## BEVERLY HILLS UNIFIED SCHOOL DISTRICT



# HAWTHORNE School



## 2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

#### **Hawthorne School**

Grades K-8
Alexander Cherniss, Ed.D.
Principal
624 North Rexford Drive
Beverly Hills, CA 90210

#### **Board of Education**

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Sal Gumina Assistant Superintendent Human Resources

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Ilene W. Straus, Ed.D. Assistant Superintendent Educational Services K-12

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in August 2008 and school facilities information was acquired in October 2008.

#### PRINCIPAL'S MESSAGE

Dear Hawthorne Family and Friends,

Welcome to the 2008-2009 school year. I sincerely hope that each of you had a wonderful and relaxing summer. Here at Hawthorne School, we are committed to providing a physically and emotionally safe atmosphere, in which students can learn and are challenged. Our programs are designed to promote the maximum growth and achievement for each child.

The Hawthorne School community recognizes today's society as multicultural and global, and emphasizes the use of technological resources to support and enhance classroom instruction. This year, all middle school teachers will be posting grades and homework online. All of our teachers celebrate the rich cultural diversity of our student population, while acknowledging that all students learn differently. Therefore, our teachers differentiate their instruction to meet the needs of all of our students.

This past year, Hawthorne School posted an Academic Performance Index (API) score of 900. This tremendous score is another indicator of how our teachers take great pride in maintaining high standards of scholarship and citizenship. Teachers, parents and students are dedicated to one another and work cooperatively. We encourage your participation so we can achieve our goals.

The PTA is an integral part our school's success. They support us by raising money to provide additional programs and activities for students. Some of these activities include the funding of science programs, purchase and maintenance of musical instruments, after-school tutoring, computers and technology, field trips, and assemblies dealing with pertinent topics. We encourage you to join this organization to support our teachers and students.

A necessary component of our school/parent communication system is our Principal's News List, located on the front page of our Hawthorne School website at http://haw.bhusd.org. Please enter your email address on our website by clicking on the tab labeled, "Principal's News List" to receive the Weekly Bulletin and Principal's Announcements. This is not necessary if you have already done so this past year.

Should you desire to get in contact with me at any time, I am available via email at acherniss@bhusd.k12. ca.us. In addition, I will be available to meet with you either in person or by telephone after August 25, 2008.

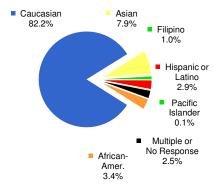
Sincerely, Alex Cherniss, Principal

### DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood and Century City. More than 5,300 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2007-08 school year, Hawthorne School served 685 students in grades K-8. Student enrollment included 18.69% receiving special education services, 11.2% qualifying for English Language Learner support, and 4.2% qualifying for free or reduced-price lunch. The curricular program for K-5 students is provided in a self-contained classroom enriched with art, music, physical education, and technology instruction. Middle school students (grades 6-8) are in a "school within a school" setting, receiving instruction in a homeroom and rotating between classes for individual subject area lessons. Hawthorne School is a California Distinguished School and recognized for its continued efforts in exceeding state and federal expectations.

## Percentage of Students by Ethnicity 2007-08 Enrollment: 685



#### **DISTRICT MISSION**

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning;

respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

#### SCHOOL MISSION

The mission of Hawthorne School is to provide a nurturing atmosphere of acceptance, mutual trust and respect, which meets the diverse needs of our students. The entire school community strives for all children to realize their maximum academic and social potential through shared learning with teachers, parents, and staff, and are challenged to meet or exceed standards. They are given the skills and knowledge to both excite their imagination and to inspire lives of continuous learning. Students learn to assimilate the positive values of a democratic society.

#### PARENT INVOLVEMENT

Parents are encouraged to get involved in Hawthorne School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents may volunteer their assistance in the classroom, and library. Back to School Night, Open House, student performances, family nights, fund-raisers, and Pajama-rama provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council, Parent Teacher Association, and Friends of Hawthorne provide opportunities for parents to have input on curricular programs and financial planning.

