level at rates better than the national averages. Since 2009, retention rates and college GPAs have been higher than the state’s cohorts. HMSA retention rates range from 83% to 92%, and our graduates’ college GPAs are usually higher than their high school GPAs. For example, the HMSA 2012 Cohort’s retention rate was 87%, the state’s was 85%. HMSA students’ GPA was 3.01; the state’s was 3.32. After their first year at a CSU, HMSA graduates’ average college GPA was 3.20, the state’s was 2.91. This is a true indicator of the success of our college preparation program. National Clearinghouse data reports that the percentage of students enrolled in college immediately after high school since 2007 (our first graduating class) averaged over 80%, peaking at 88% in 2013.