Parents seeking more information about becoming an active member in the school community may contact the school office, their child's teacher, the PTA president, or school administrators at (310) 229-3675.

School-to-home communication takes place in a variety of formats. The "Wednesday Packet" is distributed weekly and includes a weekly bulletin, PTA newsletter, and other important information about school activities, special announcements, and a calendar of events. Parents may access Hawthorne School's website at http://haw.bhusd.org; general information about the school, staff, activities, homework, and school news is updated weekly. All teachers post class and homework assignments on the school's website. Parents can sign up at the website to be on the Principal's News List and receive announcements and the weekly school bulletin via e-mail. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

#### STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Hawthorne 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 Hawthorne School's instructional programs. assessments include teacher tests, classroom observation, report card grades, 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 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37.0% 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 and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting the 2007-08 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 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hawthorne	BHUSD
Overall School Results	Yes	Yes
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts		
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 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), the 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 TESTS (CST)

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 (page 3) illustrate the percentage of Hawthorne School 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 School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. 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 2007-08 fitness exam, 27.5% of the fifth grade students and 32.2% of the seventh grade students were 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/pf/.

#### 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 (CAT-6 and CST, located on pages two and three of this report). 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.

The API table in this report (page 3) highlights Hawthorne 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.

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

## California Standards Test Results All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	H	awthor	пе		BHUSD	)	C	aliforni	а
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	74	78	80	73	73	73	42	43	46
Math	78	76	77	70	66	62	40	40	43
Science	77	82	81	69	67	73	35	38	46
History	74	76	78	65	56	59	33	33	36

Only grades 5, 8, 9,10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

# California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

#### Hawthorne

	African-	Amer. Indian or Alaskan			Hispanic	Pacific	
	Amer.	Native	Asian	Filipino	or Latino	Islander	Caucasian
English-Language Arts	70		86	*	85	*	79
Math	70		93	*	70	*	76
Science	*		93	*	*		81
History	*		*	*	*		78

\*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 2007-08

#### Hawthorne

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	75	83	59	86		
Math	77	77	68	79		
Science	74	87	*	*		
History	78	78	*	*		

Academic Performance Index (API) Three-Year Performance Comparison				
			API Rank	
		2005	2006	2007
Statewide Rank		9	9	10
Similar Schools Rank		6	7	8
	2008 API	Increa	se/Decrease	in API
Results	Score	05-06	06-07	07-08
Schoolwide - All Students	905	7	13	5
Ethnic Subgroups				
Caucasian	902	5	14	3
Other Subgroups				
Students with Disabilities	792	-9	54	12

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 2007-08, Hawthorne School did not participate in Title I and is therefore not 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 to 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	BHUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

#### SCHOOL FACILITIES & SAFETY

#### FACILITIES PROFILE

Hawthorne School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1914; since that time, new structures have been added and outdated buildings replaced.

Campus Description					
Year Built	1914				
Acreage	6.04 ac				
Square Footage	59,187 sq. ft.				
	Qty.				
# of Permanent Classrooms	40				
# of Portable Classrooms	0				
# of Restrooms (student use)	7 sets				
Auditorium	1				
Computer Lab	2				
Library	1				
Multipurpose Room	1				
Staff Lounge	1				
Teacher Work Room	1				

2007-08 Campus Improvement Projects:

- Completion of restroom restoration project
- Completion of seating and flooring refurbishment and interior painting in the auditorium
- · Repair of irrigation system
- Replanting grounds in front of campus
- Installation of intrusion alarms
- · Completion of restroom upgrades
- Addition of sound resistant walls between first floor classrooms
- Repaired roof/skylight in Room 220

2008-09 campus Improvement Projects:

- Installation of interior classroom numbers
- Installation of irrigation
- Installation of grass along perimeter parkways as part of the beautification project
- Modification of classroom entry locks for improved security

#### SUPERVISION & SAFETY

The Beverly Hills Police Department provides one police officer for traffic control in the morning and after school. Three crossing guards are on duty as students travel to and from school. One school resource officer is on campus four days a week to help with supervision and minor discipline issues. Playground aides monitor K-5 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and the school resource officer ensure students depart in a safe and orderly manner. The principal, custodian, school office, and school resource officer carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

#### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Hawthorne 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 most current school site safety plan was reviewed, updated, and shared with school staff in February 2008.

#### FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are wellmaintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or Hawthorne School's office.

Maintenance & Operations (M&O) employs a work order process enabling staff to communicate unscheduled maintenance needs, urgent repairs. or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two

groundskeeping team visits Hawthorne School on a rotational basis

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians are assigned to Hawthorne School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian and school administrators inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are clean and adequately stocked. During the 2007-08 school year, all restrooms were fully functional, in good working, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the

Hawthorne School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. most recent facilities inspection at Hawthorne School took place on September 10, 2008. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those

#### DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance 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 2007-08 school year, Hawthorne School received \$72,084.71 of deferred maintenance funds which were used for routine repairs and building improvements.

### CLASSROOM ENVIRONMENT

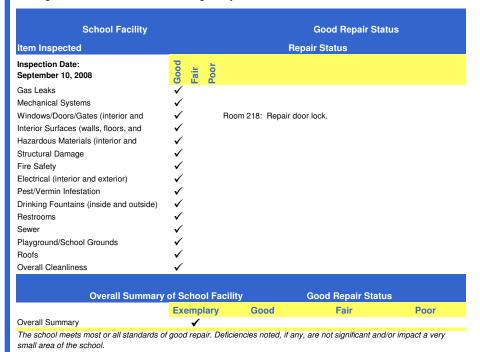
#### DISCIPLINE & CLIMATE FOR LEARNING

School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Every student is given the opportunity to learn from their mistakes and correct unacceptable behavior. Discipline policies are viewed as a tool to help students make good choices and experience success in

Character education instruction and discipline models are based upon the district's character education program, the Beverly Hills Way, which is comprised of five components - respect, responsibility, integrity, caring, and citizenship taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. For K-5 students, behavior traits are embedded in daily classroom lessons and referenced throughout the day in a variety of settings. All school staff encourage students to practice the Beverly Hills Way behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on Hawthorne's School Standards & Behavior Plan to maintain an effective learning environment; parents and students are required to sign the plan's acknowledgement form to confirm receipt and understanding. School and classroom rules are posted in each classroom. At the beginning of the school year, schoolwide assemblies and classroom presentations by school administrators are held to discuss school rules, safety procedures, consequences for poor behavior, and academic expectations. As needed throughout the year in classroom discussions, teachers remind their students to conduct themselves in a safe, responsible, and respectful manner.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to school administrators; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.



Suspen	sions &	Expulsio	ns
		Hawthorn	ne
	05-06	06-07	07-08
Suspensions (#)	50	47	35
Suspensions (%)	7.07%	6.88%	5.11%
Expulsions (#)	1	0	0
Expulsions (%)	0.14%	0.00%	0.00%
		BHUSD	ı
	Elem	entary S	chools
	05-06	06-07	07-08
Suspensions (#)	229	274	183
Suspensions (%)	7.87%	9.57%	6.46%
Expulsions (#)	1	0	0
Expulsions (%)	0.03%	0.00%	0.00%
This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with			

This table illustrates the total cases (not number or days) or 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.

Responsible students may participate in the school's peer mediation program. The school counselor provides a two-day training for participants, teaching students how to resolve minor playground issues and identify situations that require adult intervention. Peer mediators are responsible for setting an example and minimizing conflicts on the playground during recesses.

Hawthorne School's classroom and schoolwide recognition programs reinforce behaviors associated with the Beverly Hills Way. Students demonstrating good behavior and citizenship are given a Gold Card which may be redeemed at the end of the week for a prize drawing. Once a month, students who have maintained good citizenship are nominated by their teachers for Student of the Month; selected students are recognized at monthly assemblies and awarded a certificate. At the end of each semester, Aristonian Assemblies celebrate the academic accomplishments and outstanding citizenship of middle school students; recipients receive an Aristonian trophy and certificate. Middle school students who consistently maintain excellent behavior are eligible to participate in the annual outdoor education program.

#### **ENRICHMENT ACTIVITIES**

Students are encouraged to participate in Hawthorne School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Karate, chess, reading, and academic intervention programs are offered after school. The library and computer lab is open to students after school until 5:00 p.m. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship.

#### CLASS SIZE

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate 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.

Cla	Class Size Distribution				
Self-Contained Classes					
		2005-06			
	Avg.				
	Class	Numbe	r of Clas	srooms	
Grade	Size	1-20	21-32	33+	
K	18.7	3			
1	18.7	3			
2	20.0	3			
3	19.4	4			
4	26.3		4		
5	29.7		3		
		2006	-07		
K	18.7	3			
1	18.0	3			
2	20.0	3			
3	18.0	4			
4	26.0		4		
5	28.7		3		
		2007	-08		
K	17.0	3			
1	19.7	3			
2	20.3	2	1		

## Teaching Load Distribution Departmentalized Instruction

2005-06

18.8

25.5

26.0

3

4

5

	Avg. Class		umber o assroom	-
Subject	Size	1-20	21-32	33+
English	21.5	6	11	
Math	27.7	1	8	1
Science	27.3	1	10	
Social Science	27.6	1	10	
		2006	6-07	
English	23.9	4	9	1
Math	26.7	1	9	
Science	27.1	2	7	1
Social Science	28.6	1	8	1
		2007	7-08	
English	20.3	11	7	
Math	21.0	8	5	
Science	24.1	5	7	
Social Science	23.3	5	7	

Hawthorne School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of K-3 classes at Hawthorne School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program					
Grade	2005-06	2006-07	2007-08		
K	100%	100%	100%		
1	100%	100%	100%		
2	100%	100%	100%		
3	100%	100%	100%		

#### INSTRUCTIONAL TIME

During the 2007-08 school year, Hawthorne School offered 180 days of instruction comprised of regular, minimum, and early release days as illustrated in the following table. Grades K-5 were provided modified days for parent conferences; grades 6-8 were provided modified days for parent conferences and for teachers to collaborate concerning middle school issues and instructional strategies.

All instructional minutes offered at Hawthorne School during the 2007-08 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2007-08				
	Actual Minutes Offered	State Requirement		
K 1-3 4-5	40,500 37,719 39,942	36,000 50,400 54,000		
6-8	49,140	54,000		
Grade Level	Total Modified Days	Total Regular Days		
K	12	167		
1-3	10	127		
4-5 6-8	6 9	126 130		

#### CURRICULUM & INSTRUCTION

#### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input.

Staff Development Days Three-Year Trend							
2005-06 2006-07 2007-08							
3	3	3					

During the 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessment types (formative and summative) and how best to utilize these assessments to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

A portion of staff development days were allocated to site-based needs and held at each of the school sites. Supplemental site-based staff training activities take place on early release days and during staff meetings. During the 2007-08 school year, Hawthorne School's site-based staff development activities were centered around student achievement and interventions.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered by throughout the school year and over the summer break. District-sponsored training sessions offered during the 2007-08 school year included:

- · Digital Classroom Training
- Social Studies Textbook Adoption Training K-8
- Developing Mathematical Intelligences K-8
- Mathematical Routines K-5

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Principals encourage their teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles Office of Education. Long-term substitutes are invited to participate in district staff development activities. All instructional aides were included in the DART training and invited to special workshops emphasizing classroom management skills, content knowledge, and instructional strategies to improve their effectiveness when providing academic intervention and support. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

#### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and 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. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 7, 2008 at 7:00 p.m., Beverly Hills Unified 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 Resolution #2008-2009-007 which certifies as required by Education Code §60119. 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science,

and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

#### SCHOOL LEADERSHIP

Leadership at Hawthorne School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensures both curricular and operational components of Hawthorne function properly.

As part of the principal's decision-making process. feedback, advice, and input from instructional staff through the instructional leadership team and grade level teams are used to guide curricular programs. The school's instructional leadership team is comprised of the principal, assistant principal, and grade level/subject area representatives. Once a month, the instructional leadership team collaborates to identify ways to improve student learning, collaborate on best practices of instruction, identify staff development needs, and implement programs aligned to school goals and student achievement. During the 2007-08 school year, many of the instructional leadership team's efforts focused on developing professional learning communities (a strategic approach for schoolwide, collaborative staff development to ultimately increase student proficiency across the curriculum). Grade level and subject area representatives serve as a liaison between school administrators and their grade level/subject area teams.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

#### 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 core program. Hawthorne School structures its educational program 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.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Study Team (SST). The SST team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/ or counseling.

Hawthorne School's special education program is supported by highly qualified, caring staff. Five special education teachers and two special education aides provide full-day instruction in five special day classes. Two resource specialist teachers and resource specialist aides provide individual and small group instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education

District Adopted Textbooks (Grades K-8)						
Year	D. I. I.		Grades			
Adopted	Publisher Series					
Math						
2001	Houghton Mifflin	Mathematics	K-5			
2001	McDougal Littell	Mathematics: Concepts & Skills	6-8			
2001	McDougal Littell	Mathematics; Structure & Method	6-8			
		Language Arts				
2002	Houghton Mifflin	A Legacy of Literacy	K			
2002	Houghton Mifflin Student Anthologies					
2002	Prentice Hall Timeless Voices, Timeless Themes					
Science						
2008	Harcourt	Harcourt Science	K-4			
2001	Harcourt	Harcourt Science	5			
2001	Prentice Hall	Focus on Earth Science	6			
2001	Prentice Hall	Focus on Life Science	7			
2001	Prentice Hall	Focus on Physical Science	8			
2003	ETR Associates	Safe Choices	8			
		Social Science				
2007	Scott Foresman	Scott Foresman History - Social Science for California	K-5			
2007	Holt, Rinehart & Winston	World History, Ancient Civilizations	6			
2007	Holt, Rinehart & Winston	World History, Medieval to Early Modern Times	7			
2007	Holt, Rinehart & Winston	U.S. History, Independence to 1914	8			

Plan (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 coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners are provided differentiated instruction in the general education classroom. Teachers provide English Language Development instruction daily for K-5 students who are at the very early stages of learning the English language (Level 1 and 2). EL students (Levels 1 and 2) in grades 6-8 may be placed in an ELD course in lieu of an elective and as a supplement to their regular language arts class. ELD instruction for all grade levels focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Hawthorne School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Hawthorne School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive differentiated instruction by their class teachers; GATE students in grades 6-8 are placed in honors or advanced classes. Periodically throughout the year, GATE students participate in GATE workshops, activities, and field trips during regular school hours.

Hawthorne Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Hawthorne Elementary's intervention programs typically comes from the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- After-school tutoring provided by Beverly Hills High School students. In addition, Maple Center services may be recommended by school staff; parents coordinate sessions directly with the center.
- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus in lieu of an elective. Students are tested at the end of each trimester and must score at the proficient or advanced level to exit the elective course.
- English Learners: students who need additional assistance in acquiring the English language may receive tutoring assistance from certificated staff. Instruction is based upon student's individual learning and fluency levels.
- Reading/Study Buddies: responsible middle school students may use their elective or study hall period to volunteer to tutor elementary grade students. Teachers make arrangements with middle school students for tutoring sessions which take place during elementary language arts time.
- Third Grade Intervention: four certificated teachers provide before- and after-school tutoring for students who require additional instruction in language arts to meet proficiency standards. Tutoring is provided five days a week

for 60 minutes a day. Students may exit the intervention program upon scoring at the proficient or advanced level on state assessments.

### PROFESSIONAL STAFF

#### **TEACHER ASSIGNMENT**

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed 47 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 an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

#### TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are formally evaluated every year, permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

#### SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Hawthorne School does not experience difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal, counselor, or other available certificated personnel will fill the role of the substitute.

#### SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, 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) 2007-08

	No. of	
	Staff	FTE
Counselor	1	1.0
School Resource Officer	1	8.0
Psychologist	1	0.6
School Nurse	1	0.2
Health Technician	1	1.0

FTE = Full-Time Equivalent

Teacher Credentials & Assignments								
	Hawthorne			BHUSD				
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	44	47	47		281	296	303	
Teachers with Full Credential	44	45	47		277	290	298	
Teachers without Full Credential	0	2	0		4	6	5	
Teachers in Alternative Routes to Certification	0	2	0		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		2	1	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	1	1	0		11	6	0	
Teacher Misassignments - Total	1	6	0	0	45	75	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	1	6	0	0	45	75	0	0
Teacher Vacancies	0	0	0	0	0	0	0	1

#### Percentage of Core Classes: Taught by **Not Taught** NCLBby NCLB-Compliant Compliant **Teachers Teachers** 2007-08 Hawthorne 100.0% 0.0% District Totals All Schools 99.7% 0.3% High-Poverty Sch. 0.0% 0.0% Low-Poverty Sch. 99.7% 0.3%

Teacher Education Levels 2007-08						
	Hawthorne	BHUSD				
	%	%				
Doctorate	0.0	2.0				
Master's Degree plus 30						
or more semester hours	29.8	37.0				
Master's Degree	25.5	22.4				
Bachelor's Degree plus 30						
or more semester hours	34.0	31.4				
Bachelor's Degree	10.6	7.2				
Less than a Bachelor's Degree	0.0	0.0				

School counselors provide academic guidance, conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE Drug Abuse Resistance Education).

Hawthorne School welcomes volunteers from the city's Maple Center, a regional counseling center, which sponsors activities with the students and discussions on social and conflict resolution skills. School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid.

#### SARC DATA & ACCESS

#### **DATAQUEST**

DataQuest is an online data tool located at http:// dq.cde.ca.gov/dataquest/ that contains additional information about Hawthorne School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION Parents may access Hawthorne School's SARC and access the internet at any of the county's public libraries. The closest library to Beverly Hills High School is the Beverly Hills Public Library located at 444 North Rexford Drive, Beverly Hills, CA 90210-4877.

Open to the Public: Mon.-Thurs. 10:00-9:00 Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00

Phone: (310) 288-2220 www.bhpl.org

Number of Computers Available: 22

Printers Available: Yes

#### 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 2006-07 school year, Beverly Hills Unified School District spent an average of \$9,879 of total general funds to educate each student (based on 2006-07 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

Salary Comparison 2006-07						
		State Average				
		of Districts in				
		Same				
	BHUSD	Category				
Beginning Teacher Salary	\$43,012	\$39,692				
Mid-Range Teacher Salary	\$67,971	\$62,830				
Highest Teacher Salary	\$80,617	\$80,472				
Average Principal Salaries:						
Elementary School	\$111,754	\$98,460				
High School	\$126,180	\$114,549				
Superintendent Salary	\$200,000	\$166,547				
Percentage of General Fund Expenditures For:						
Teacher Salaries	42.1 %	40.2 %				
Administrative Salaries	4.6 %	5.8 %				

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.)

Current Expense of Education per Pupil 2006-07						
Dollars Spent per Student						
Expenditures Per Pupil	Hawthorne	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State	
Total Restricted and Unrestricted Restricted (Supplemental) Unrestricted (Basic) Average Teacher Salary	\$7,549 \$357 \$7,191 \$71,080	\$6,565 \$444 \$6,120 \$69,296	115.0% 80.4% 117.5% 102.6%	N/A N/A \$5,300 \$62,157	N/A N/A 135.7% 114.4%	

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$4,640 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- · Arts, Music, and Physical Education Supplies and Equipment
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
   Gifted & Talented Education (GATE)
- Instructional Materials, Library Materials and Education Technology
- K-12 Service Learning Initiative
- Peer Assistance & Review Program for Teacher
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
  School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs